

CHANGE MANAGEMENT FOR LEADERS

101

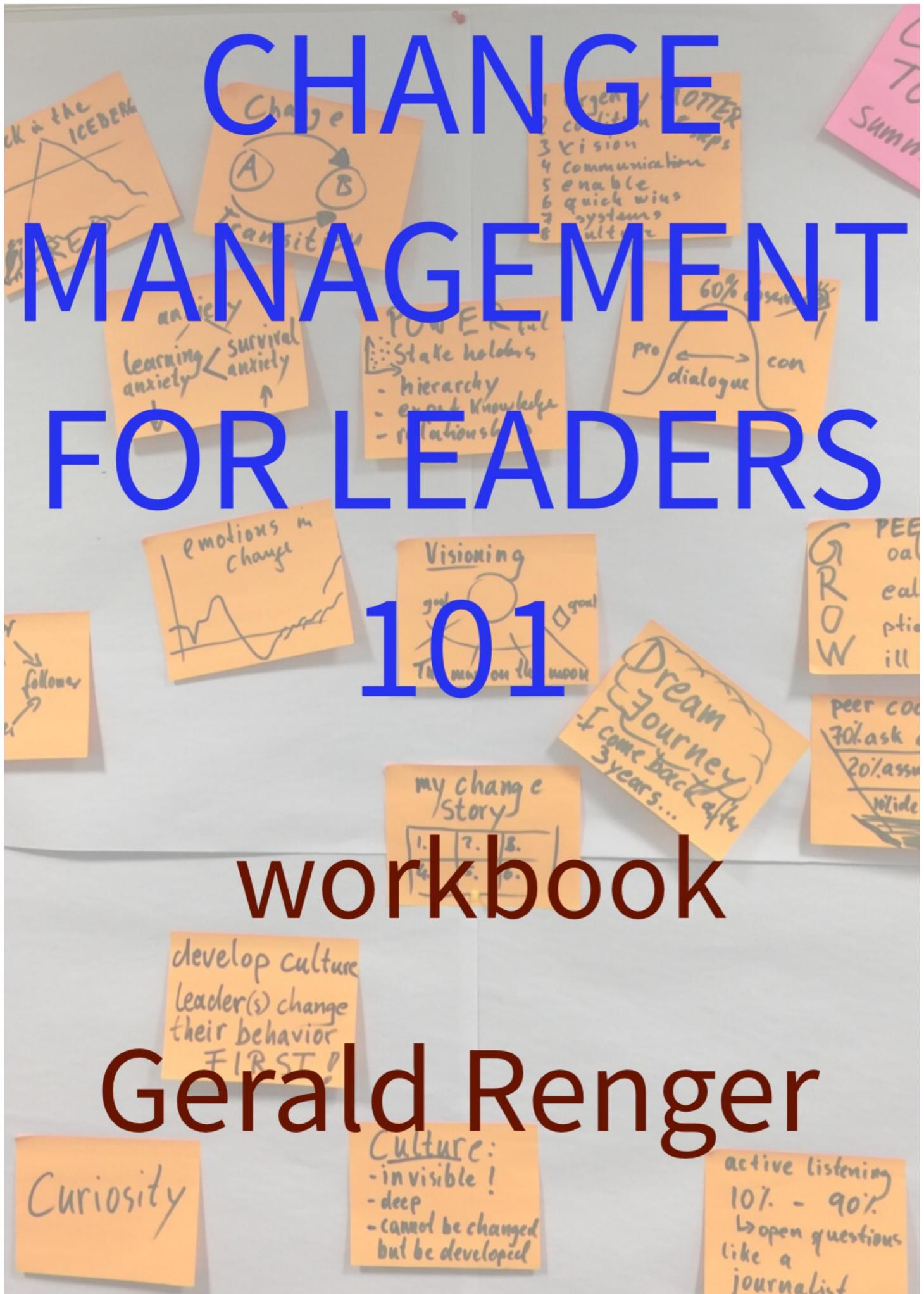
workbook

Gerald Renger

Curiosity

Culture:
-invisible!
-deep
-cannot be changed
but be developed

active listening
10% - 90%
↳ open questions
like a
journalist



Change Management for Leaders 101

GERALD RENGER

A Workbook with Eight Practical Lessons

This workbook summarizes key learnings and tools from more than 20 years of work as a change management and leadership coach.

It was written to help managers focus on the main topics in short lessons using simple text and tools for self - reflection. It can be used as a 101 and basic reference in Change Management.

