Managing Change Successfully

Extrinsic and intrinsic aspects of change

Contents   Pages

Introduction

Change is happening all around us all of the time and depending on our point of view can present us with new challenges, new opportunities to learn and the potential to create more interesting work. It can also present us with unsettling circumstances, difficult decisions and processes that seem never ending.

Regardless of what sector we work in, change is here to stay so as managers and leaders we must equip ourselves with the right skills, knowledge and behaviours to not only manage ourselves but also help us to lead others through the both personal and professional aspects of change.

Each change we encounter will vary in terms of scale, people and outcomes. However, research from the business and academic worlds has shown that similar approaches can be used to navigate both the hard and soft systems and to **manage change successfully**.
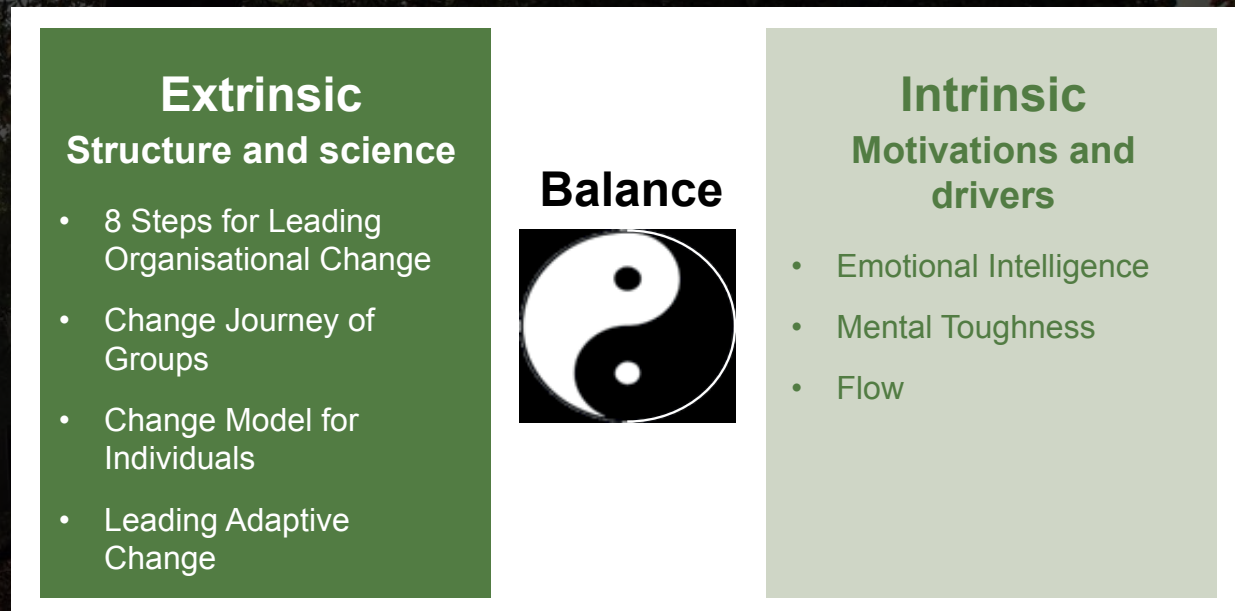
Photo provided by: Debbie Olivari (Whitchurch Camera Club)

Approaches to leading change

"People don't resist change they resist being changed"

Peter Senge, 1990

While there is no single prescriptive way to approach leading change, there are many frameworks, models and approaches on offer. This Sowing Seeds gives you a flavour of these and suggests how to find a balance between the **extrinsic structure and science** of change with the **intrinsic internal motivations and drivers** of the people involved.

Understanding these behavioural theories in relation to change and using the structured approaches in your own work will increase your possibility of success.

Extrinsic **Structure and science**	**Balance**	**Intrinsic** **Motivations and drivers**
• 8 Steps for Leading Organisational Change • Change Journey of Groups • Change Model for Individuals • Leading Adaptive Change		• Emotional Intelligence • Mental Toughness • Flow

This edition introduces these models and theories and gives recommendations for further reading across all topics, including other Sowing Seeds publications focused on Continuous Improvement and Adaptive Leadership.

You will find the content useful to unlock situations as you encounter the challenges of your own change project.

Extrinsic – structure and science

The extrinsic elements of change focus on how the structures we use and the steps we follow can help us manage the external environment when leading change.

The following models prompt us to be clear in our thinking and communication. They give us methods to help understand and manage the behaviour of others and to formulate and evaluate our plans over and over again.

• 8 Steps for Leading Organisational Change

• Change Journey of Groups

• Change Model for Individuals

• Leading Adaptive Change

An adaptive challenge involving changing attitudes, beliefs and behaviours require different skills than a technical challenge where a known solution can be found. Once identified, these adaptive challenges can be overcome by following six key principles (Heifetz and Linsky, 2002). These will allow you to purposefully decide the right balance of leadership style between the transactional, using objectives, rewards and power to fulfil operational tasks, and the transformational, using motivation and inspiration through vision, trust and values – essential elements in leading adaptive change.

Leading change – eight steps worth taking

"Regarded by many as the authority on leadership and change, Dr. John Kotter is a New York Times best-selling author, award winning business and management thought leader, business entrepreneur, inspirational speaker, and Harvard Professor."

