



# Leading and supporting others through change

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FAUA

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# Objectives of the session

*Participants will have the opportunity to consider:*

- the range of responses to change
- the features of leading and supporting change before, during and after implementation
- ideas for empowering teams to take a pro-active approach to delivering change
- some practical exercises to support teams through transitions

# Reactions to change

Scenario:

*Your department is being merged with another department in your organisation*

Discussion:

Think of as many **possible** feelings you could have about this change



# Feelings associated with change



Frightened  
Threatened  
Anxious  
Confused



Relieved  
Excited  
Expectant  
Hopeful

# Irrational beliefs about change

☹ change is bad

☹ change is unfair

☹ if I ignore it, it will go away

more .....?

# Change ....

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is ..

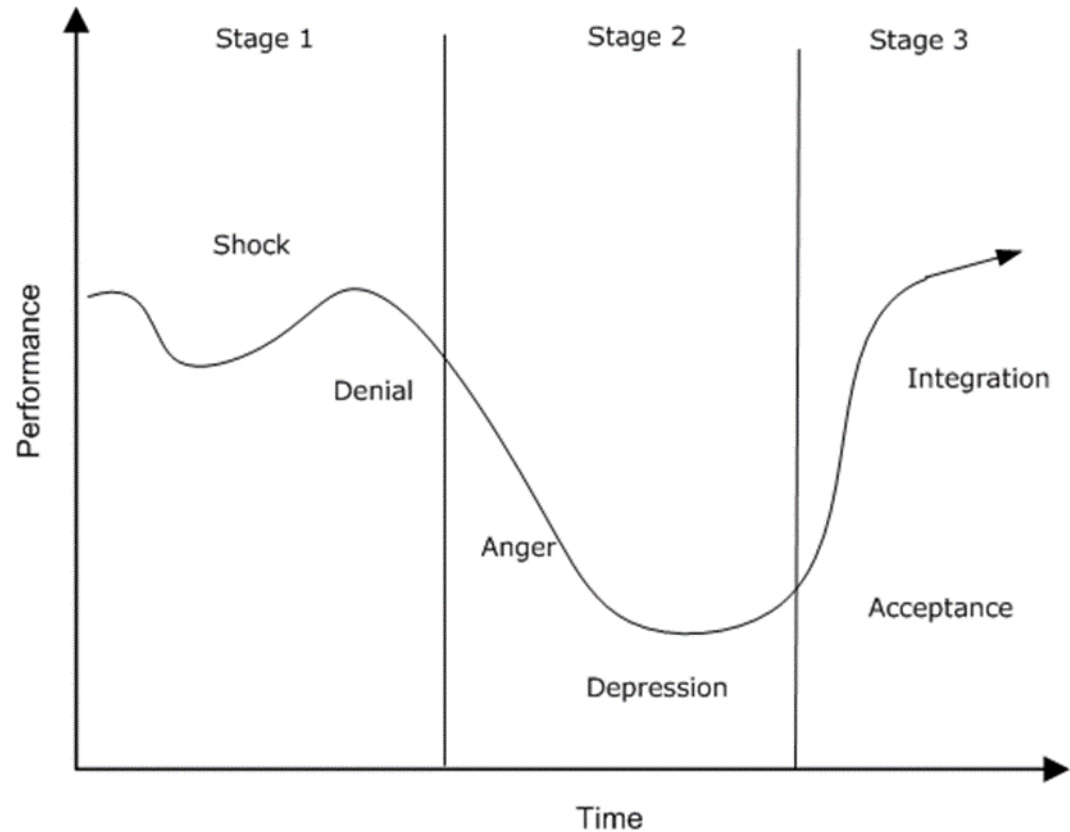
- a normal part of life
- mostly outside of our control, but we can control our reaction to it

can be ..