You can also use it to prepare for a change management training by going through the lessons you find interesting and helpful.

As a follow up, use with the practice book 'International Change Management' with detailed case studies from real change projects and more elaborate exercises and tools like the visioning process, dealing with top management conflict, or rooting your changes in the culture of your team, department, or company.

About the author

Gerald Renger has worked as a change and leadership consultant, coach, and trainer since 1993 when he changed from being a development engineer for cars at Mercedes Benz to becoming a project leader for a bigger change project in that practical experience and his later change education lead him to start his own company in 1999.



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company. His and coaching consulting

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1. Leading Change

Learning target: Start your change process the right way, be prepared.

Benefit: Tips, hints, and basics of change ready to use.

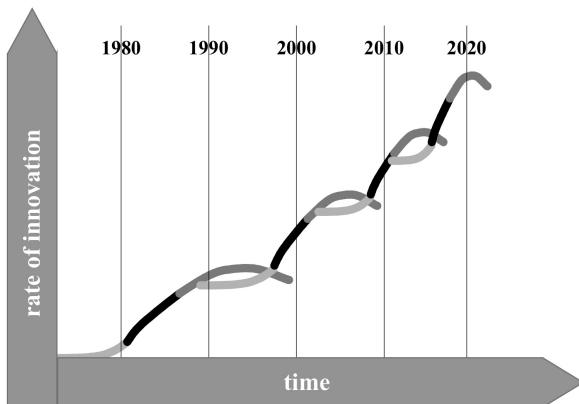
Contents:

- 1.1. Why Manage More and More Change?
- 1.2. What Does Change Really Mean?
- 1.3. What Is The Best Time To Start A Change?
- 1.4. Change Management - How To Approach It?

Time: 30 min.

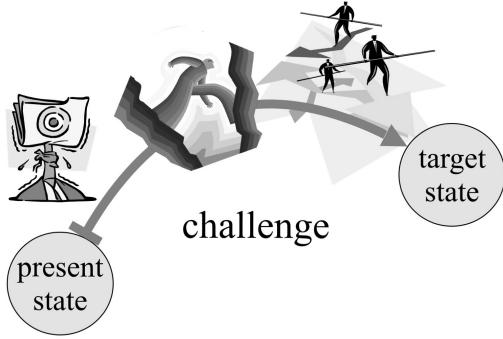
1.1. Why Manage More and More Change?

In recent years, globalization, social media, smartphones, and many other developments have created a lot of change. At the same time, the amount of time between changes has decreased dramatically. Ten years ago, managers would start a change program and invite an external change expert to help plan and implement it. Today, change management has become an everyday management task - a leadership discipline.



1.2. Change - A Practical Definition for Your Project

Change is felt as a 'challenge' that you experience. When there is a need for change, you can think of it as moving from the present state to a new target state. Change often involves developing new behaviors, skills, and mindsets. When you expect people to do things different you need to give them good reasons. Why change? What is the business challenge? What exactly needs to change? How to measure success? These are important questions yet many change managers cannot answer them. So do take time to think about it.

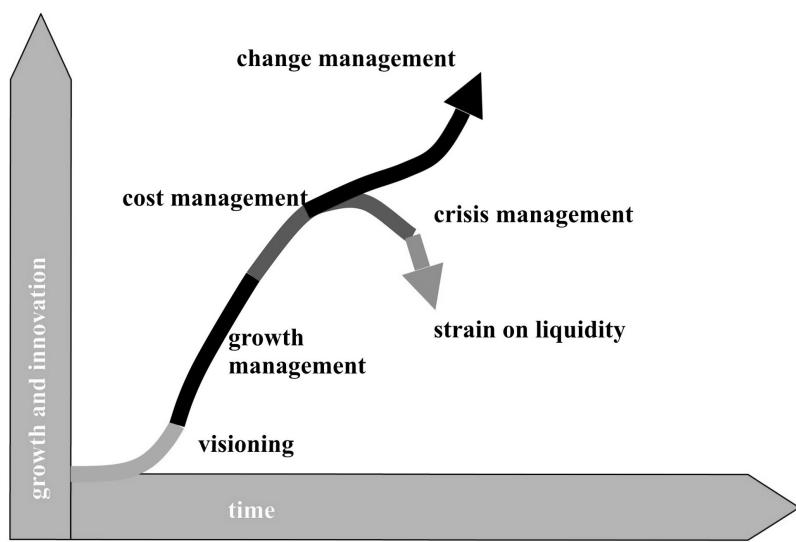


ACTIVITY: Reflect your change project.