Kotter International, 2016

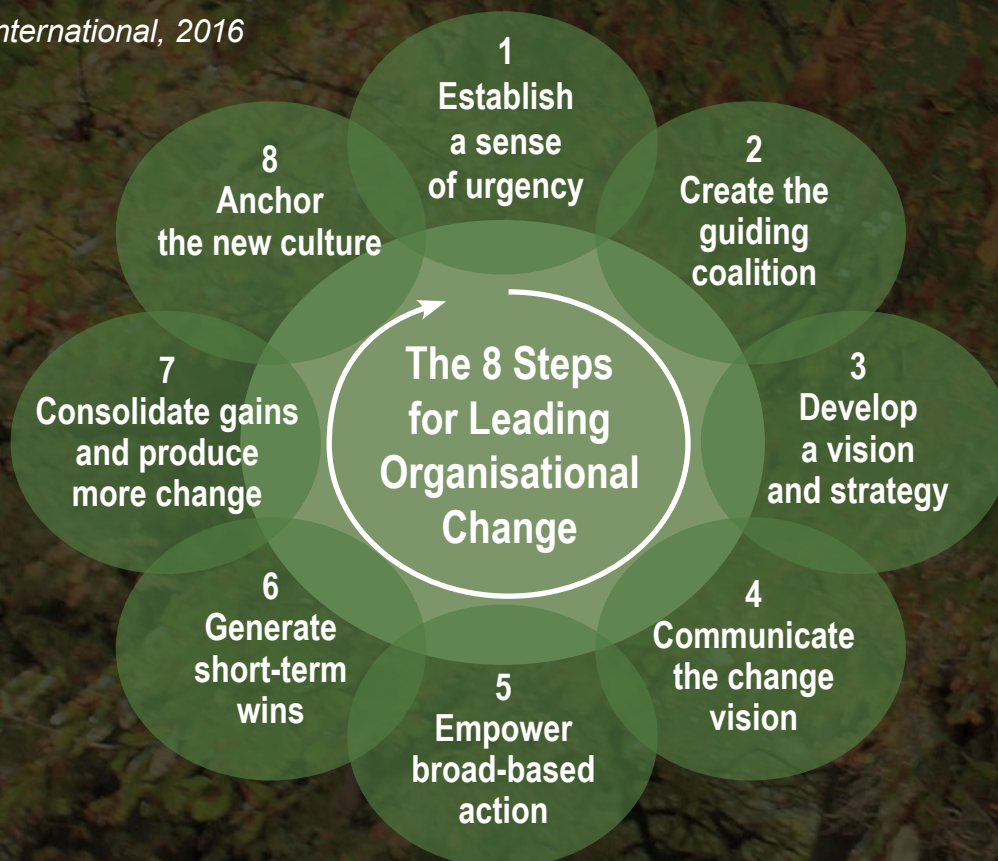Dr John P Kotter offered his eight steps model to the business world during the late 20th Century. Since it was published in his book 'Leading Change' (1996), Kotter's model has been used as the core of many other business theories.

Kotter published the '8 Steps for Leading Organisational Change' following a 10 year study of more than 100 companies that had attempted transformation.

The eight steps for leading organisational change (Kotter, 1996) provide a robust framework to help you plan for change, to ensure you have the right people, skills and knowledge to implement the change and the format for changing and embedding a new culture.

'Over four decades, Dr. Kotter observed countless leaders and organizations as they were trying to transform or execute their strategies. He identified and extracted the success factors and combined them into a methodology, the award-winning 8-Step Process.'

Kotter International, 2016

The 8 Steps for Leading Organisational Change

1 Establish a sense of urgency

2 Create the guiding coalition

3 Develop a vision and strategy

4 Communicate the change vision

5 Empower broad-based action

6 Generate short-term wins

7 Consolidate gains and produce more change

8 Anchor the new culture

Photo provided by: Debbie Olivari (Whitchurch Camera Club)

The 8 Steps for Leading Organisational Change

Steps one to three are the foundation for the change ahead. It is important steps one and two are completed before moving on to step three. If you have already started your change project and have not completed these steps, go back and invest more time in these steps. This rule of not skipping a step applies to all eight steps and is key to success.

1. Establish a sense of urgency

Unfreeze the organisation by creating a compelling reason for why change is needed – Kotter suggests that for change to be successful, 75% of an organisations management needs to 'buy into' the change. In other words, you have to really work hard on step one, and spend significant time and energy building urgency, before moving onto the next steps.

2. Create the guiding coalition

Create a cross functional, coalition cross-level group of people with enough power to lead the change – again adhering to the 75% buy in principle.

- **Position and Power:** are there sufficient key players on board especially line mangers?
- **Expertise:** relevant to the task at hand adequately represented so that informed, intelligent decisions can be made?
- **Credibility:** does the group have enough people with good reputation and will be taken seriously?
- **Leadership:** Does the group include good enough proven leaders able to drive the change process?

3. Develop a vision and strategy

Create a vision and strategic plan to guide the change process. A cohesive view of what you want the organisation to become.

4. Communicate the change vision

Create and implement a communication strategy that consistently communicates the new vision and strategic plan. Kotter says we under communicate by a factor of 10. You need to create and spread a 'broken record' approach to the change message, with as many people using as many opportunities as possible to sell the change.

5. Empower broad-based action

Eliminate barriers to change, and use targeted elements of change to transform the organisation. Encourage risk taking and creative problem-solving.

6. Generate short-term wins

Plan for and create short-term wins or improvements. Recognize and reward people who contribute to the wins.

7. Consolidate gains and produce more change

The guiding coalition uses credibility from short-term change wins to create more change. Additional people are brought into the change process as change cascades throughout the organisation. Attempts are made to reinvigorate the change process.

8. Anchor the new culture

Reinforce the changes by highlighting approaches in the connections between new behaviours and processes and organisational success. Develop methods to ensure leadership builds on successes.

Case study – Kotter in action:
Mental Health Services South East Wales

The need for a revised and renewed Mental Health Strategy was identified as a key priority across a number of public service organisations, including Aneurin Bevan University Health Board, five Local Authorities and third sector providers in the Gwent region.

As so often happens in organisational life, leaders and managers started at step 3 of Kotter's 8 steps with the writing of a strategic plan. When the organisations asked for feedback from the community they were met with apathy and a criticism that the draft plan was not fit for purpose. It was at this point that the then Health Board Chief Executive suggested taking a different approach.

① Establish a sense of urgency

Rather than one organisation doing all the work and presenting the strategy to the others, time was spent engaging all managers involved, building a sense of momentum for the need for a different approach and meaningful change to the services. This took a number of months to achieve but was crucial to ensure the right input at all levels. Service delivery became the focus of the 'buy in', rather than the writing of the document.

② Create the guiding coalition

The energy the leaders put into step 1 meant the right people were brought together into a cross-functional group that included service users as well as providers. This group led the work and service changes. They were not necessarily those with positional power, but those whose input was crucial to creating a fit for purpose service.

③ Develop a vision and strategy

The vision, strategy and plan were created through a series of engagement events, starting with service users meeting managers and providers and co-creating through workshops. Different tools and approaches were used to develop a strategy that would really work for the people it was for. For example, in one workshop, users, managers and senior leaders talked, shared and drew what they wanted on large rolls of paper, and considered all aspects of the service from bus timetables matching clinic times to the décor of the treatment rooms and consultation environments.

(4) Communicate the change vision

The lead organisations took a shared campaign approach to articulating the vision and the strategy to reach all those delivering and receiving the services. The two key success factors were the 'broken record' approach – taking Kotters' point in over communicating and making sure the messages were the same from all organisations and key stakeholders. This consistency was especially valued by service users.

