ChangeStyle

Indicator ®

A Discovery Learning Product

S-1

Learning Intentions

» Articulate and understand the 3 types of change style preferences and identify personal preference

» As a team, create and deliver a persuasive change-message to an audience with a different change style

» Based on your individual change preference, articulate both the value and language to employ when leading others of similar and/or differing preferences

Potential Workforce Priorities of High Importance for 2014-2020				
Knowledge/Skills/Attitudes	High Priority and Do Poorly	Medium Priority	Lower Priority or Do Well	Total
Systems Thinking	25	3	3	31
Communicating Persuasively-Orally and in Writing	23	8	0	31
Change Management/Adaptability/Flexibility	23	7	1	31
Informatics/Analytics	21	8	2	31
Working With Diverse Populations	18	9	3	30
Recruiting and Managing Diverse Workforce	15	10	6	31
Political Sensitivity	14	13	4	31
Staff Development	14	11	6	31
Resilience	13	13	5	31
Problem Solving	13	11	7	31
Maintaining Active External Relationships	12	15	4	31
Team building	11	15	5	31
Policy Development	11	14	6	31
Motivating Staff	11	13	7	31
Negotiation	10	16	5	31
Maintaining Active Internal Relationships	9	11	10	30
Cross-training	9	13	9	31
Conflict Resolution	8	15	8	31
Seeking and Using Input From Others	8	17	6	31
Project Organization and Management	8	12	11	31
General Knowledge of Public Health Sciences	8	12	11	31
Time Management	5	13	13	31
Empathy	5	13	13	31
Active Listening	4	17	9	30
Budgeting and Financial Planning	4	13	14	31
Remaining Even-Keeled Under Pressure	4	11	16	31

A change style story…

The revered remoulade?

…or the tasty tarter sauce?

Imagine Thanksgiving

…now imagine
something different

People respond differently to change

The ChangeStyle Indicator

provides a body of research that gives insight into how people approach change… and helps us to see how we might to able to make change easier for them or even persuade them about a change

CHANGE STYLE INDICATOR

CSI DOES:

- ❑ Offer an explanation of preferred style of initiating and dealing with change

- ❑ Describe three change style preferences that are more personality influenced than situationally influenced

- ❑ Create an appreciation for change-style diversity

CSI DOES NOT:

- ❑ Present a right or wrong, "better" or "worse" change style

- ❑ Measure level of competence at initiating and managing change

- ❑ Limit individuals to predetermined responses to change

S-2

CHANGE STYLE PREFERENCE

CONSERVERS

Accept the
structure

Prefer change
that is
incremental

S-3

CHANGE STYLE PREFERENCE

CONSERVERS

Accept the structure

Prefer change that is incremental

ORIGINATORS

Challenge the structure

Prefer change that is expansive

S-3

CHANGE STYLE PREFERENCE

CONSERVERS	PRAGMATISTS	ORIGINATORS
Accept the structure	*Explore* the structure	*Challenge* the structure
Prefer change that is incremental	Prefer change that is functional	Prefer change that is expansive

S-3

CHARACTERISTICS

When facing change
CONSERVERS

- ❑ Generally appear deliberate, disciplined, and organized
- ❑ Prefer change that maintains current structure
- ❑ May operate from conventional assumptions
- ❑ Enjoy predictability
- ❑ May appear cautious and inflexible
- ❑ May focus on details and the routine
- ❑ Honor tradition and established practice

S-4
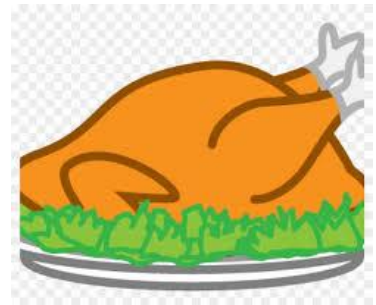
What does a Conserver Boss Look For?