1. Describe your business challenge and why it requires change.
2. What is your vision and target? How to know success after the change? (List your 5 top success criteria clearly, like changes in skills, process, behavior, mindset, etc.)
3. What needs to happen exactly? Which steps must be taken?
4. Which role and responsibility will you personally take in this project? Why?
5. In which way can peers help you lead this change project? Which questions would you like to ask them? (Peer coaching)

1.3. When to Start Change?

Start change while you are still successful. The usual challenge is: 'Things are running fine so why make changes?' Your second and even bigger challenge may be to ask the right questions. The market moves fast! Are you challenging your own thinking enough? Do you stop to ask yourself some important questions early? Here are some:



By A.Gaiola drawing on Ch.Handy

ACTIVITY: Take some notes and answer the following questions:

1. What are the benefits you generate for your customers? Why do they come to you today? List your top ten criteria and compare yourself with your competition. Better still reflect this with your core team.
2. If you started your products/service from scratch today, would you do it the same way? What would you do different?
3. Are there potential changes coming (technology, society, environment, market etc.)? Which impact will they have on you?
4. What are your innovative ideas / answers? How to get more?
5. Which things and values will you preserve if many things change?

1.4. How Do You Approach Change as a Leader?

The most important success factor in change management is a leader's attitude. Peter Drucker & Peter Senge describe two things of key importance:

- A leader's attitude about change - whether change is welcomed as an opportunity and used proactively
- A leader's attitudes about people - whether the people in the organization are valued as individuals and encouraged to embrace change, innovate, and be committed to their work

ACTIVITY: Answer the questions and rate yourself on a scale from 0% to 100%:

1. How much do you welcome change personally?

0% ----- 100%

2. How much do you encourage your people to embrace change?

0% ----- 100%

3. What do others say about you - your boss, team, partner, kids, friends, ...?

- ...

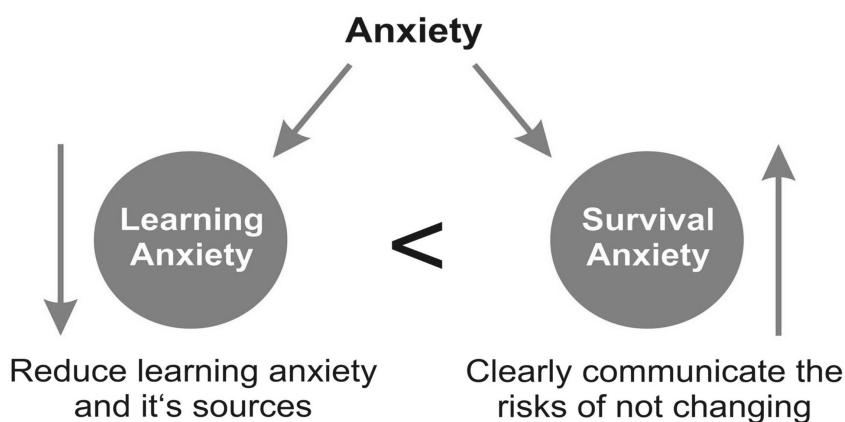
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1.5. Reduce Learning Anxiety - Ed Schein's Change Relation

Change processes cause anxieties in people - new skills, behaviors, and mindsets are required. Ed H. Schein described a simple and useful change relation: For change to happen, learning anxiety (being afraid of learning new things) must be lower than survival anxiety (being afraid of losing out if I do not change).

Sometimes, the urgency and external threats are not clear to people so leaders need to be very honest about it. Mostly however, learning anxieties are overlooked. It is the leader's main task to understand and facilitate a process where people's learning anxieties become clearer and can be reduced by providing the right kind of help. This requires good listening.



ACTIVITY: Take notes and answer the following questions:

1. Which learning anxieties may your people have? (How well are they prepared for new skills, tasks, mindsets?)
2. Which survival anxieties might drive them? (Which things might they be afraid of losing or not gaining?)
3. How can you help your team get over the learning anxieties?
4. How clearly have you communicated the need for change and your vision?

Find out more on reducing learning anxiety in chapter 6

2. Change - A Leadership Discipline

Learning target: Knowledge of skills, short self-assessment.

Benefit: Ability to apply the criteria for a change leader.

Contents:

2.1. Leaders' change skills

2.2. How do I deal with change?

Time: 20 min.

The more you develop your change skills as a leader the more you will be able to shape and control the turbulence around you and the less you become dependent on advice from experts. Anticipate change. Drive it. Change Management is the ultimate leadership discipline.