(5) Empower broad based action

The leaders of the organisations actively looked for and supported different, innovative ways to engage and create the new strategy and service models. They recognised their part in enabling others to learn through the engagement and change process and their responsibility to remove barriers to change. Examples of this include, the releasing of budgets and resources to work in different ways and across organisational boundaries, supporting joint appointments and posts and letting go of management control.

(6) Generate short-term wins

It was important to celebrate successes early in order to keep momentum and engagement and to demonstrate this was not just a short term approach but one that would be carried through the entire strategy. The engagement events were showcased for others to learn from and a formal evaluation of the strategy was started from the outset.

(7) Consolidate gains and produce more change

Ongoing feedback was sought from those who had helped create the new services (the guiding coalition) and improvements became a continuous part of the service delivery. The leaders of the organisations delivered their part in ensuring that more changes were supported and enabled to build on what had worked before. Relationships and trust grew stronger and more change could take place as a result.

(8) Anchor the new culture

The successful approach taken in the development of this strategy won a number of innovation and service delivery awards and became part of the fabric of the region. The leadership and relationships built became the foundation for strengthened pan-sector working.

The complexity of emotions during change

The change journey of groups (Satir, 1991) and the change model for individuals (Kübler-Ross, 1969) uncover the psychology behind the reactions you can expect during any change programme. Understanding and anticipating these will help you with the reality of putting Kotter's eight steps into action with real people and teams.
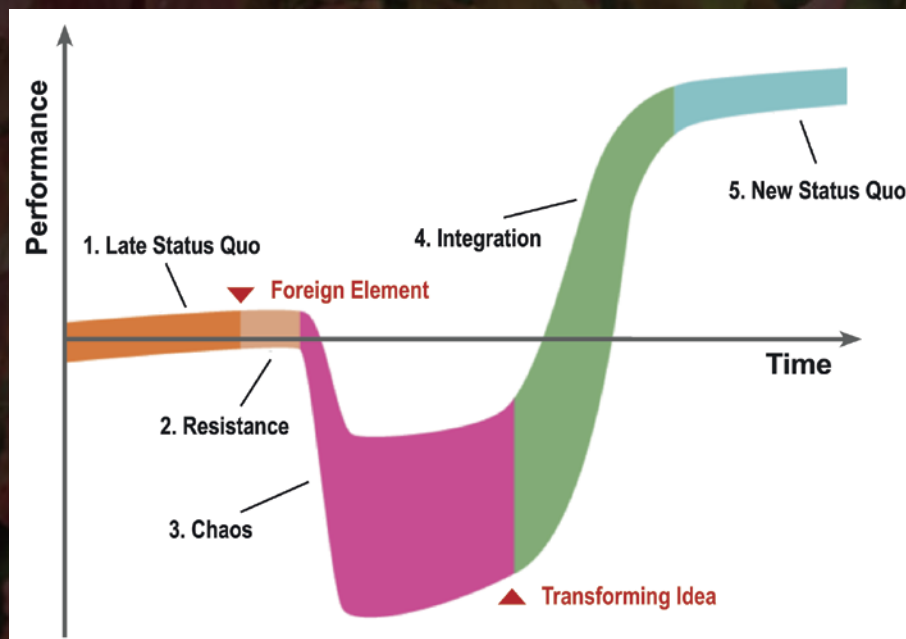
Psychotherapist and author, Virginia Satir, produced a wealth of work exploring the dynamics and journeys individuals and groups (families) go through when faced with change. Regarded as the 'mother of family therapy', Satir's work has been expanded and adapted for the workplace.

Satir saw that the changes any family go through follow a familiar pattern. The same pattern is repeated within groups at work. We are much more related to, and have a greater impact on each other, than we often realise. If Satir's work has done one thing it has made us realise just how normal and unavoidable this pattern is in change.

The more organisations and managers can come to terms with these patterns, the easier they will find change to implement with others.

The Change Journey of Groups

Satir's change model demonstrates the five stages of emotion that groups in change move through, from late status quo, resistance, chaos, integration and to new status quo.

Photo provided by: Debbie Olivari (Whitchurch Camera Club)

Stages in the change journey	How to help groups transition
Stage 1: Late Status Quo The group is at a familiar place. The performance pattern is consistent. Stable relationships give members a sense of belonging and identity. Members know what to expect, how to react, and how to behave.	Encourage people to seek improvement information and concepts from outside the group. In work this is looking outside the immediate group or organisation for others who are already behaving differently.
Stage 2: Resistance The group confronts a foreign element that requires a response. Often imported by a small minority seeking change, this element brings the members whose opinions count the most face to face with a crucial issue.	Help people to open up, become aware, and overcome the reaction to deny, avoid or blame.
Stage 3: Chaos The group enters the unknown. Relationships shatter, old expectations may no longer be valid, old reactions may cease to be effective; and old behaviours may not be possible.	Help build a safe environment that enables people to focus on their feelings, acknowledge their fear, and use their support systems. Help management avoid any attempt to short circuit this stage with magical solutions.
Stage 4: Integration The members discover a transforming idea that shows how the foreign element can benefit them. The group becomes excited. New relationships emerge that offer the opportunity for identity and belonging. With practice, performance improves rapidly.	Offer reassurance and help finding new methods for coping with difficulties.
Stage 5: New Status Quo If the change is well conceived and assimilated, the group and its environment are in better accord and performance stabilizes at a higher level than in the Late Status Quo.	Help people feel safe so they can practice.

The Change Model for Individuals

"Elisabeth Kübler-Ross, M.D. (July 8, 1926 – August 24, 2004) was a Swiss-born psychiatrist, a pioneer in Near-death studies and the author of the ground-breaking book On Death and Dying (1969), where she first discussed what is now known as the Kübler-Ross model. In this work she proposed the now famous Five Stages of Grief as a pattern of adjustment."