CHARACTERISTICS

When facing change
ORIGINATORS

❑ **May appear unorganized, undisciplined, unconventional and spontaneous**

❑ **Prefer change that challenges current structure**

❑ **Will likely challenge accepted assumptions**

❑ **Enjoy risk and uncertainty**

❑ **May be impractical and miss important details**

❑ **May appear as visionary and systemic in their thinking**

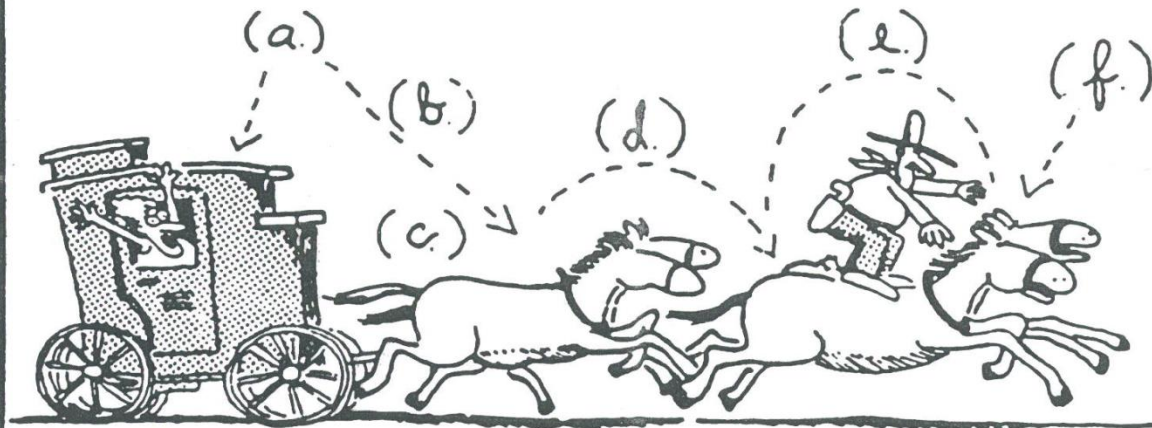❑ **Can treat accepted policies and procedures with little regard**

S-5
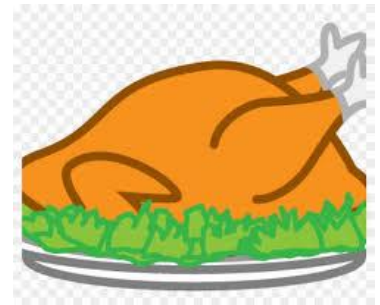
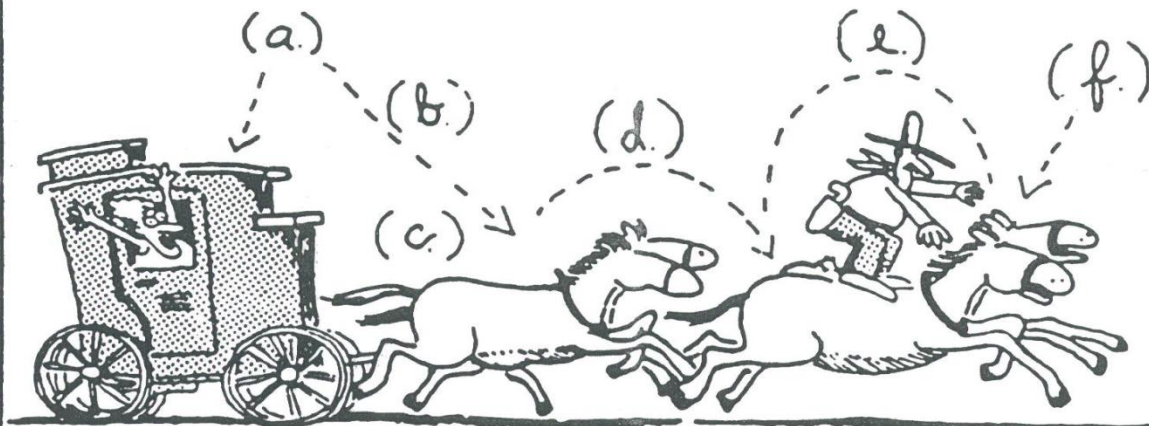# What does an Originator Boss Look For?

?