2.1. Leaders' Change Skills - A Check List

Change encompasses ten key leadership skills:

1. Uphold a **learning attitude**; no arrogance in spite of success
2. Develop a **vision** and strategy
3. **Clarity** in what to change and what to preserve **AND Appreciation** for past achievements of your people
4. **Experience and openness** in handling uncertainty and change
5. **Find good people** for leading your change effort
6. **Sense opposition** and include it in your change effort
7. **See the changes already taking place** and to connect to them
8. **Use methods and tools** in learning processes
9. **Walk the talk**
10. **Balance** between action and reflection

2.2. How Do I Deal With Change?

ACTIVITY: Find out about your personal strengths and weaknesses in dealing with change. Take notes.

Self assessment: My change management skills:		never	seldom	now and then	often	always
1.	success – a chance for learning					
2.	anticipate the future					
3.	courage for future and respect for past					
4.	experience/openness with changes					
5.	find the right people					
6.	see and include opposition					
7.	see and ask for unplanned changes					
8.	know how about methods and instruments					
9.	walk the talk					
10.	inner balance and patience					

Summarize your conclusions:

- My strengths:
- Things that I would like to improve:
- My options for improvement:
- Success criteria: how will I know I have reached my improvement goals?
- What are reinforcing/inhibiting factors for implementation?

3. Success Factors and Traps

Learning target: Knowledge of success factors and traps.

Benefit: Awareness of traps and how to avoid them.

Contents:

- 3.1. Failure and its Root Causes
- 3.2. Leader's Openness, Courage, and Honesty
- 3.3. Misconceptions

Time: 20 min.

3.1. Failure and its Root Causes

More than 70% of all bigger change projects fail. The reasons often lie in the early process:

- No *urgency*: lack in clarity about the why we must change
- No *guiding coalition*: conflict between the first and next leadership levels or key experts
- A poor vision to guide people

ACTIVITY: To see how solid the feeling of urgency and your guiding coalition really are; make a stakeholder analysis and reflect the results in your team (requires openness):

1. Which people in and around the change project are important stakeholders, such as leaders, experts, and networkers, customers? Make a list.
2. Where do each of them stand regarding your change project? Use your list to mark each one as 'pro', or 'contra', 'undecided', or 'guardian angel'
3. Which fundamental conflicts does this change trigger between these people?
4. What is the quality of their communication? (Trustful, open, cooperative or not)
5. What is the quality of conflict management? (Constructive, solution oriented or more power play and politics)

Too often, managers underestimate how these questions can jeopardize a change project if left unattended. If you handle them well it will be your entry point to success! It takes time and is well worth it.

3.2. Leader's Openness, Courage, and Honesty

Change takes courage:

- The **courage to open your eyes** to reality. You may need to look more closely into an issue or stop denying it. For instance, you may ask which of your skills and products are no longer in demand, and which new customer demands will develop.
- The **courage to let go:** You may be torn between the things that you loved doing in the past - and the things that you will have to do in the future, things required through outside pressure. It is here that you develop your own new vision of the future.
- The **courage to talk from your hearts:** This process takes time and a lot of openness and clarity in your team. A team building for your guiding team may easily take 6 to 12 months!
- The **courage to see the change through:** Only when the team is aligned can you begin to communicate and implement the change and do what is necessary, to reach your goal.

ACTIVITY: Take some notes about your situation:

1. How do we manage to get honest feedback from others?
2. How much time do we invest in reflecting critical feedbacks?
3. What are our strengths? Where should we improve?

3.3. Common Mistakes

Here is a list common misconceptions that cause change projects to run into trouble:

1. cost reduction instead of leading change
2. Under-estimate a lengthy process (real change always is!)
3. No appreciation - people need you to value their past successes
4. Lack of walking the talk
5. underestimating and failure to reduce learning anxieties
6. failing to create a sufficiently powerful guiding (leadership) coalition
7. no convincing purpose/vision & under-communicating it
8. failing to create short term wins
9. underestimating complexity, declaring victory too soon
10. failing to anchor changes firmly in the corporate culture

4. Phases and Steps in a Change Process

Learning target: Knowledge of the important steps.

Benefit: You can use practical steps for your change process.

Contents: 4.1. Eight Steps to Transformation / **Time:** 20 min.