Elisabeth Kübler-Ross Foundation, 2016

Individuals in change experience five stages of emotion; denial, anger, bargaining, depression, acceptance.
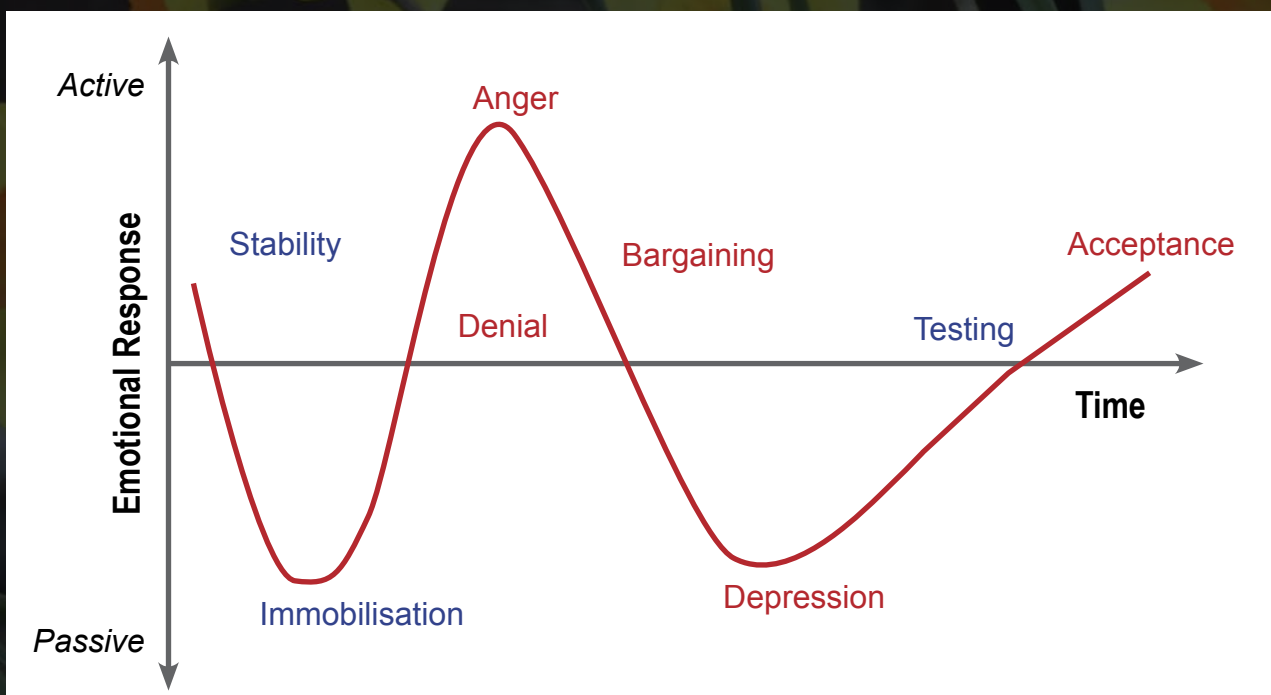
Denial – usually a temporary defence that gives us time to absorb news of change before moving on to other stages. It is the initial stage of numbness and shock. We don't want to believe that the change is happening. If we can pretend that the change is not happening, if we keep it at a distance, then maybe it will all go away. A bit like an ostrich sticking its head in the sand.

Anger – when we realise that the change is real and will affect us our denial usually turns to anger. Now we get angry and look to blame someone or something else for making this happen to us.

Bargaining – we start bargaining in order to put off the change or find a way out of the situation. Most of these bargains are secret deals where we say, 'If I promise to do this, then the change won't happen to me'. In a work situation, someone might work harder and put in lots of overtime to prove themselves invaluable, in order to avoid retrenchment.

Depression – when we realise that bargaining is not going to work the reality of the change sets in. At this point we become aware of the losses associated with the change, and what we have to leave behind. This has the potential to move people towards a sad state, feeling down and depressed with low energy.

The depression stage is often noticeable in other ways in the workplace. People dealing with change at work may reach a point of feeling demotivated and uncertain about their future.

Acceptance – as people realise that fighting the change is not going to make it go away they move into a stage of acceptance.

It is not a happy space, but rather a resigned attitude towards the change, and a sense that they must get on with it. For the first time people might start considering their options.

Moving at pace

It is important to understand that, however determined, the group, team, department, or organisation, will move through these five stages at their own pace.

The chaos stage has to be allowed to run its course without management intervention to try and shorten or end this phase. While the group move through these five stages, individuals will be moving through the individual five stage model of Kübler-Ross. Each individual will move at their own pace and will probably be at a different stage to others.

There is little a leader can do to influence these cycles of acceptance, but being aware of these emotions as you observe them being played out is important.

Theory of Adaptive Leadership

"To lead is to live dangerously because when leadership counts, when you lead people through difficult change, you challenge what people hold dear; their daily habits, tools, loyalties and ways of thinking, with nothing more to offer than a possibility. Moreover, leadership often means exceeding the authority you are given to tackle the challenge at hand. People push back when you disturb the personal and institutional equilibrium they know."

Heifetz and Linsky, 2002

Renowned leadership authorities, Ronald Heifetz and Marty Linsky, published Leadership on the Line: Staying Alive through the Dangers of Leading (2002) which presented their extensive field research in change leadership. They proposed a set of six leadership principles in their 'Adaptive Change Theory' which examines the changing of individuals values, beliefs and attitudes.

Heifetz and Linsky have spent more than 30 years examining and teaching the practice of leadership at Harvard University's John F. Kennedy School of Government. They founded the Cambridge Leadership Associates which focuses on leadership consulting, training and coaching practice.

'Heifetz advises heads of governments, businesses, and non-profit organizations throughout the world. His research focuses on creating a conceptual foundation for the study of leadership, creating teaching, training, and consulting methods for leadership practice, and building the adaptive capacity of organizations and societies.' (Harvard Kennedy School, 2016)

'Linsky teaches exclusively in the [Harvard Kennedy] School's executive programs and chairs several of them. A graduate of Williams College and Harvard Law, Linsky has been Assistant Minority Leader of the Massachusetts House of Representatives, writer for The Boston Globe, and Editor of The Real Paper.' (Harvard Kennedy School, 2016)

Leading Adaptive Change – Six Principles

Principle 1 – Get on the balcony

A leader must be able to understand the current business position. He or she must understand the potential and actual reaction to change within the organisation.

Metaphorically 'getting on the balcony' with a clear view of all the organisation's activities, moving back and forth between the 'field of play' and the balcony view allows the leader to engage the right people, in the right way, to do the necessary adaptive work. Without this overview the leader can become a prisoner of the system.

The balcony allows the leader to identify the adaptive challenge (Principle 2).

Principle 2 – Identify the adaptive challenge

By far the greatest initial challenge is being able to differentiate between a technical and adaptive challenge:

• technical – a challenge where a solution is known

• adaptive – a challenge for which there is no readymade technical answer

An adaptive challenge requires the gap between values, beliefs, attitudes and behaviours to be addressed.