How to stop a Runaway Stage
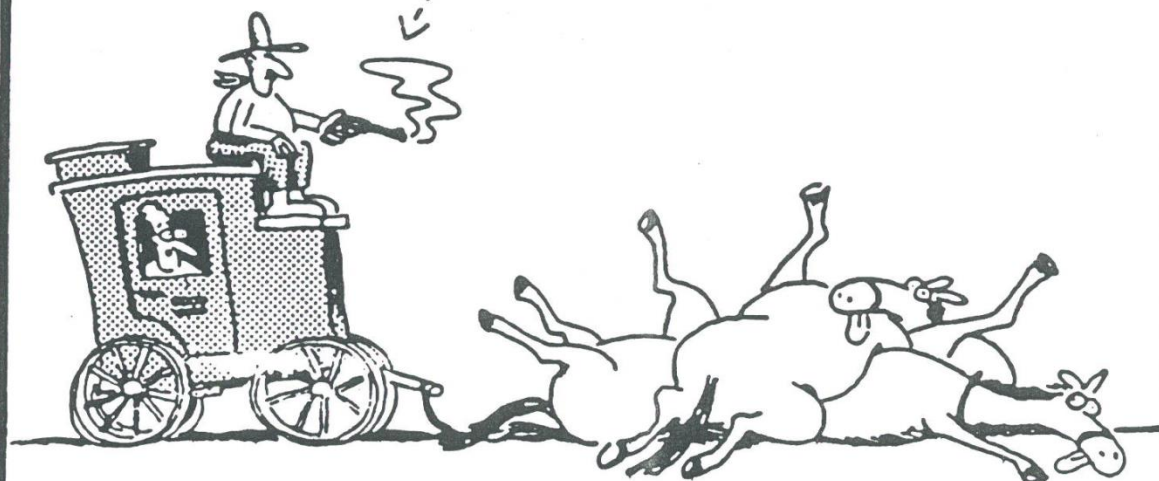
How to stop a Runaway Stage

Method # 1

(a.) (b.) (d.) (e.) (f.)

(c.)

Method # 2 (a.)

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CHARACTERISTICS

When facing change
PRAGMATISTS

- ❑ May appear practical, agreeable, flexible
- ❑ Prefer change that emphasizes workable outcomes
- ❑ Are more focused on results than structure
- ❑ Operate as mediators and catalyst for understanding
- ❑ Are open to both sides of an argument
- ❑ May take more of a middle-of-the-road approach
- ❑ Appear more team-oriented

S-6
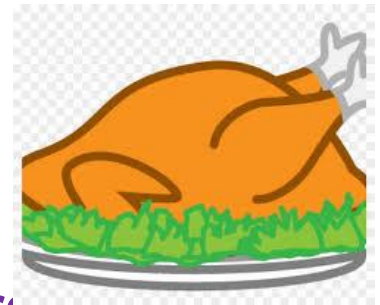
What does a Pragmatist Boss Look For?
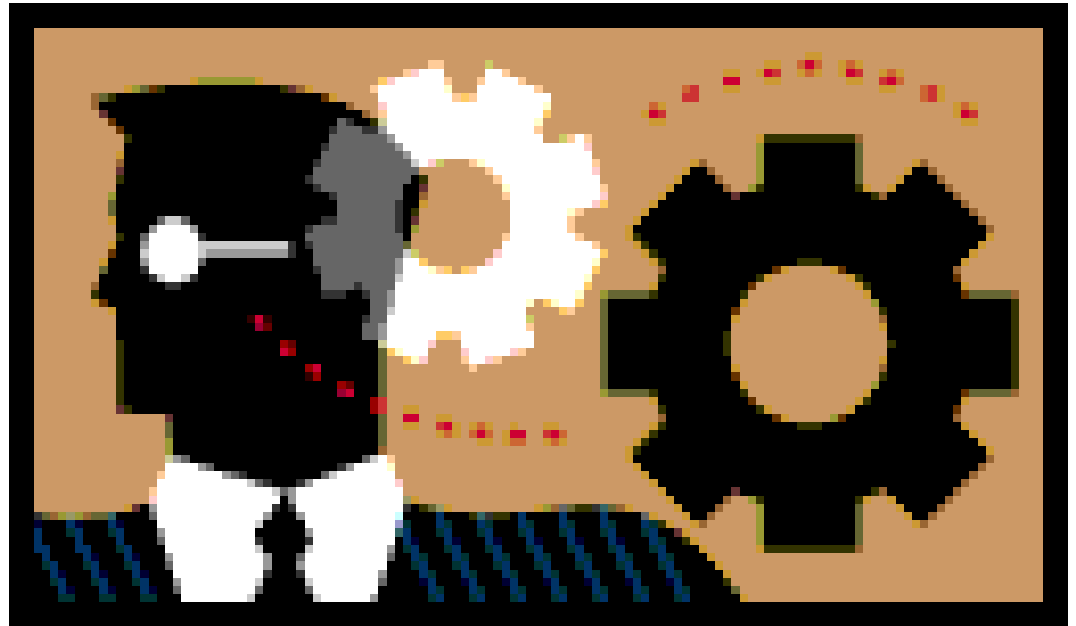
Talking Change