- challenging
- stimulating
- an opportunity
- exhausting

# The change curve

- change comes in stages and the transition stage is the most difficult
- the uncertainty experienced during the transition stage is a highly stressful time
- it includes feelings of loss and grief, and sometimes guilt



# Change isn't the problem .....

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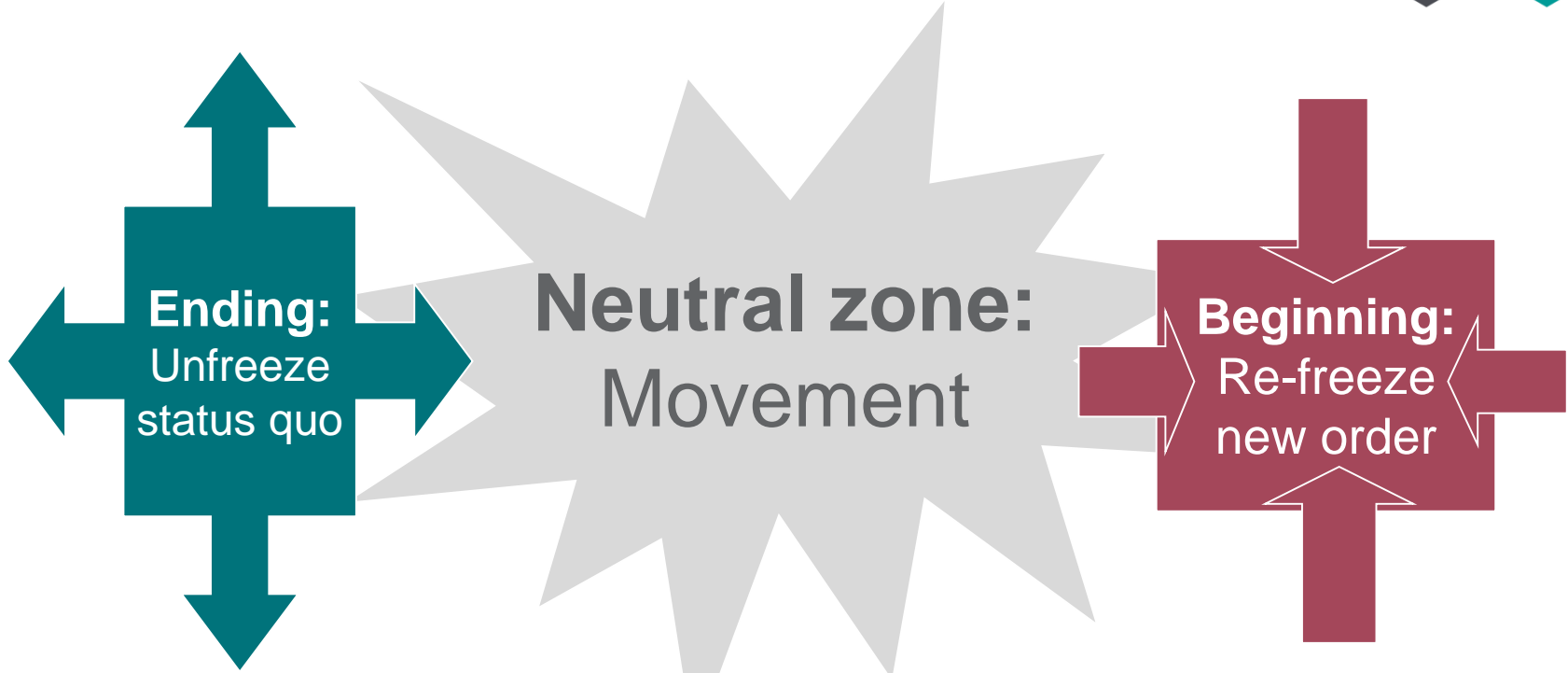
*Change isn't the problem.*

*The difficulty lies in the transition  
of moving from the present state  
to one that is desired in the future.*



