LEADERSHIP DEVELOPMENT AND ORGANIZATIONAL CHANGE: SEGMENTS FROM AN INITIATIVE IN EIGHT COUNTY HUMAN SERVICE AGENCIES

Workshop by
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PLAN FOR THE SESSION

- The program and its sponsors
- Conceptual overview
- Leadership theories and application
- Organizational change model and application
- Discussion
SOUTHERN AREA CONSORTIUM OF HUMAN SERVICES

- Directors of eight Southern California County Human Services organizations
- Forum for discussion re: issues facing public human services; strategy discussions, research, policy development, executive development, and succession planning
- Staffed by the Academy for Professional Excellence, School of Social Work, San Diego State University
- http://pcwta.sdsu.edu/programs/SACHS/SACHS_lvl1.htm
LEADERS IN ACTION

- 2003: Directors noted many upcoming retirements in executive management
- Desire for custom-designed leadership development to meet succession planning needs
- Best practices review
- Development of competencies
- Design of program
- Five annual cycles completed
- 144 participants to date
- http://theacademy.sdsu.edu/programs/LIA/LIA-1.htm
CORE ELEMENTS

- 360-degree feedback
- Individual development plans
- 10 1/2 days of training over 5 months
- Workshop sessions conducted by both professional trainers and the directors of the participating agencies
- Individual journaling
- Book club
- Intensive opportunities for dialogue and networking
- Annual follow up sessions to review progress on action plans and “call back” trainings
### Management & Leadership


<table>
<thead>
<tr>
<th>Management</th>
<th>Leadership</th>
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<tbody>
<tr>
<td>“Order &amp; consistency”</td>
<td>“Change &amp; movement”</td>
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<tr>
<td>Planning/budgeting</td>
<td>Establish direction: vision, the big picture, strategy</td>
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<tr>
<td>Organizing/staffing</td>
<td>Align people: goals, commitment, teams</td>
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<tr>
<td>Controlling</td>
<td>Motivate &amp; inspire: empower, energize, meet needs</td>
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<td>(information systems, evaluation)/problem solving</td>
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*Source: Northouse, P. (2004).*
BEING AND DOING

“To do is to be.” - Descartes

“To be is to do.” – Sartre

“Do be do be do.” – Sinatra

“Yabba dabba do.” – Flintstone
BE, KNOW, DO  Adapted from the U.S Army’s Leadership Manual and Hesselbein, F., Army Leadership: Be, Know, Do, Leader to Leader, 26, Fall 2002, 21-27.

<table>
<thead>
<tr>
<th><strong>BE</strong></th>
<th><strong>KNOW</strong></th>
<th><strong>DO</strong></th>
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<tbody>
<tr>
<td>Character</td>
<td>Abilities</td>
<td>Actions</td>
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<tr>
<td>Values (Social Work examples)</td>
<td>Skills/Competencies:</td>
<td>Advocating</td>
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<tr>
<td>Service</td>
<td>• Performance leadership</td>
<td>Communicating</td>
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<td>Social justice</td>
<td>• Change leadership</td>
<td>Decision making</td>
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<td>Dignity &amp; worth of the person</td>
<td>• Interpersonal leadership</td>
<td>Planning</td>
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<td>Human relationships</td>
<td>• Personal leadership</td>
<td>Executing</td>
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<tr>
<td>Integrity</td>
<td></td>
<td>Improving</td>
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<tr>
<td>Attributes (Examples)</td>
<td></td>
<td>Leading</td>
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<tr>
<td>Intelligence, High energy</td>
<td></td>
<td>Learning</td>
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<tr>
<td>Tolerance for stress,</td>
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<td>Self confidence, Determination</td>
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<tr>
<td>Sociability, Integrity</td>
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Your Leadership Theories and Principles

1. What is your theory of leadership?:
   - What are the variables in a leader that are expected to contribute to leader effectiveness?
   - What are the variables that leadership should impact?
   - What are the results of good leadership?

2. Leadership principles:
   - What specific behaviors should a leader use in order to be effective?
Leadership Theory simplified

THE LEADER
Traits
Competencies
Task/relationship behaviors
Approaches: transformational, etc.

THE SITUATION
Urgency, complexity, resources, organizational & team climate

FOLLOWERS
Attributes
Skills
Level of development

RESULTS
Successful outcomes

Assess, get a fit
THE FIVE PRACTICES OF LEADERSHIP

- **Model the way**
  - Clarify your personal values
  - Set the example: align actions & values

- **Inspire a shared vision**
  - Envision the future: exciting and ennobling opportunities
  - Enlist others in a common vision (shared aspirations)

- **Challenge the process**
  - Find opportunities to innovate, change, grow
  - Experiment & take risks, small wins, learn from mistakes

- **Enable others to act**
  - Collaborate via trust & cooperative goals
  - Share power and discretion

- **Encourage the heart**
  - Show appreciation for individual excellence
  - Celebrate values and victories through community

What people look for and admire in a leader

• **Honest**: truthful, ethical, principled, worthy of trust
• **Forward-looking**: vision, sense of direction for the organization; strategic planning & forecasting
• **Competent**: track record & ability to get things done; understanding the fundamentals, relevant experience
• **Inspiring**: enthusiastic, energetic, positive about the future

These four make up *source credibility* – people believe in and trust them, they do what they say they will do: DWYSYWD. Practice what you preach; walk the talk; follow through.