CONSERVERs	PRAGMATISTs	ORIGINATORs
"Let's take this slowly"	"Let's be flexible and consider options"	Why not get "ahead of the curve"
"One step at a time---what feels comfortable to you?"	"What do you think? Why don't we check in with-----to get their opinion"	"Visionary new idea!"
"Let's think about it…"	"What about this plan--?" "Will this schedule work for you?"	"Think about the possibility"
"What have you done in the past….?"	"Let's handle …..like this! I'm on it!"	"New!" "Exciting!"
"Maybe we can try 'this' first and see how it 'feels' ('works') and then decide	"Let me list some pro's and con's"	"Why wait? Let's get started!"
"Maybe we can do this part---and leave the rest as it is…"	"Based on what I've read" "After looking at a number of websites"	"We can set up details later….Let's move forward—not look backward"

PERCEPTIONS

ORIGINATORS see CONSERVERS as:

❑ dogmatic

❑ bureaucratic

❑ yielding to authority

❑ having their head in the sand

❑ preferring the status quo

❑ lacking new ideas

S-7

PERCEPTIONS

CONSERVERS see **ORIGINATORS** as:

❑ **divisive**

❑ **impulsive**

❑ **lacking appreciation of tested ways of getting things done**

❑ **starting but not finishing projects**

❑ **not interested in follow through**

❑ **wanting change for the sake of change**

❑ **not understanding how things get done**

S-8

PERCEPTIONS

PRAGMATISTS can be perceived by strong **CONSERVERS** and **ORIGINATORS** as:

❑ **compromising**

❑ **mediating**

❑ **indecisive**

❑ **easily influenced**

❑ **noncommittal**

❑ **hiding behind team needs**

S-9

COLLABORATION

CONSERVERS	PRAGMATISTS	ORIGINATORS
Prefer to keep current structure operating smoothly	Prefer balanced inquiry	Prefer to challenge accepted structure
Focus on Relationships	Focus on shared objectives	Focus on task
Encourage building on what is already working	Encourage looking at the current circumstances	Encourage exploring new possibilities

S-10

CREATIVITY

CONSERVERS	PRAGMATISTS	ORIGINATORS
Verification	Perspiration	Inspiration
Refine	Concretize	Conceptualize
Follow through	Implement	Initiate