Technical and adaptive challenges

A patient is diagnosed as diabetic – there is a known treatment to control the symptoms. The doctor prescribes insulin. This is a technical challenge with a known treatment and solution.

Another patient is overweight which is causing health problems – most of these can be relieved by weight loss. There is no prescribed medicine to achieve weight loss – it requires a change in the patient's values, beliefs, attitudes and behaviour. Eat healthier, eat less and exercise more. The solution to achieve weight loss will be different for each patient – this is an adaptive change.

Leading adaptive change is about changing individuals; values, beliefs, attitudes and behaviours in line with the organisation's vision and strategy.

Principle 3 – Regulate the distress

This principle is broken down into three sub groups:

- **Create the heat**
  Using the information (stories, data and patterns) identified from 'Principle 1 – Getting on the balcony' to create the heat (reasons for change).

- **Sequence and pace the work**
  Agree the sequence for the change work and match the pace to the ongoing demand of the work of the department or organisation.

- **Regulate the distress**
  The leader and team may uncover uncomfortable facts, or start to question their ability to make the required changes. They may see their own previous errors. The leader's role at this time is to deal with the emotion, keep the level of distress manageable and where possible use emotion to fuel and drive change.

The challenge for leadership when trying to generate adaptive change is to work with differences, passions and conflicts in a way that diminishes their destructive potential and constructively harnesses their energy.

Principle 4 – Maintain disciplined attention

The leader must continue to expect a high standard of work to serve the service user. There is potential for work avoidance, not because people do not want to do the work, but they may become distracted by the change and therefore the daily 'must do' activities can be overlooked.

Use any conflict positively – opposing views can be an opportunity for creative solutions. Keep people focussed on the task. This is easier if a clear purpose and values statement has been produced as this allows teams to test decisions against and live up to.

Principle 5 – Give back the work

- Resume responsibility – having identified the problem and started the search for a solution, give the work of implementing the solution back to staff. A no blame culture can only be a responsible culture where staff take active responsibility for their efforts.

- Use their knowledge – listen to what staff have to say, they know the job best and the reality is the people involved in the work know what the problem is and have a solution.

- Support their efforts – once staff make the effort to make changes the leader's role changes to that of supporter, getting behind their ideas and helping to remove obstacles.

Principle 6 – Protect the voices of leadership from below

We don't need to wait for the whole organisation to adopt these ideas as the new ways of working – once proven, that will come later. Instead, the job of the leader is to:

• ensure everyone's voice is heard, that middle management don't feel the pressure to manage the message (good or bad)

• encourage and support a culture of willingness to experiment and learn

Some of the new ways of working may contradict ideas and ways of the past, which had been supported by leaders and managers. Decisions are made on the evidence available at that moment in time, and as new evidence becomes available over time this can demand change. Leaders have to accept they may have been part of the decisions of the past that now need change. As a leader of change you will need to manage contradictions.
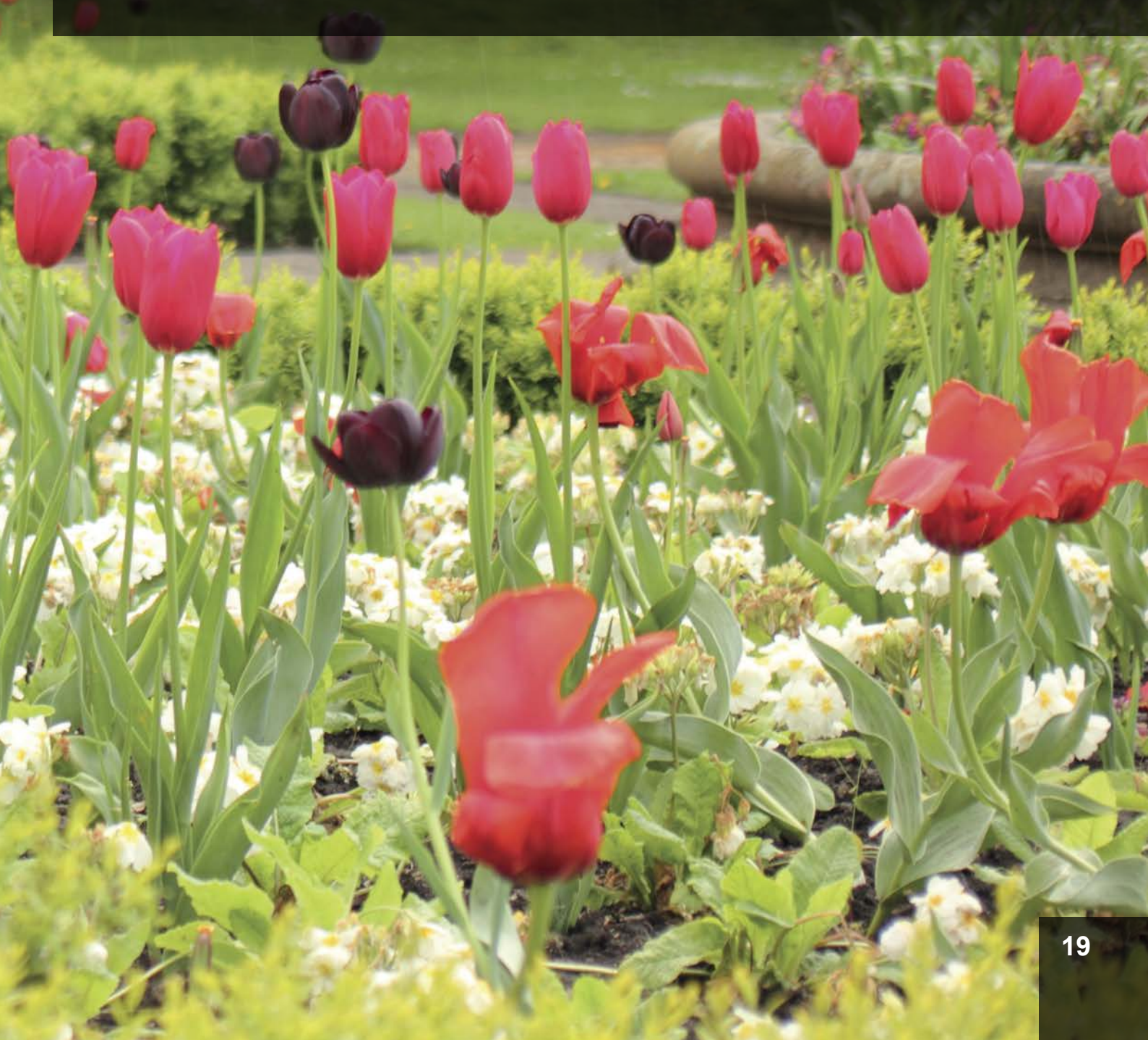
Case study – Adaptive Leadership in action: Welsh Ambulance Service Trust (WAST)

When taking over as interim Chief Executive of the Welsh Ambulance Service, Tracy Myhill knew that her leadership challenge was very much an adaptive one. In her first few months Tracy would need to observe, interpret and intervene at the right time and in the right way if her leadership was going to make the difference the organisation needed.