William Bridges



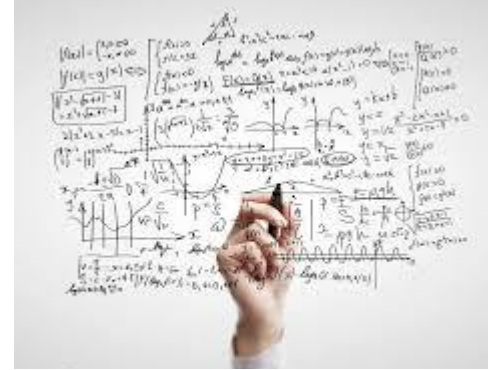


- We acknowledge there are things we need to let go of
- We recognise that we have lost something

- The old way has finished but the new way isn't here yet
- Everything is in flux and feels like no one knows what they should be doing
- Things are confusing and disorderly

- New way feels:
- comfortable
  - right
  - the only way

# The Gleicher formula



$$D \times V \times F > R$$

**D** = the level of *dissatisfaction* with the present

**V** = a shared *vision* of the desired situation

**F** = the awareness of some actionable *first steps*

**R** = *resistance* to change

# Applying the Gleicher formula in practice

<b>D = dissatisfaction</b>	<b>V = vision</b>	<b>F = first steps</b>	<b>R = resistance</b>
<ul style="list-style-type: none"> <li>• Clarify why it isn't an option to carry on as is</li> <li>• Focus on what could be gained from the change</li> <li>• Highlight how the change could benefit the service / the students / the department/ the team / individual colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Create together a clear picture of how the team can make the change work for them and for the things they care about</li> <li>• Display the vision to keep it alive</li> <li>• Review regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Break the change down into likely stages</li> <li>• Explore what each of these stages means for the team</li> <li>• Discuss ways to support each other and sustain business as usual</li> <li>• Identify and set date for the first team activity</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage openness about responses to the change</li> <li>• Normalise fears and concerns</li> <li>• Acknowledge that resistance is not always negatively motivated</li> <li>• Involve the whole team in identifying what is under their control and what they can influence</li> </ul>

# Team activities: 'Ending' stage of transition

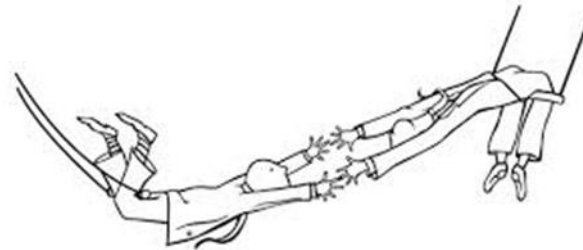
## Face the fear

Agree the  
specific change  
to consider

Everyone writes  
down their fears  
(anonymously)  
about that  
change

The team leader  
reads them out  
one by one

Team members  
discuss each  
contribution in  
turn, and pool  
ideas to assuage  
each fear