TRANSACTIONAL LEADERSHIP

- Assumes separate interests of the leader and followers; leader suggests ways each party may do things to accommodate the needs of the other.
- Contingent rewards are valued rewards received for performing desired behaviors.
- Management by exception: under normal circumstances, little intervention by a supervisor will be necessary. When exceptions (mistakes) occur, use corrective criticism.
TRANSFORMATIONAL LEADERSHIP

- Based on the leader and followers all working on behalf of goals which all share.

- **Idealized influence**: “display conviction, emphasize trust, take stands on controversial issues, present their most important values, and emphasize the importance of purpose, commitment, and ethical consequences of decisions”.

- **Inspirational motivation**: vision, high expectations, enthusiasm, encouragement.

- **Intellectual stimulation**: encouraging innovation and creativity.

- **Individualized consideration**: coaching and mentoring workers as individuals, “managing by walking around”, ongoing personalized interactions with staff.
Applications

- Individual work:
  For The Five Practices and each component of Transactional and Transformational Leadership, circle D if you do it at present, and P if you plan to do this. For any for which you circled D, provide an example.

- Pairs: share, probe for examples

- Tables: share & look for themes:
  - What leadership challenges and opportunities do you see for yourself?
  - What skills do you want to develop?
  - What can you get from LIA?

- Report out themes, implications for LIA and other development activities
Consultant: “So are you planning to change anything?”

Manager: “Well... yea, I suppose.”

Consultant: “Do you have a change management plan in place?”

Manager: “What’s that?”

Consultant: “You’re doomed!!! Give me money, quick!”

STEPS IN ORGANIZATIONAL CHANGE

1. Create a Sense of Urgency
2. Build The Coalition For Change
3: Clarify the Change Imperative
4: Assess the Present
5. Develop a Plan for Change
6. Implement
7. Evaluate, Institutionalize, Celebrate

Adapted from Proehl (2001); Lewis, Packard, & Lewis (2007)
ALSO: Propositions for Organizational Change, Fernandez & Rainey (2006)
1. Create a Sense of Urgency

- Ensure the need: The problem, what needs attention
- Pressures from the environment
- Internal conditions
- Accent the importance of a crisis
- Share data
- Show what will happen if the problem is not addressed
2. Build The Coalition For Change

- People with credibility, power, interest, relevant knowledge and skills
- People affected by the problem
- Steering committee
- Task forces
- Communication systems
- Sponsor, Champion, Change Agents
- Top management and, if necessary, external support
3: Clarify the Change Imperative

- Problem
- Vision for success
- Plans for activities
  - (data collection & analysis,
    task forces)
- Auspices & mandates
- Outcomes
- Time, resources
4: Assess the Present

- Understanding of the organization as a whole
- **Readiness** (level of support and enthusiasm)
- **Capability** (skills, abilities, resources)
- Resistance (who, why, how to buy in or deal with: don’t know about it, don’t know what to do, not willing)
- Data collection
5. Develop a Plan for Change

- What needs to be changed
- Where change needs to occur
- Who will manage the change
6. Implement

- Task forces/action teams
- Action plans
- Quick results and short term wins
- Widespread participation: involve more staff
- Project monitoring
- PROVIDE RESOURCES: staff time, financial and technological support
7. Evaluate, Institutionalize, Celebrate

- Evaluation of results
- Adaptations as needed
- Lock in changes
- Link changes with other systems
- Celebrate successes
ORGANIZATIONAL CHANGE TACTICS (Propositions)

- Ensure and communicate the need
- Provide a plan for implementation
- Build internal support and overcome resistance
- Ensure top management support and commitment
- Build external support from political overseers and stakeholders
- Provide adequate resources
- Institutionalize changes
- Pursue comprehensive change

From Fernandez & Rainey (2006)
PARTICIPANT SURVEY

- Setting (Government, not-for-profit, for profit)
- Scope of the change effort
- Goals
- Leader behaviors
- Activities (change tactics)
- Comparison of successful, unsuccessful initiatives
APPLICATION: OPPORTUNITY FOR ORGANIZATIONAL CHANGE

- Sense of urgency
- Action system development and maintenance
- Identifying the change imperative
- Assessing the present
- Develop the plan for change
- Implementation
- Institutionalization and evaluation
DISCUSSION

- Questions
- Reactions
- Suggestions
- Implications
  - Practice
  - Research
REFERENCES AND RESOURCES

- Center for Creative Leadership: http://www.ccl.org/CCLCommerce/index.aspx