S-11

CSI CONTINUUM

Conserver | Pragmatist | Originator

60   30   17   9   5   0   5   9   17   30   60

25 %   50 %   25 %

S-12
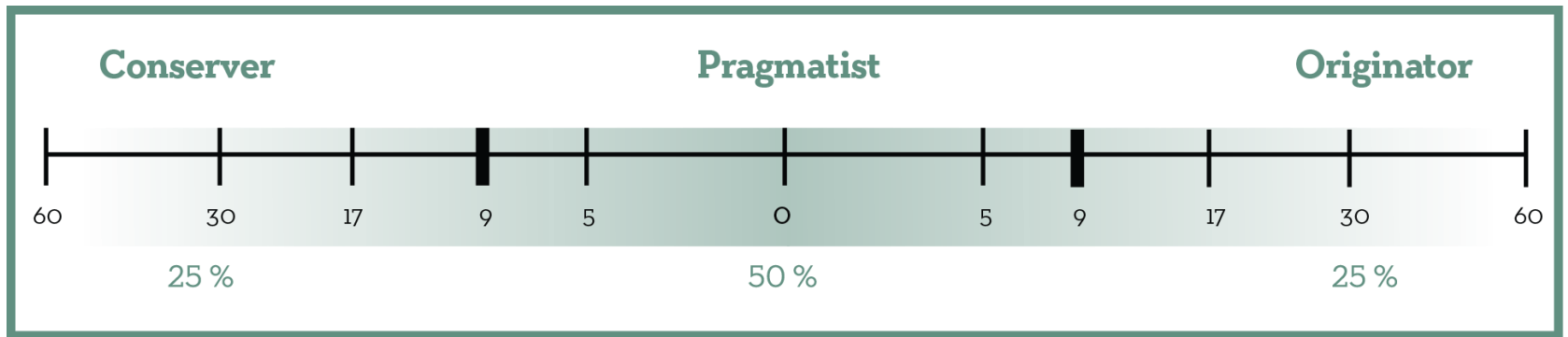
CSI CONTINUUM: your group

S-12
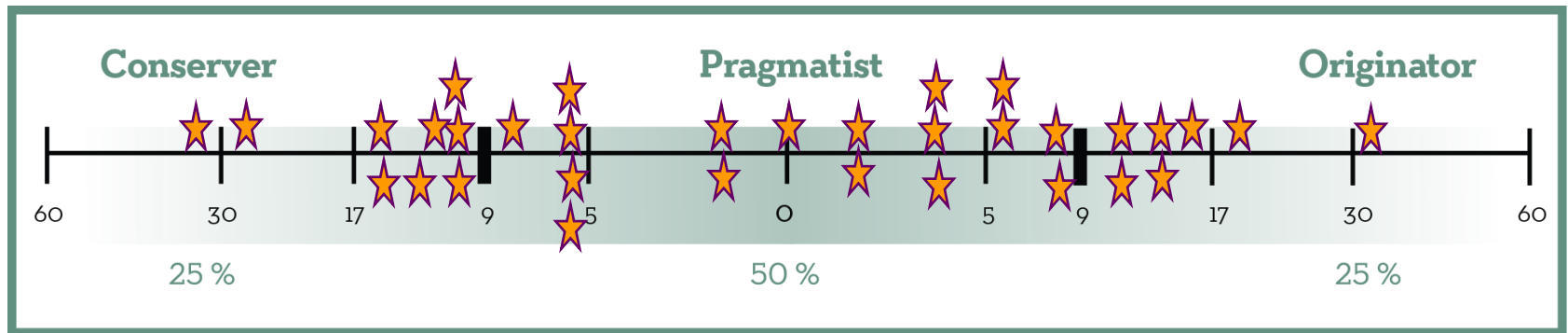
Style Summary
Conservers

CONTRIBUTIONS TO THE ORGANIZATION

- ❑ Get things done on schedule
- ❑ Work well within organizational structure
- ❑ Attend to detail and factual information
- ❑ Demonstrate strong follow-through skills
- ❑ Encourage and adhere to routine
- ❑ Respect rules and authority
- ❑ Handle day-to-day operation efficiently

LEADERSHIP STYLE

- ❑ Lead through reliable, stable, and consistent behavior
- ❑ Reward following the rules while getting the job done
- ❑ Attend to practical organizational needs
- ❑ Expect organizational policies, procedures and rules to be followed
- ❑ Promote the traditional values of the organization

S-13

Style Summary
Conservers

PREFERRED WORK ENVIRONMENT

- ❑ Secure
- ❑ Steady and consistent pace rewarded
- ❑ Time and space for reflection
- ❑ Stable, structured, orderly, and predictable
- ❑ Group oriented problem solving and decision making