The following are exerts taken from an interview with Tracy Myhill in Dec 2015.

How did you use the balcony to understand what was happening in the organisation?

'In numerous ways, taking a massive step back and asking questions, all the time, questions, questions, questions, making no judgements, not assuming anything, not accepting anything, constantly being out and about talking to staff, patients, families, everyone.

'I did not accept anything at face value and would learn as much as I could about what individuals were telling me. I had conversations, looked at correspondence, complaints, direct feedback, the media, politicians, any form of communications that gave me as many lenses as possible to see the organisation through, but especially through the lenses of patients and of staff.

'I was very focused on the perspective of the patient, asking myself constantly 'what would Mrs Jones in Tonypandy want?' and one of the very first adaptive challenges I identified was that I knew I was going to need the whole organisation to get into this mind set with me.'

What other adaptive challenges surfaced in those first few months?

'The performance data and statistics challenge, every minute of every day everyone knows how WAST is performing, from the First Minister downwards. It's a fantastic system for its immediacy and for being absolutely on top of things but it was also very distracting ,everyone was focused on the numbers, everyone, and on one number in particular, our eight minute response target.

'I knew I had to get underneath this if I was going to help staff. For me to create the right heat in the system, to make sure that the work was the right work, done in the right way and to regulate the distress that the pressure of this target brought. What was it telling us? What did it mean? What was it about? Where did it come from? Why eight minutes? Why do we measure it like this? Why is performance different in different parts of Wales?

'The depth of this adaptive challenge was brought home to me by a member of staff saying to me 'I get there in seven minutes and I didn't save a life and it's a success and I get there in nine minutes, save a life and enable my patient to get the right care in a cardiac unit, and I failed.

'By my eighth week in the organisation I knew that my absolute priority was about the staff, reconnecting, motivating, putting back some faith and trust in the employees, if I was able, through all the mechanisms at my disposal to do this, then I really believed this organisation would succeed.'

What has this meant for staff, in terms of changes, and what has tackling these challenges meant for you in terms of your leadership attention?

'For staff it is change from a way of working that hasn't changed for 40 years, we are now going to work in a way that focuses on and measures the experience of our patients and their

outcomes, what we are doing has never been done in the world before, we are learning, designing, training, evaluating all at the same time and we are under constant scrutiny.

'This new way of working is benefiting the majority of our staff, they are better informed, they are going on calls that are now the right calls for their experience and we are meeting the needs of our patients more appropriately.

'We have implemented massive education, training and support programmes, we have brought in expertise. We are asking staff to be very different from the way they have worked in the past.

'In leadership terms I am focused on an engaging vision and culture, 'ask don't tell', I know this isn't going to change overnight but I also know that I have to pay absolute attention to this at all times. The more visible both I and the executive team are, the more we engage, the more support we provide to our managers, the more empowering we are, the better the organisation is going to be.

'Teams are crucial parts across the entire organisation, from the teams that are on the roads to those in clinical contact centres, NHS Direct Wales, Corporate Functions, to the executive team and the board, we all have to maintain our attention and focus on the vision and commitments we have been very visible and vocal about. We must practice what we preach all day, every day. Getting the right people on the bus is crucial and if they aren't there it is my job to find them and it is also my job to help the people who don't want to be on the bus to not be.'

How do you plan to stay on track?

'This is the ongoing challenge, creating an engaged culture of continuous improvement. I have to stay true to what I have said and the leadership style I am trying to bring in. I have to be strong and to keep my resilience when under delivery pressure from within and across the system. I have to make sure that I keep my eye on the bigger goal here, which is the improvement of the organisation for the long term.

'One commitment I have given to everyone is that I will always be honest and open and they may not like what I say, but I won't shy away from the truth and the challenges. I want people to understand that we are driving the changes for a reason, that we together are building our reputation, our performance has improved, our increase in confidence is enabling the change needed in our system.'

What has been the most difficult aspect of your approach so far?

'Giving back the work, this has been really stressful, it's always much easier to do it yourself, especially when you are under pressure, but then how will people see the need to change themselves, to grow and learn to do things in a different way. I am inviting people to join me on the journey to show them how we need to operate to succeed and engaging them in order to reinforce the different ways of working needed.'

How do you protect the voices from below?

'I make sure there is a two way process of communication, and the chance for everyone to talk to me directly, unfettered and I like social media to assist with that. We are moving to an open culture with trust at the heart and I have to demonstrate this openly for all staff. Staff must know that they can raise any issues and the managers will not seek a position of defend but one of support and a response that is engaged and proactive in solving the problem.

'I also have to acknowledge when I've got it wrong and hopefully if I do that okay other people will do that as well and help people to understand that it's okay to learn from a mistake.

'My promise to the organisation from the outset is that I will give 200% commitment, every ounce of my energy will be put into the organisation and playing my part in making it the organisation that it can be, with strong credible leaders, managers and staff working with partners to provide exceptional service to our patients.

'It is hard – good though!'

Intrinsic – motivation and drive

The Martin Luther King idea that you are either part of the solution or part of the problem – this distracts us from recognising that we are both part of the solution and problem at the same time.

It is important to remember this Martin Luther King quote is only part right – the reality is you are most likely part of the problem and the solution.

You are not only a leader of change; you must be part of it too. In this section you will consider your own capacity to change. You will explore the characteristics of who you think you are, who you need to be, and your personal abilities to lead change.

Photo provided by: Debbie Olivari (Whitchurch Camera Club)

Emotional Intelligence

"You either can or you can't, either way you are right" Henry Ford, 1947

The concept of understanding, controlling and using emotions to improve personal and professional relationships was introduced in 1990 by American university professors Peter Salovey and John D. Mayer. The theory gained momentum during the 90's and became the focus of mainstream attention when psychologist and author Daniel Goleman popularised the term in his 1995 book 'Emotional Intelligence'.