# Packing my bags ...

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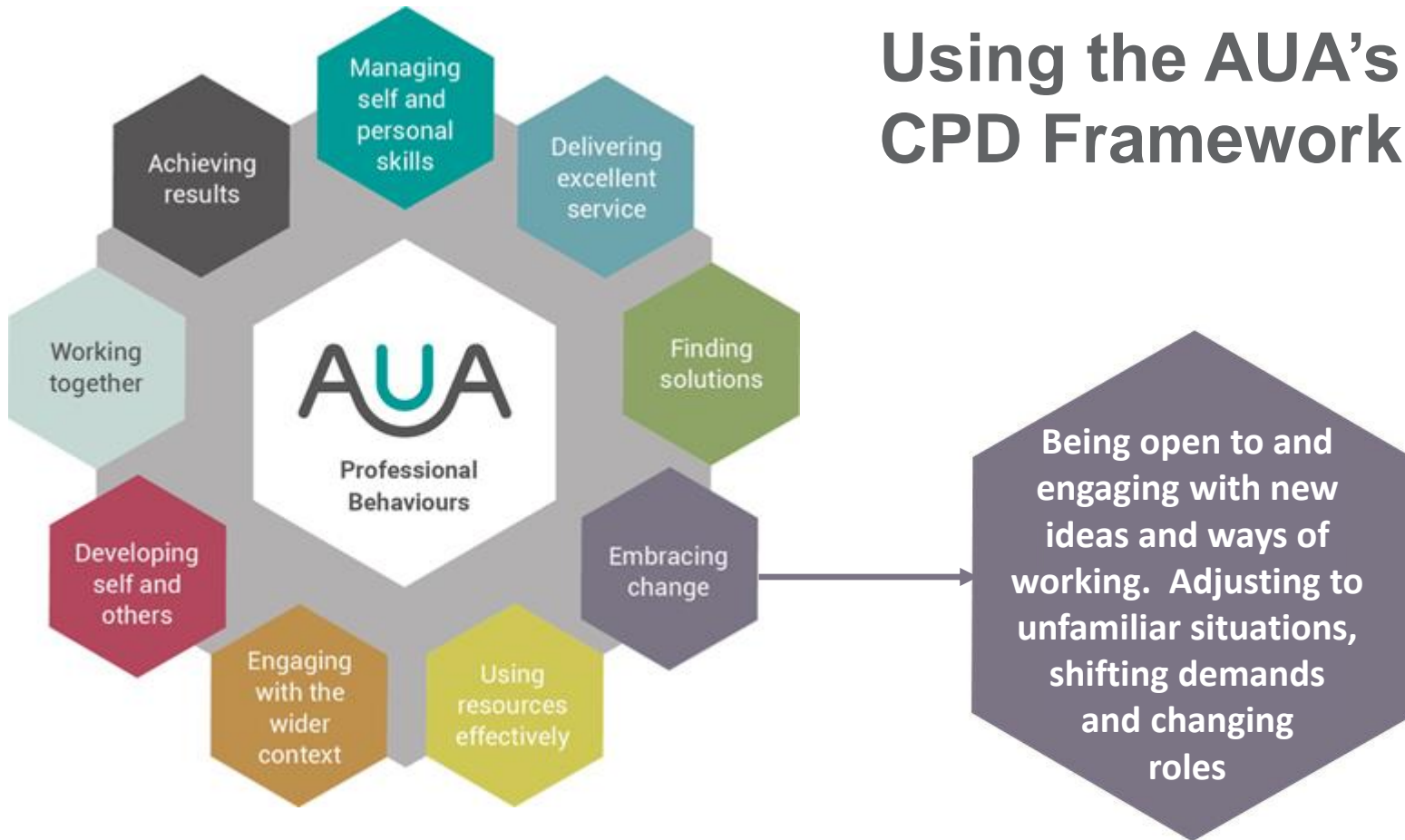
Things that I would like  
to pack to take with me  
into the future