POTENTIAL PITFALLS

- ❑ May be rigid in thought and action
- ❑ May discourage innovation by promoting existing rules, policies and regulations
- ❑ May not see beyond the present details to understand the broader, strategic context
- ❑ May delay completion of tasks because of perfectionism
- ❑ May delay action by reflecting too long on a situation
- ❑ May appear unyielding and set in their ways
- ❑ May overly focus on small details and inconsistencies

S-14

Style Summary
Pragmatists

CONTRIBUTIONS TO THE ORGANIZATION

- ❑ Willing to address the needs of the organization as they arise
- ❑ Get things done in spite of the rules, not because of them
- ❑ Negotiate and encourage cooperation and compromise to get problems solved
- ❑ Take a realistic and practical approach
- ❑ Draw people together around a common purpose
- ❑ Organize ideas into action plans
- ❑ Have short- and long-range perspectives
- ❑ Promote practical organizational structure

LEADERSHIP STYLE

- ❑ Facilitate problem solving among people
- ❑ Use and adapt past experiences to solve current problems
- ❑ Build cooperation rather than expecting it
- ❑ Use a facilitative approach in managing people and projects
- ❑ Encourage the organization to have congruence between values and actions

S-15

Style Summary
Pragmatists

PREFERRED WORK ENVIRONMENT

- ❑ Flexible and adaptable
- ❑ Harmonious and participative atmosphere
- ❑ Action-oriented, productive people who focus on the situation at hand
- ❑ Hands-on experiences encouraged
- ❑ Adaptive structure that is responsive to the needs of the moment

POTENTIAL PITFALLS

- ❑ May appear indecisive and undirected
- ❑ May not promote ideas and priorities enough
- ❑ May try to please too many people at the same time
- ❑ May appear noncommittal
- ❑ May be easily influenced
- ❑ May negotiate compromise that is too "middle of the road"

S-16

Style Summary
Originators

CONTRIBUTIONS TO THE ORGANIZATION
- ❑ Understand complex problems
- ❑ Bring strong conceptual and design skills
- ❑ Push the organization to understand the system as a whole
- ❑ Support and encourage risk-taking behavior
- ❑ Provide future-oriented insights and vision for the organization
- ❑ Serve as catalysts for change
- ❑ Initiate new ideas, projects, and activities

LEADERSHIP STYLE
- ❑ Catalysts for systemic change
- ❑ Energetic and enthusiastic
- ❑ Provide long-range vision to the organization
- ❑ Conceptualize and build new models
- ❑ Constantly reorganize the whole system
- ❑ Like to be in charge of the start-up phase
- ❑ Prefer unique leadership roles to conventional roles
- ❑ Manage more than one task at the same time

S-17

Style Summary
Originators

PREFERRED WORK ENVIRONMENT

- ❑ Working independently on models to solve complex problems
- ❑ Change and risk oriented
- ❑ Non-bureaucratic, unconstrained by rules and policy
- ❑ Idea oriented and intellectually challenging
- ❑ Focus on long-range, strategic planning
- ❑ Multiple tasks to work on simultaneously

POTENTIAL PITFALLS

- ❑ May not adjust their vision to the facts, logic, and practical constraints of the situation
- ❑ May become lost in theory, ignoring or forgetting current realities
- ❑ May over extend themselves
- ❑ May not adapt well to policies and procedures
- ❑ May appear unyielding and discourage others from challenging them
- ❑ May ignore the impact of their ideas on the system and other people
- ❑ May move on to new ideas or projects without completing those already started
- ❑ May overlook relevant details

S-18

History is full of "dumb ideas" that were hard to sell

…and are here to stay

How to "Sell" Change to an Unwilling Audience

- Part 1:
  - » By type-alike: create a "Change Challenge!"
  - » You will have 10 minutes to decide on something the other group can't sell you on— you are just not interested, won't work, dumb idea, etc.

OVERVIEW

Past challenging ideas selected

- China's One Child Policy—here in USA
- Health records put on implanted chip for everyone
- No silos between departments or schools
- Allowing open carry, at your institution
- Abolishing tenure/giving everyone tenure

Then…Prepare to Sell!