More recent work includes, The Emotionally Intelligent Workplace *(Bennis, 2001)*, Destructive Emotions – How can we overcome them? *(Goleman, 2003)* and The Emotionally Intelligent Manager *(Caruso and Salovey, 2004)*

People who are emotionally intelligent have abilities in five main areas.

1. Knowledge of their emotions
2. Managing their emotions
3. Self-motivation
4. Recognising emotions in others
5. Managing relationships better as a result of higher emotional literacy

When leading change, having higher emotional literacy will increase your ability to operate successfully in circumstances involving other people. It helps leaders to understand and reframe problems to encourage better solutions.

The differences between IQ and emotional intelligence (EQ)

IQ	EQ
• Measure of intellectual, analytical and rational abilities	• Measure of emotional literacy
• Concerned with verbal, spatial, visual and mathematical skills	• Concerned with self-knowledge, awareness and cognition
• Gauges how readily we can retain and recall objective information	• Gauges our ability to operate successfully with other people
• Enables us to solve problems through the application of prior knowledge	• Enables us to understand and reframe problems to encourage better solutions

Predictors of success

IQ can serve to predict between 1% and 20% (the average is 6%) of success in a given job.

Emotional intelligence is directly responsible for between 27% and 45% of job success. *(Stein, 2011)*

Photo provided by: Debbie Olivari (Whitchurch Camera Club)

Understanding self and others

In many work situations, and particularly in change projects, leaders rarely work alone. It is likely that success relies on gaining the commitment and motivation of others and using their knowledge and experience.

Increasing your understanding of your own emotions and the emotions of others will give you important knowledge as a leader. If you are able to use this successfully, it will help you:

• build trust through reliability and congruent behaviour

• clear up miscommunications and keep promises

• hold yourself accountable to objectives and

• treat yourself and others with compassion and humour

Self-test activity

To start understanding your own level of emotional intelligence take ten minutes to write down your thoughts and ideas about the following questions.

How do you like to be led? What qualities do you admire in a leader? Do you demonstrate these qualities in your leadership?

Once you've answered those questions, consider the following points on understanding emotions, thinking about your key strengths and where you may have areas for improvement.

Leaders who have high emotional intelligence are:

• **aware of their strengths, weaknesses and emotional boundaries in relationships**

• **reflective, understanding the power of learning from experience**

• **open to feedback, new perspectives and accepting of self-development**

• **able to generate positive strokes for themselves**

• **able to show a sense of humour and perspective about themselves**

Academi Wales also offers a half day course in emotional intelligence and a range of tips, exercises and videos are available on the website: **www.gov.wales/academiwales**

Mental Toughness – testing your resilience

The origins of mental toughness are derived from the world of sports science and the work of Dienstbier (1989), which focused on physiological and psychological toughening. The work was built on by Professor Peter Clough and his initial research at the University of Hull and now continuing work at Manchester Metropolitan University.

"The U.K. is recognised as the leader in mental toughness research and the work carried out at Hull leads the U.K. research activity. In particular, the research suggests mental toughness is related to performance enhancements, differing coping strategies and techniques, and psychological health and well being."

University of Hull, 2016

What do we mean by mental toughness?

- The ability to deal with stressors, pressure and challenge irrespective of the prevailing circumstances and environment. (*Clough etal, 2004*)

- Mental toughness is a quality which determines, in some part, how individuals perform when exposed to stressors, pressure and challenge, irrespective of the prevailing situation. (*Clough and Strycharczyk, 2008*)

We all fail in life at some time. Mental toughness teaches us that these setbacks are only temporary, local and changeable.

Mentally tough people are able to get back up and try again. Martin Seligman, known as 'the father of positive psychology', suggests we learn helplessness in the face of failure and often reproduce the experience many times over when faced with similar circumstances.

The 4 C's of Mental Toughness

These four elements can be tested against using a proven psychometric self-assessment tool to produce an overall measure of an individual's mental toughness.

We will all have an awareness of our own strengths and weaknesses in these areas and having an increased awareness of our 'blind spots' helps us with our own development and in leading change.

Photo provided by: Debbie Olivari (Whitchurch Camera Club)

Element	High level beliefs/behaviours	Low level beliefs/ behaviours
Control This refers to how much control individuals feel they have of their life and the environment in which they work.	• Capable of exerting more influence on their working environment and are more confident in working in complex and multi-tasked situations. • Able to handle lots of things at the same time.	• Comfortable in handling only one or two things at any one time.
Challenge The extent to which an individual sees problems as threats or opportunities.	• Some people will actively seek out challenge and change and will identify these opportunities for personal development. • Will look for challenge and thrive in continually changing environments.	• Some people will perceive change and challenge as threats or problems. • Will try to minimise their exposure to change and the associated problems, preferring to operate in a more stable environment.
Confidence This refers to the self-belief to successfully complete tasks that may be considered too difficult by those with similar abilities, but lower confidence. There are two subscales for confidence: **Confidence (Abilities)** **Confidence (Interpersonal)**	• Take set-backs (whether from outside or self-generated) in their stride. • Keep their heads when things go wrong and it may even strengthen their resolve to deal with the issue and sort it out. • More likely to believe they are a really worthwhile person, will depend less on external validation and generally be more optimistic about life • More assertive, less likely to be intimidated in social settings and more likely to push themselves forward in groups. They are better able to cope with difficult or challenging people.	• Less confident people are likely to be less persistent and to make more errors. • More likely to feel unsettled and undermined by setbacks.
Commitment Sometimes described as "stickability", this describes the ability for an individual to carry out tasks successfully, despite any difficulties or obstacles that may arise while working towards achieving their goal.	• More likely to handle and achieve tasks to tough unyielding deadlines.	• More likely to need to be free from those kind of demands in order to achieve their goals.

Flow

"What makes a life worth living?"

Mihaly Csikszentmihalyi, 2004

In his bestselling book, Flow (1992), social anthropologist, Csizenkmihaly explores how some people develop intrinsic happiness/satisfaction to the way they work and in that process they deliver exceptional performance. The book summarizes 'decades of research on the positive aspects of human experience – joy, creativity, the process of total involvement in life [he calls] flow'.

'Mihaly Csikszentmihalyi has contributed pioneering work to our understanding of happiness, creativity, human fulfillment and the notion of "flow" — a state of heightened focus and immersion in activities such as art, play and work.' *(TED Talks, 2008)*

This theory of optimal experience is based on the concept of 'flow' - the state in which people are so involved in an activity that nothing else seems to matter. The experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it.