4.1. Eight Steps to Transformation (J.P. Kotter)

'There is no success formula for change but there is a clear pattern to the reasons for failure. Most often, it is a leader's attempt to shortcut a critical phase of the change process. Certainly, there is room for flexibility in the eight steps that underlie successful change -- but not a lot of room.' (Kotter, 1996)

Kotter describes eight steps to change in more detail as follows:

1. Establish a Sense of Urgency: Examine market and competitive realities. Identify and discuss crises, potential crises, or major opportunities.

Goal: Get people up and ready to move

Success criteria: people start telling each other: 'Let's go, we need to change things!'

2. Create a Guiding Coalition: Assemble a group with enough power to lead the change effort. Encourage the group to work as a team.

Goal: get the right people in place with the trust, emotional commitment and teamwork to guide a very difficult change process.

Success criteria: a group that works together and is powerful enough to guide large change

3. Develop a Vision and Strategy: Create a vision to help direct the change effort. Develop strategies for achieving that vision.

Goal: get the guiding team to create the vision and strategies to guide action in all of the remaining stages of change. Move beyond number crunching to address the creative and emotional components of the vision.

Success criteria: the guiding team develops the right vision and strategy for the effort.

4. Communicate the Vision: Use every vehicle possible to communicate the new vision and strategies. Teach new behaviors by example from the guiding coalition.

Goal: get many people acting to make the vision become a reality.

Success criteria: people begin to buy in and it shows in their behavior.

5. Empower Others to Act on the Vision : Remove obstacles to change. Change systems or structures that seriously undermine the vision. Encourage risk taking and nontraditional ideas, activities, and actions.

Goal: discover and remove key obstacles that stop people from acting on the vision.

Success criteria: people feel able and do act on the vision.

6. Create Short-Term Wins : Plan for visible performance improvements. Create those improvements. Recognize and reward employees involved in the improvements.

Goal: produce enough short term wins fast enough to energize the change helpers, enlighten the pessimists, defuse the cynics and build momentum for the effort.

Success criteria: momentum builds as people try to fulfill the vision, while fewer and fewer resist the change.

7. Consolidate Gains & Produce More Change: Use increased credibility to change systems, structures, and policies that don't fit the vision. Hire, promote, and develop employees who can implement the vision. Reinvigorate the process with new projects, themes, change agents.

Goal: continue with wave after wave of change, not stopping until the vision is a reality - no matter how big the obstacles.

Success criteria: people remain motivated to push change until the vision is fulfilled.

8. Anchor the New Approaches in the Culture: Articulate the connections between the new behaviors and biz success. Get the means to ensure leadership development and succession.

Goal: create a supporting structure that provides roots for the new ways of operating.

Success criteria: new and winning behavior continues despite the pull of tradition, turnover of change leaders, etc.

ACTIVITY: Take some notes on your own change effort:

1. Which steps have you covered well in your change project?
2. Which steps will you invest more in? What exactly will you do?

5. How to Get People on Board

Learning Target: knowledge of how to win people for change

Benefit: learn more about how to build your network

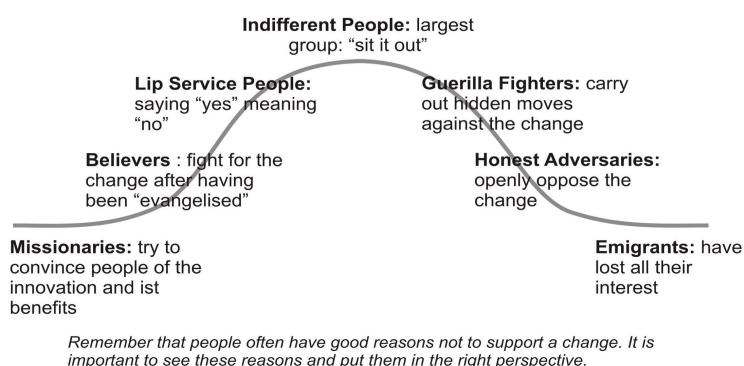
Contents:

- 5.1. Different Change Mentalities
- 5.2. Levels of Identification
- 5.3. Helpful Attitudes for Getting People on Board
- 5.4. How Good Am I At Winning People Over?

Time: 30 min.

5.1. Different Change Mentalities

Your change will be successful if people understand and implement it, and become used to new behaviors. For changing behavior, people need a strong commitment to the change. The kind of commitment that only develops through understanding. Understanding develops through good dialogue. Initially, you need people to join you to get the process started. But good dialogue depends on openness to differing views. There are all kinds of change mentalities – so find out who stands where around you:



ACTIVITY: Answer the following questions and take notes for yourself:

1. Who has which role in and around your team?
2. Who should be your change project leader? Why?
3. How do you staff your change core team? (missionaries, believers, honest adversaries)
4. How about the support by the top? Who may be a mentor?
5. Who should you talk to more? How best to prepare for it?