- PART 2: you'll be given a "challenge idea" from another group

- You will have 15 minutes to come up with a strategy to sell them on this idea that they don't like and probably that you don't like either!

- Then we'll all come back and the groups will make their 4 minute pitch

- Tip: think about the group—what appeals to them? How does hearing a message appeal to them?

How we'll procede:
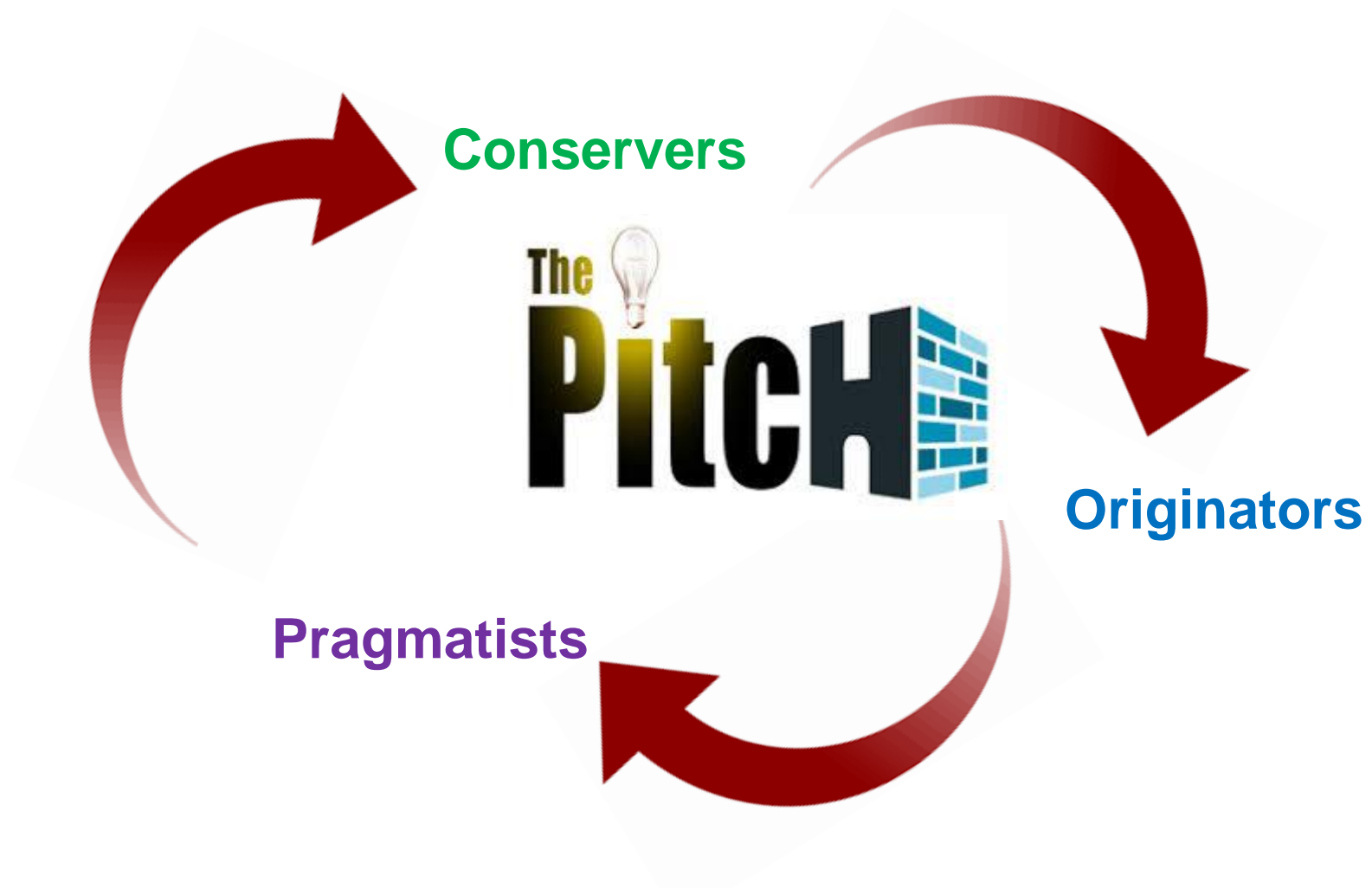
Selling Change Skills

Each group has 4 minutes to make their pitch

One-way dialogue—it's a pitch!