Things that I would like  
to leave behind



# Team activities: 'Movement' stage of transition



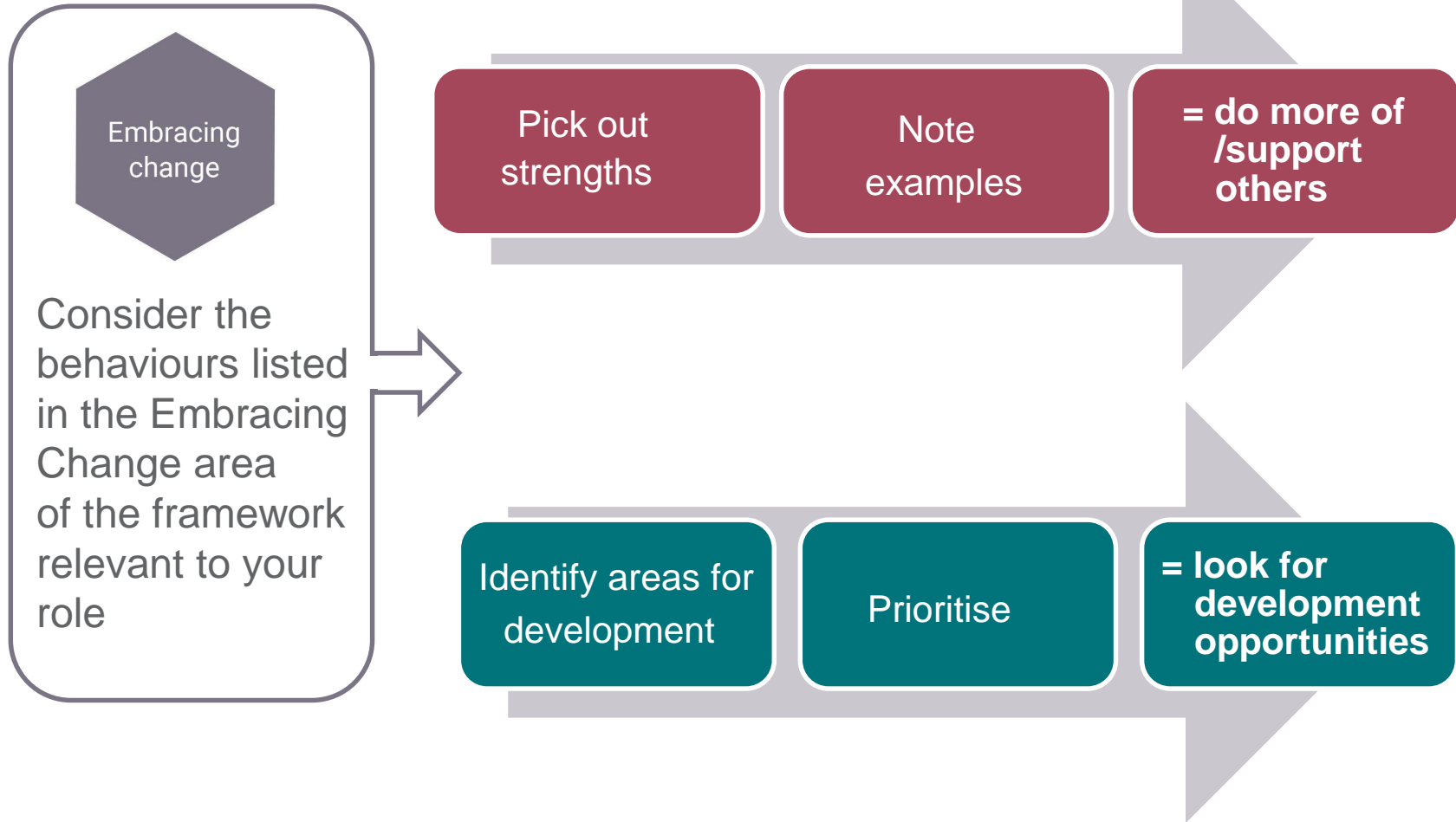
# Discussion .....

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Which are the three most important areas of the framework for a team leader during times of change?