The secret of winning people's commitment to change project lies in an open dialogue that includes the honest concerns of opposers so all opportunities and threats are seen. Once the opposition joins your ranks the silent majority will come around.

5.2. Levels of Identification with Change

The higher your goals the more commitment and ownership will be needed and the more networking you will have to do.

ACTIVITY: Reflect who in your team is on which level of identification with the change:

Levels of identification:

1. Being informed - The goals are known to me
2. Understand - I know something has to be done
3. Agreement - The need is clear to me
4. Support - I support it
5. Commitment - Identification with the goal
6. Ownership - I actively drive it

5.3. Helpful Attitudes for Getting People on Board

You will always find people around you who support you, who cannot make up their mind and who oppose you and your goals. How to manage them?

1. Be clear about your vision and goals: make sure you are able to communicate it to your people.

Develop a concrete picture of how your people are to work differently after the change and how you will know it is different. (See chapter 1)

2. Accept opposition: If you want other people to follow your goals give them a chance to speak their minds. Do not mistake adversaries for enemies; even supporters may change their minds; undecided people may become committed.

3. Be suspicious of too little resistance: Don't be trapped by arrogance. There is a cost to an easy start in the wrong direction.

4. Use your team to check your goals: Be wise and let others challenge your ideas. If your points are valid, the discussion will make people join you. If not, better correct your mistakes early. People will get on board once they understand the change is the way to go.

5. Appreciate adversaries: they may become good and vigilant observers or minesweepers that may help you clear the way in difficult phases because of the long experience they often have.

6. Communicate the real necessities and opportunities: Don't exaggerate and don't hold back information. People will share responsibility once they can see the full extend of the challenge.

7. Make people part of the process: people who are able to contribute will feel better.

8. Address people by using different leadership styles: People have different expectations about how they want to be lead.

9. look for contact with permanent adversaries: even if no win-win situation is possible. Keep close contact and constantly stabilize trust.

5.4. How Good Am I At Involving People?

ACTIVITY: Find out about your personal strengths and weaknesses in winning people for your change effort. Take notes:

My self assessment: My skills in winning people:	never	seldom	now and then	often	always
1. I know my vision precisely and can clearly communicate it					
2. I can accept opposition and anxieties					
3. I get suspicious if there is little or no opposition					
4. I appreciate people challenging my ideas					
5. I fully respect adversaries					
6. I communicate chances and opportunities of my goals					
7. My people shape their tasks and processes themselves					
8. I address and lead people according to personal style					
9. I look for contact / solutions with permanent adversaries					

Summarize your conclusions:

My strengths:

Things that I would like to improve:

My options for improvement:

Success criteria: how will I know I have reached my improvement goals?

What are reinforcing/inhibiting factors for implementation?

6. Handling Resistance

Learning target: knowledge of types and causes of resistance

Benefit: knowledge of methods and ability to handle resistance. Preparation activity.

Contents:

- 6.1. Types and Root Causes Of Resistance
- 6.2. Reducing Learning Anxiety
- 6.3. The First-Aid-Kit for Handling Resistance
- 6.4. How Do I Handle Resistance Myself?

Time: 30 min.

Resistance is a natural human reaction to change. It's important to understand the reasons.

- Use resistance as a source of valuable information.
- Provide the time and space to help people air their concerns.
- Ask for open feedback on your project.
- Be suspicious if there is no resistance.

6.1. Types and Root Causes Of Resistance

There are two basic forms of resistance:

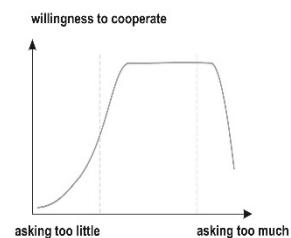
- open resistance is clear and open to see and feel
- passive or hidden resistance is less easy to see

Open resistance is like an invitation to ask more - reason to be grateful. Active listening is the best way to handle it. Both forms of resistance must be actively managed.

