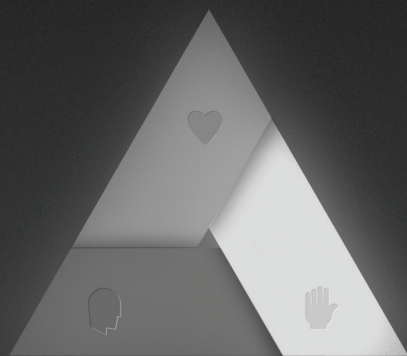


BARBARA A. TRAUTLEIN, PH.D



CHANGE INTELLIGENCE

USE THE POWER OF CQ TO LEAD CHANGE THAT STICKS



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AUTHOR'S NOTE

The core of each case study in this book is real. To preserve confidentiality, names and other potentially identifying details have been changed.

INTRODUCTION

Picture this: a \$50 million steel mill—with a capacity to produce 1.4 million tons of steel per year—in bankruptcy. There I was, a twenty-five-year-old fresh out of college and on my first consulting assignment. I was standing in a room before two dozen steelworkers, all men, and all in their forties, fifties, and sixties. Almost to a man, they'd spent their entire career in the mill. It was my first day there, and I'd just finished introducing myself and explaining how we were going to transform the assembled group into high-performance, total-quality, self-managed teams. In the silence that followed my speech, a grizzled, six-foot-five, 250-pound steelworker stood up, stomped to the middle of the room, and declared, "We're steelworkers, and we don't listen to girls!"

What an illustrious start to my consulting career! The devil on my shoulder whispered a suggested response in my ear: *Well, maybe that's why you're in bankruptcy!* But the angel on my other shoulder won out, and I held my tongue.

Fast-forward two years. Despite that inauspicious beginning, we were able to work together to bring about a culture change that returned the mill to profitability—without a single layoff in the 750-person workforce. And we were able to do this in the mid-eighties, during a recession much like the one that began in 2008.

Perhaps you're not facing bankruptcy like this steel mill, but I bet you'll answer yes to at least one of the following:

- Is your organization struggling in the current economy, forced to make tough business decisions that no one wants to make?
- Are you tired of the "program of the year" and want to know how to make change stick?
- Are you frustrated by your inability to overcome resistance to new ways of working?

If so, you're struggling with the process of organizational change, and this book is for you. As founder and principal of Change Catalysts, a change management consulting firm, I've had the privilege of working with such organizations as Ford Motor Company, Hyatt International, the New York Police Department, Baxter International, United Airlines, and Save the Children. In my twenty-plus-year career, I've discovered that it is possible for change to result in bottom-line business benefits as well as empowerment for individual employees—if it is led effectively. And that's a big "if." So often, change is led ineffectively, without an understanding of how we can optimize ourselves to be the best change leaders possible. That's why I've developed my original, proprietary system for developing what I call "change intelligence," or CQ.

You probably know your IQ, your raw, intellectual intelligence—or at least the range your score likely falls within. You may even know your EQ, but if you don't, you've at least heard of the concept of emotional intelligence—your ability to understand and manage your own emotions and appreciate those of others to build more effective relationships.

But what about your CQ, your change intelligence? With all the dizzying, never-ending changes we are bombarded with, and all our frustrations with failed change, isn't CQ an idea whose time has come?

If you're a change leader—and we all are—read on. Whether you're a

CEO at a healthcare firm, a project manager who works in IT, or a sales representative for an engineering company, your workplace is buzzing with constant change. You need to know how to thrive in that change. You can't just tolerate change, like a leaf blowing around in the wind; you have to take charge of your career and your company and *lead* change.

The CQ System is a simple yet powerful model for change leadership. It includes (but is not limited to):

- an assessment to help you thoroughly understand your personal style of change leadership;
- a toolkit to leverage your strengths and bolster your weaker areas;
- coaching on how to mentor others through the change process;
- integration with other potent change management strategies and tactics.