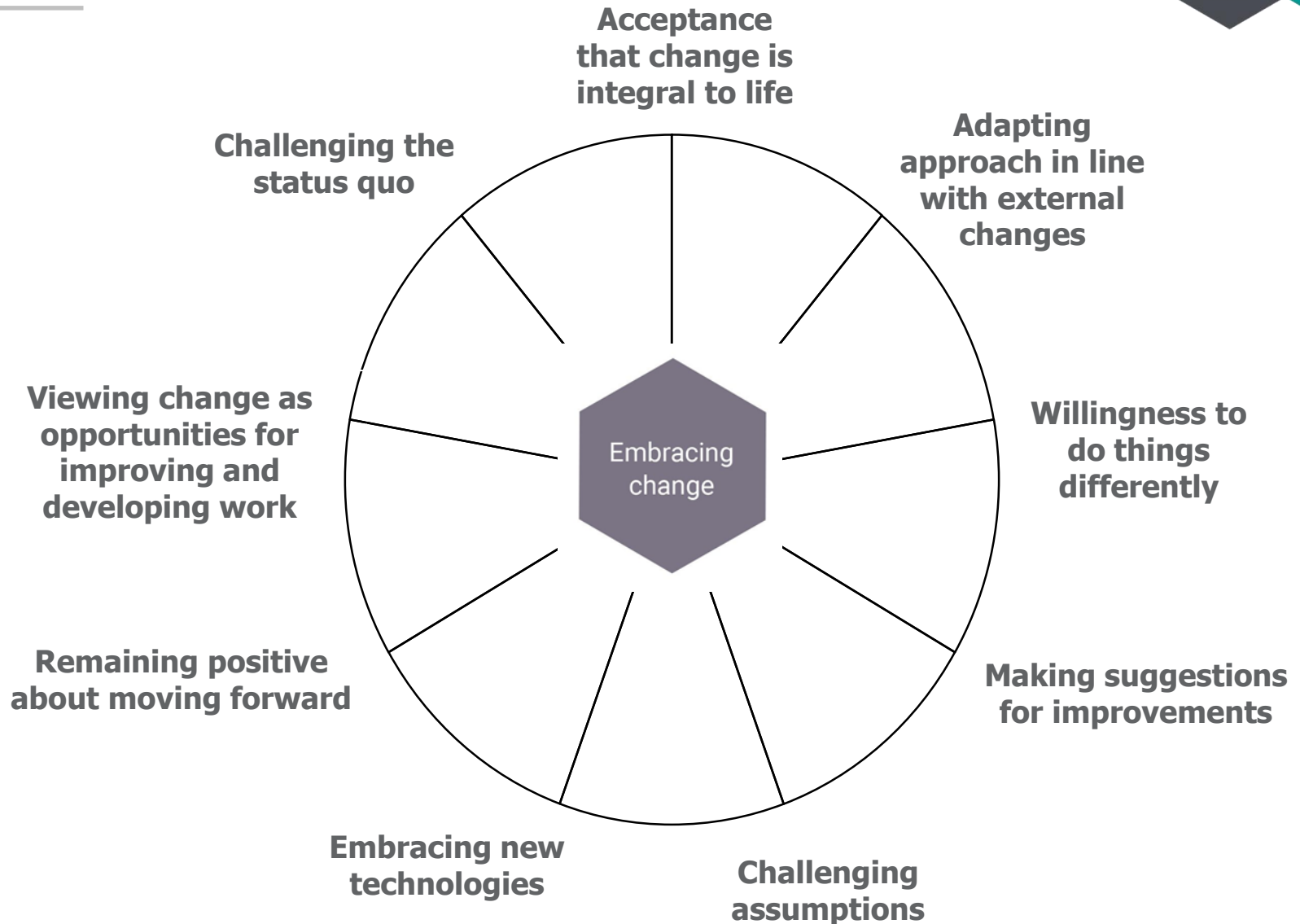
# Self-assessment exercise



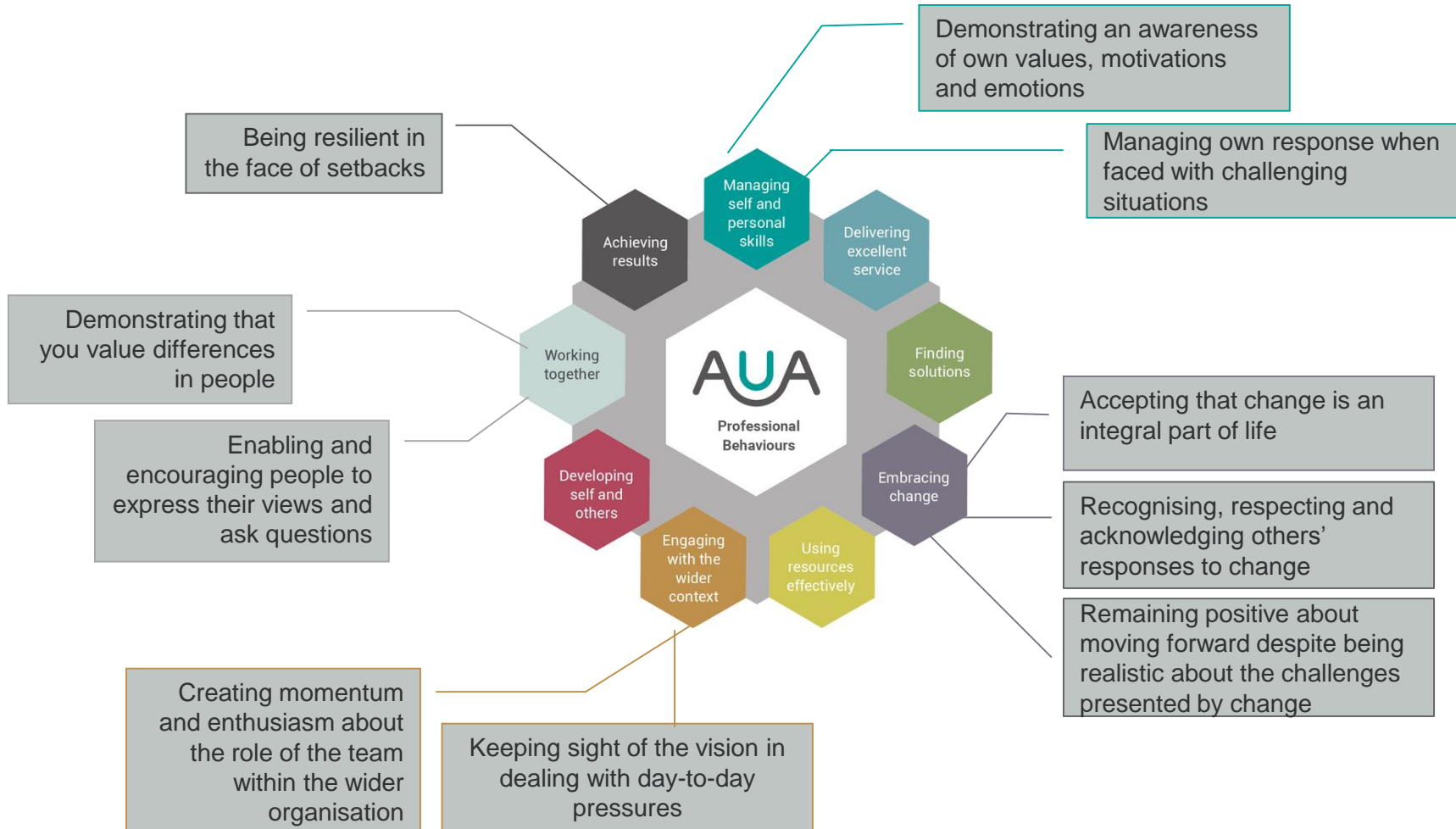


# In more depth .....

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# Broadening by theme – e.g. resilience



# Identifying team strengths and areas for development



Which behaviours are most important for our work?

What do we do well as a team?

**Where are we now?**

What could we improve?

Where are the gaps? = development priorities

Do our team strengths align with the institution's strategy?

# Visioning

The 'best 6 months'  
in the life of this team  
after the transition



- \* What is even better than before?
- \* What do our students/customers experience?
- \* What does it feel like to us?
- \* What do other teams notice?