Let's have a look at the most frequent root causes

Possible causes of resistance:

1. a lack of information or accountability
2. time pressure or asking too much
3. Conflicting strategic orientations
4. Unsettled old scores
5. political interests (power dynamics)



6.2. Reducing Learning Anxiety

Leading change means to reduce the most frequent obstacle - people's anxiety. People in change feel supported by the following approaches (Schein, 1999):

With regard to processes, structure and relationships:

- A **positive vision** of future products, processes and organizational structure: People need to have the feeling they will be better off if they learn something new.
- Communicate enough, lead **good dialogue with people**, ask them about their situation and understand the causes of their anxiety.
- **Informal training in 'family groups'** and active teams: Groups share cultural assumptions. So it is helpful for them to learn together in order to collectively question old and develop new norms.
- Adjust **reward systems** and organizational structure: If for example people are expected to become team players the reward system should support team success rather than individualism.

With regard to individual learning:

- Learning support: New ways of thinking and behaviors develop best with individual learning support, also at **safe places where mistakes can be made**.
- **Participation in shaping learning methods:** The learner should take part in the planning of the learning process. People's ways of learning differ. The Individual knows best what helps.
- **Practice fields, coaching, and feedback:** Without enough time, resources, support, and feedback learning new things is almost impossible. Learning also involves making mistakes, so people need practice fields to experiment safely.
- **Positive role models:** The new thinking and behavior may be too unfamiliar so that people need to see somebody do it first before they can try it for themselves. 'Walk the talk' may be an issue, particularly with leaders. People usually copy leaders' behavior.
- **Learning groups for airing problems** and discussing them jointly: In order for people to learn how to overcome difficulties and frustrations they need to have the opportunity to talk to peers who have made similar experiences.

6.3. The First-Aid-Kit for Handling Resistance

Depending on the root cause of resistance you may try different approaches and actions. Your first approach: look for integration and a joint solution. Here are options:

Root causes of resistance and steps toward solutions:

Root cause	Passive resistance	Active resistance
1. Lack of Information	Actively deliver <i>relevant</i> information.	Offer dialogue, <i>clarify</i> possible <i>misunderstandings</i> .
2. Asking too much	<i>Inquire</i> more deeply into the person's situation, if wanted, ask for the kind of support that might help solve the problems.	Actively offer helpful support and <i>deliver</i> it.
3. Conflicting views about the “right” direction	Inquire more deeply into the other person's <i>experiences</i> and related basic <i>assumptions about success and failure</i> . Define the decision that is to be made, lay out an appropriate <i>time table and process</i> for clarification. Keep close contact.	
4. Personally motivated “old scores” (debts, etc.)	Address your impression with the other person, carefully ask for his/her cooperation (include an impartial third party). Define the “currency” for paying back “debts”, acknowledge the parts that you feel fit. Acknowledging “debts” often already resolves the tension psychologically.	
5. Political motives	Find out about adversaries and supporters. Make a force field analysis. Prepare and lead negotiations and keep close contact.	

How Do I Handle Resistance Myself?

ACTIVITY: Find out about your strengths / weaknesses in handling resistance. Take notes:

My self assessment: My skills in handling resistance:	never	seldom	now and then	often	always
1. I can quickly and easily sense passive resistance					
2. I adopt an attitude of inquiry when facing resistance					
3. I get suspicious when there is little or no resistance					
4. I invite people to offer their views or give feedback					
5. Faced with resistance, I take time out for reflection					
6. I provide the time for people to speak their minds					
7. I tend to look for the root causes of resistance					
8. I try to avoid command and control when possible					
9. Consensus is important to me					
10. I tend to address passive resistance early enough					

Summarize your conclusions:

My strengths:

Things that I would like to improve:

My options for improvement:

Success criteria: how will I know I have reached my improvement goals?

What are reinforcing/inhibiting factors for implementation?

7. Emotional Change Phases

In change, expect strong emotional currents below the surface. Fear, anger, sadness, as well as fresh self-confidence will become apparent and felt. It is important not to see them as a problem but as a normal part of change.

Learning target: You know the emotional parts in a change process. You are able to adjust yourself to them.

Benefit: You get a picture of the emotional dynamics that you encounter during change and how you can deal with it.

Contents:

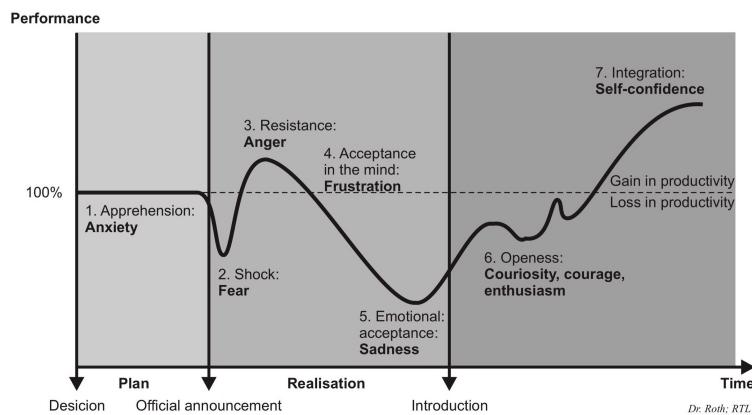
7.1. Emotional Phases in Change

7.2. Change - a never ending cycle

Time: 15 min.