The best moments occur when a person's body or mind is stretched to its limit in a voluntary effort to accomplish something difficult and worthwhile.

## The factors that promote enjoyment in work and help to deliver flow

1. **A challenging activity that requires skill**

2. **The merging of action and awareness**

3. **Clear goals and feedback**

4. **Concentration on the task in hand**

5. **Self-control**

6. **The loss of self-consciousness**

7. **The transformation of time**

8. **The autotelic experience**

Photo provided by: Debbie Olivari (Whitchurch Camera Club)

The flow channel

As leaders we want to give people work which will allow them to enter into the 'flow channel', as demonstrated below. This optimal experience occurs when an individual has enough challenge in their work so they don't become bored, but not so much challenge that high anxiety levels are reached.

In the diagram, 'A' represents the individual – when they have low skill and low challenge they will start at A1. If they then increase their skills, but the challenge remains the same they are likely to drop out of the Flow channel and become bored, moving to A2. To return to flow, the challenge must be increased, moving them to A4 where the cycle will begin again.

Equally, if they start at A1 and their level of challenge is increased with no additional training, they may move away from flow and into an anxious state. To enter the Flow channel again, they must improve their skill level and also move to A4, beginning the cycle over.
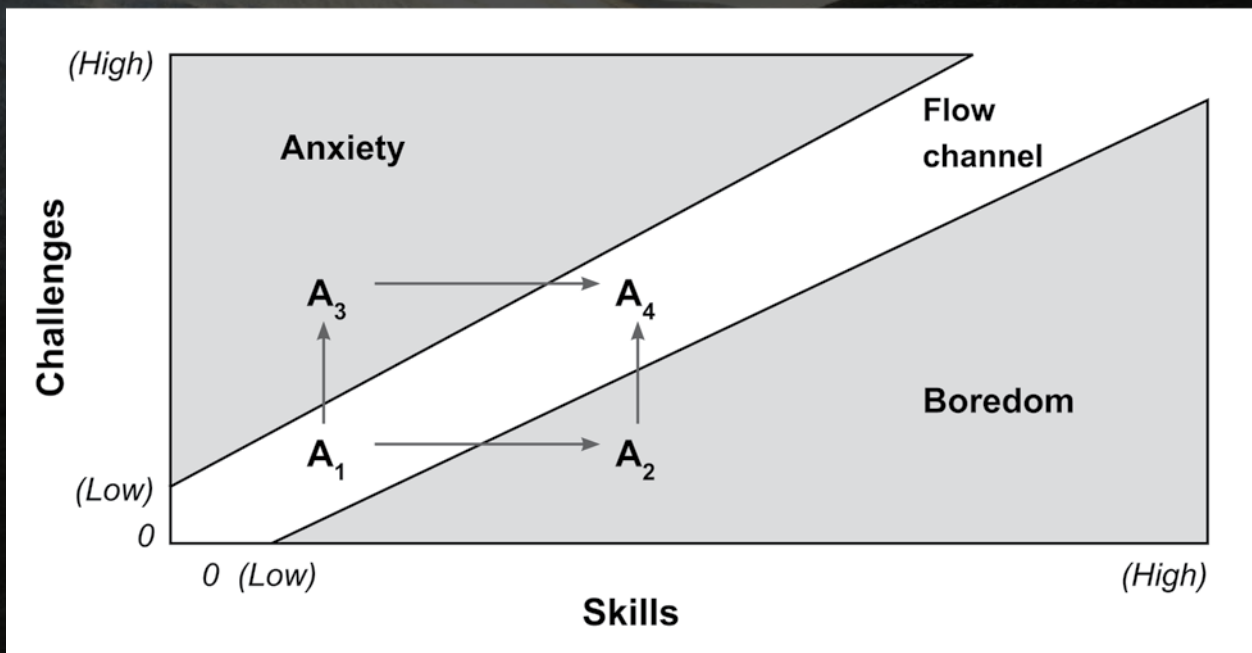
Conclusion

The next step is up to you: to learn more about change or to experiment with these models and theories…

This Sowing Seeds provides an overview of some of the models and theories and references to further reading. Our full Managing Change Successfully (MCS) programme covers additional extrinsic models and intrinsic theories to those described here. From experience we know the real learning happens when you apply the MCS content to your own change project and when you engage and share your own experience with others. Whatever your course of action, remember to get on the balcony and be aware of your own blind spots.

Photo provided by: Debbie Olivari (Whitchurch Camera Club)

References

The following documents were reviewed in the preparation of this paper.

Please note, that not all of the following are directly cited in the body of the document.

Bennis, W. (2001) **The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations.** Edited by Cary Cherniss and Daniel Goleman. San Francisco: Wiley, John & Sons

Caruso, D. R. & Salovey, P. (2004). **The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership.** Jossey-Bass

Clough, PJ., Crust, L., Robertson, C., (2004). **Influence of music and distraction on visual search performance of participants with high and low affect intensity. Perceptual and Motor Skills.** 98(3 I), pp.888-896

Clough, P. J., Earle, K., & Sewell, D. (2002) **Mental toughness: the concept and its 4 measurement.** In I. Cockerill (Ed.), Solutions in Sport Psychology (pp. 32-5 43).London: Thomson Publishing

Clough, P.J. and Strycharczyk, D. (2008), "**Developing resilience through coaching – MTQ48", in Passmore**, J. (Ed.), **Psychometrics in Coaching: Using Psychological and Psychometric Tools for Development**, Kogan, London

Csikszentmihalyi, M. (2004) **Flow, the secret to happiness.** Available at: https://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow?language=en

Dienstbier, R. A. (1989). **Arousal and physiological toughness: Implications for mental 18 and physical health.** Psychological Review, 96 (1), 84-100

Goleman, D. (2003) **Destructive emotions: And how we can overcome them: A dialogue with the Dalai Lama.** London: Bloomsbury Publishing PLC

Kubler-Ross, Elizabeth, (1969) **On Death and Dying**, Routledge

Satir, Virginia, et al., (1991) **The Satir Model: Family Therapy and Beyond, Science and Behaviour Books**

Stein, S.J. (2011) **The EQ Edge: Emotional Intelligence and Your Success.** 3rd ed. Jossey Bass

Ted Talks (2008) **Mihaly Csikszentmihalyi.** Available at: https://www.ted.com/speakers/mihaly_csikszentmihalyi

Mae'r ddogfen yma hefyd ar gael yn Gymraeg / This document is also available in Welsh.