This book is organized to help you understand what CQ is, how to diagnose and develop your own CQ, and then how to apply these strategies and tools to your teams, organizations, and beyond. The content is based on original research, relevant psychology and neuroscience, and grounded in solid methodology. I've included case studies from around the world, in dozens of industries and organizations to help you clearly understand how others have made CQ a reality. My goal is to enable you as a change leader to move beyond information to insights, beyond insights to action, and beyond actions to powerful results.

As is evident from the wide variety of cases in this book, CQ is relevant

- to individuals, teams, and organizations;
- from the C-suite to the front line;
- in industries as diverse as energy, healthcare, high tech, manufacturing, retail, and steel; and
- for changes ranging from mergers and acquisitions and new facility start-ups to new technology upgrades and new product launches, to new manufacturing processes and new human resource systems.

The chapters that make up part I provide an overview of CQ and introduce the CQ/Change Intelligence Assessment. Part II is all about you. You'll learn more about your specific change leader style and develop your own CQ, picking up tips, tools, and traps for each.

Part III takes a broader view, applying CQ to specific change situations. You'll learn how to intelligently lead teams through change and how CQ applies to organizations, exploring three firms in three different industries undergoing multiple significant changes at once. Finally, you'll see how CQ can be coupled with other change management tools and techniques at various stages of the change lifecycle (planning, doing, sustaining) and look at how CQ can help navigate the phases of human reactions to change (denial, resistance, exploration, and commitment).

Sprinkled throughout this book, you'll also find references to many more strategies and tools available on my website, www.ChangeCatalysts.com, to help you build CQ and start catalyzing powerful change in your career, team, and organization.

PART I

CHANGE INTELLIGENCE: WHAT IT IS AND WHY IT MATTERS

In Part I you'll learn what CQ is and why it matters—for your organization, team, and career. You'll explore the psychological and neurological bases for why we often struggle with change. Zeroing in on the unique change challenges experienced by leaders at different levels in the organizational hierarchy, you'll see how CQ operates in frontline, mid-management, and executive roles. Through learning the stories of real leaders facing major transformations, you'll see how developing change intelligence can help lead change that sticks.

Delving into the case studies will give you a sense of your own CQ and whether you tend to lead change with a focus on the “Heart” (people), “Head” (purpose), or “Hands” (process). You’ll be invited to engage in self-reflection and observation, to diagnose your own CQ tendencies, strengths, and developmental needs. As an added bonus, you may wish to complete the complementary, online CQ/Change Intelligence Assessment to determine which of the seven change leader styles best fits you.

CHAPTER 1

CQ: AN IDEA WHOSE TIME HAS COME!

Meet three change leaders.

- Glen is the CEO of a manufacturing plant that is the largest employer in a small Midwestern town. The plant's been shut down for two years, but it was just acquired by a new firm and is about to restart operations.
- James is a nursing supervisor in a hospital's intensive care unit, and he's embarking on an initiative that he hopes will improve the patient experience. At the same time, the healthcare system his hospital is a part of is going through considerable cost cutting and consolidation across its regional operations.
- Ann is the project manager in charge of a large-scale IT systems implementation for the sales team of her global consumer products firm. But the company has a strong history of resisting innovation; if it was "not invented here," most people aren't interested in using it.

What do each of these scenarios have in common? Major change is coming. What do each of these leaders have in common? They need to lead change effectively—for the benefit of their organization, their team, and their career.

When you hear the word *change*, is your first thought positive or negative? Are you filled with excitement and anticipation or with fear and loathing?

We often assume that because we're constantly bombarded with change in our professional and personal lives, we should know how to cope with it. We feel like we've been through so much change that we're used to it by now. We tell ourselves we can handle it, and we assume we can help others through most change processes. But from what I've seen, the reality is often quite the opposite.

Psychologists have conducted many studies showing that, almost all the time, our first reaction to change is to perceive it as a threat—something that causes apprehension, if not outright fear. It can be very difficult for most people to adopt the mindset that change can be positive, and that the new can be better, more enjoyable, and more attractive than the old.