The receiving group listens and then we'll ask for what appealed to you about this approach and where did it miss for you?

A few final thoughts: applying bridging technique to the CSI

Conservers

Keep current structure operating smoothly

Focus on relationships

Build on what's working

Verification

Refine

Follow Through

Pragmatists

Prefer balanced inquiry

Focus on shared objectives

Look at current circumstances

Perspiration

Concretize

Implement

Originators

Challenge accepted structure

Focus on the task

Explore new possibilities

Inspiration

Conceptualize

Initiate

Just a little more information

 The following slides are full of more ideas and tips—we didn't go over them in our class, but you may find them useful!

Questions for Assessing Situational Appropriateness of Change Style

- ❑ How many solutions have been tried already?
- ❑ How critical is time?
- ❑ How limited are resources?
- ❑ How critical is the situation?
- ❑ How long has the team worked together?
- ❑ Are politics playing a part in the situation or decision?
- ❑ Who is requesting the change?
- ❑ Is the client a conserver, a pragmatist, or an originator?
- ❑ In what stage of development is the project?
- ❑ Is the project of a short- or long-term nature?
- ❑ Has the competition changed?
- ❑ Are you facing deregulation?

Suggestions for Increasing Flexibility and Avoiding Style Traps

In General

❑ Consult with a person you believe to have a change style different from yours before proceeding.

❑ Make efforts to understand the perspectives of those with styles other than your own.

❑ Imagine putting on a hat of another style.

❑ Solicit feedback and suggestions.

❑ Step back and be aware of your initial reaction in a situation, especially when you are aware of having an emotional response.

Suggestions for Increasing Flexibility and Avoiding Style Traps

Conservers

- ❑ Consider at least three alternatives before making a decision.
- ❑ Remember to pay attention to the wider ramifications of problems in addition to present realities.
- ❑ Think of the "big picture" consequences of actions. Ask others to explain them if necessary.
- ❑ Find an originator you respect and ask his or her perspective.
- ❑ Specify a time frame in which the decision will be made or the action taken.
- ❑ When time is critical, identify no more than three or four criteria for deciding who should be included in framing your decision.
- ❑ Develop tools and strategies for exploring and understanding system oriented issues.
- ❑ Find someone who is willing to play devil's advocate with your proposed solutions/ideas.
- ❑ Write a list of advantages for taking more of an originator-type approach in a given situation.
- ❑ Write a description of a desired future outcome in positive and global terms.

S-21

Suggestions for Increasing Flexibility and Avoiding Style Traps

Pragmatists

❑ Specify a period of time in which to consider alternatives prior to committing to a solution.

❑ Imagine the consequences of your decision on someone for whom you care.

❑ When dealing with strong conservers or originators, ask exploratory questions about emotional responses to a situation, for example, *How do you feel about this? How would you like things to be?*

❑ Identify a person you suspect to be a strong conserver and a person you believe to be a strong originator and solicit their opinions.

❑ Identify decision criteria and apply the criteria to each possible solution.

❑ Identify specific questions to ask conservers and originators.

Suggestions for Increasing Flexibility and Avoiding Style Traps

Originators

- ❑ Wait a day before taking action.
- ❑ Find someone you suspect of being a conserver and ask for his or her perspective.
- ❑ Identify and try to understand at least five facts related to the situation, problem, or decision.
- ❑ Explore and understand what is already working in the current situation.
- ❑ Learn to give up on an impractical idea.
- ❑ Attempt to clearly understand the impact of the decision or action on at least two other people.
- ❑ Find someone who is willing to play devil's advocate on a given topic or decision.
- ❑ Write a list of advantages for taking more of a conserver-type approach.
- ❑ Make a list of relevant facts and details.
- ❑ Learn to screen activities rather than attempting all that is initially appealing.

S-23