7.1. A Model of Emotional Change Phases

Every change process causes people to go through emotional phases that cannot be avoided or shortcut. Leading change means to know them and be present for your people and allow them to feel and express them openly.



1. Apprehension and anxiety

People often can feel change coming. They will watch every little symptom. Uncertainty spreads and questions about the future will begin to be asked.

2. Shock and fears

Change fairly often causes a state of shock. If you are in a leading role it is vital to both accept people's reaction and stay in touch with them without trying to soften the blow. From here until stage 6 talking about a better future will be a waste of time. Negative feelings have to subside first. Nobody is ready to

think about the attraction of the change.

3. Resistance and anger

On the contrary, people will try to win back their security by denying the change. Even an increase in productivity is possible - by doubling their efforts people try to prove that things can stay the way they are. Anger, blame, and finger pointing intensify. As a leader, you need to live with it temporarily, and stay connected without arguing.

4. Acceptance in the mind and frustration

People are becoming aware of the change and begin to deal with it. The desire to end an already uncomfortable situation leads to first steps in trying something new, but only with less important issues.

5. Emotional acceptance and sadness

Once the fact that there is no way back has sunk in, people emotionally hit rock - bottom. Their struggling and fighting has been in vain. It is sadness they feel now. You still need to be around, but all you can do now is let them go through it by themselves. Eventually, when sadness subsides, the path will be clear for new experiments. It is then, that people can really say "good bye" to the past. Without passing this stage, people's full energy will never be available for the future. Allowing sadness to be aired is vital for future motivation.

6. Openness, curiosity, and enthusiasm

Once the stage of sadness has passed, the way is clear for new things. Curiosity spreads; no longer do people cling to the past. After an initial surge in enthusiasm, they develop the necessary distance for new goals.

7. Integration and self - confidence

Learning successes widen people's perception, their thinking, and their behavioral repertoire. An increase in alternatives for action is perceived as enriching and raises self-confidence amongst staff members.

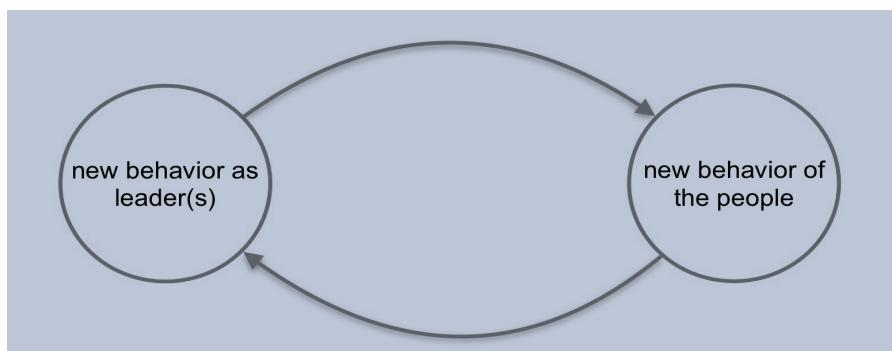
ACTIVITY: Think about where in this process you see your team members:

1. Who is in the early stages 1, 2, 3? Who in the middle parts 4, 5?
2. How do you keep contact with them? What is their response?
3. Who or what can help you deal with their emotions?

8. Culture and Change

When it comes to developing culture (= changing behaviors and mindsets) it all boils down to one very simple concept:

The way I change my behavior as a leader enables my team and others to change their behavior too. If I don't, they won't. It's that simple!



So here is the task to think about when you plan to develop your culture:

ACTIVITY: Think of your change vision. Pick a typical everyday situation and describe the new behavior / mindset you want to see for the vision to become reality:

1. What exactly is the new behavior / mindset you want to see? Describe it as concrete as possible so others understand exactly what they are expected to do.
2. How will you yourself have to behave so your people can succeed in developing the new behaviors?
3. Knowing yourself and your team, which part of this new behavior is going to be
 - Easy?
 - Challenging to change yourself?

Reflect together with a learning buddy: Ask for feedback. Use open questions. Are your descriptions clear enough so people understand?

9. References, Resources, Links

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