# Three fundamental questions ....

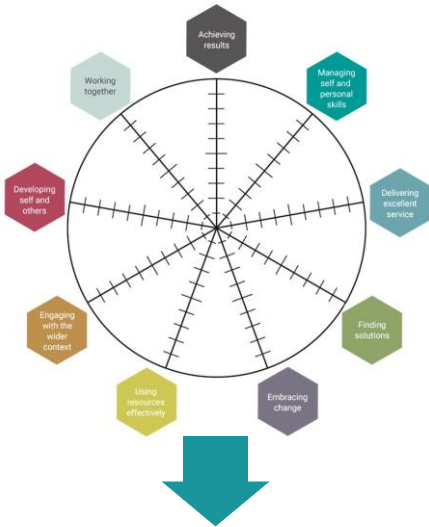
*Janet Feldman*

“What can we control in this situation?”

“What can we do to influence this situation?”

“What do we have to accept here?”

# Activity to refocus purpose and clarify priorities



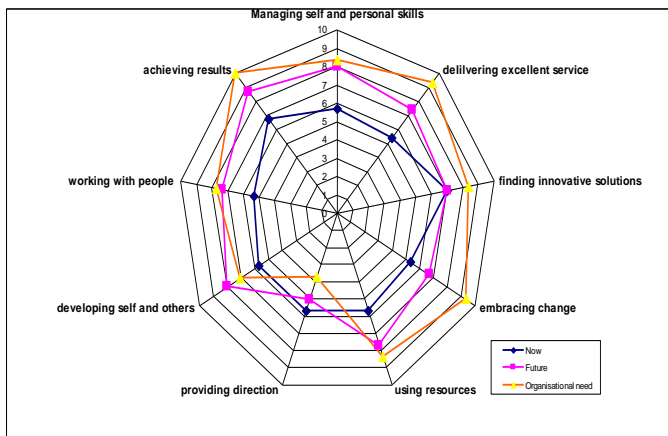
Discuss the individual and average self-assessment scores across the team and share issues/learning points that arise



Consider and discuss what this reveals about the team's strengths, aspirations and areas for development and how these fit with the team's vision



Set objectives for maximising strengths and meeting development needs. Agree new ways of working aligned to the team's vision and institutional needs



# Team activity: 'Beginning' stage of transition

## How does this change make me feel?

1. Team members write on post-it notes all the things about the change that make them:



Angry

2. Group reviews all post-it notes and identifies/ discusses themes.

3. Process repeated for things that make them:



Sad

4. and then again for things that make them:



Glad

Team members then compare the outputs to the change curve and consider where they are and review how they feel about the 'angry' and 'sad'. Whole team agrees the learning to carry forward and how to build on the 'glad'.

# Group discussion



In small groups:

Share ideas for how you might use these tools / share experiences of using any others



note anything  
that you'd like  
to explore further



# Top tips for leading a team through transitions

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- ✓ Recognise that your job is harder during periods of change

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- ✓ Encourage team members to talk openly about their fears and concerns

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- ✓ Help people recognise that the feelings evoked during transitions are perfectly normal and that they are not alone

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- ✓ Seek active input from team members to define the team's vision for the future

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- ✓ Provide clarity about strategic direction and organisational expectations

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- ✓ Don't neglect your own needs and well-being

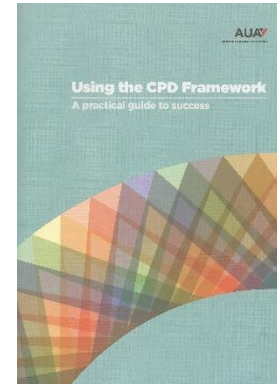
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- ✓ Capture learning throughout the transition and discuss as a team how you will apply this in the future

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# CPD Framework resources and further support



## Guide to Success



The CPD Framework site:

[aia.ac.uk/professional-development/cpd-framework/](http://aia.ac.uk/professional-development/cpd-framework/)

The AUA National Office

[aia@aia.ac.uk](mailto:aia@aia.ac.uk)



***Thank you  
for your contribution  
to this session***