As David Rock, one of the leaders in the emerging field of the neuroscience of leadership, and Jeffrey Schwartz, a leading researcher in neuroplasticity, note in their article “The Neuroscience of Leadership,” “change equals pain: Organizational change is unexpectedly difficult because it provokes sensations of physiological discomfort . . . Try to change another person's behavior, even with the best possible justification, and he or she will experience discomfort. The brain sends out powerful messages that something is wrong, and the capacity for higher thought is decreased.”¹

As a leader, you are often called upon to lead change. How can you learn to approach change positively yourself, manage change so that it results in proactive benefits, and lead others to accept and even thrive in change?

Why Do We Still Struggle with Leading Change?

In the modern workplace, change is the only constant—an observation that is no less true because of its frequent repetition. Yet, as Rick Maurer points out in the latest edition of his book *Beyond the Wall of Resistance*, the failure rate of major changes in organizations has held fast at about 70 percent since the mid-nineties.² In another study, researchers discovered that 86 percent of respondents “agreed that ‘business transformation has become a central way of working.’ [However,] the proportion who believe that business transformation is something at which their company excels . . . is just 30 percent.”³ Every time one of these change projects fails, leaders and their teams get more discouraged, reducing the chances that the next project will succeed.

We’re not talking about trifling changes, either. In a recent poll,⁴ human resource professionals were asked, “What is the most significant change your organization will face in the next six months?” Here’s the breakdown of their answers:

- Organizational restructure: 51 percent
- New leadership: 20 percent
- Acquisition/merger: 13 percent
- New product launch: 10 percent
- New technology: 6 percent

These are all large-scale changes that affect nearly every corner of an organization. Done right, they can enhance a company’s performance dramatically; mishandled, they can turn into costly disasters.

So, while most companies today are highly experienced with change, they are far less experienced with change done right. Why is that? If your

company is facing a major change and you've been asked to play a major role in it, you're probably wondering that too.

As it turns out, we know a lot about organizational transformation. For over two decades, authors have written hundreds of books on change management. We've developed multiple models for leading change, spanning from whole-systems approaches to methods like "preferred futur-ing" and "appreciative inquiry" to name but a few. We've conducted studies and found that positive change requires, among other things, a commitment from senior management, a "guiding coalition," and a "compelling vision." Experts emphasize the "burning platform": our workplace must be on fire before instinct kicks in and tells us to jump into the cold sea of change. We also know we have to answer the WIFM question—"What's in it for me?"—when persuading others to adopt a change. We've developed organizational-readiness assessments, leadership-alignment and stakeholder-engagement tools, and communication plans to help us through change.

With all this knowledge and all these methodologies, why do 70 percent or more of major change initiatives fail? It's not that any of these models or tools are wrong or useless—they're just incomplete.

Successful transformations require more than book knowledge and theory, regardless of how sage and vetted the advice might be. To lead change, change leaders must know themselves. They must ask and be able to answer questions like these: What are my tendencies in leading change? What do I focus on, and what do I miss? What am I good at, and what can I get better at?

This powerful self-knowledge is the first step in developing change intelligence. And as leaders develop their own CQ, they begin to raise the CQ of their teams and the organization as a whole, dramatically increasing the probability of positive, pervasive change that sticks. Only when change

leaders are equipped and empowered with this understanding of their personal working style can they guide others through transformation.

CQ: A Prehistory

In the early 1900s, Alfred Binet developed the first tool for understanding our own mental ability: the IQ test. Over the last century, many others developed cognitive tests and tools to help us understand everything from learning disabilities to our personal learning styles. By the 1980s, thanks to psychologist Howard Gardner, we'd begun to appreciate the existence of "multiple intelligences." Gardner helped us understand that people can be smart in different ways, beyond the traditional focus on raw intellectual intelligence. Some people excel in visual-spatial intelligence (artists, architects), others in body-kinesthetic intelligence (athletes, dancers), and still others in musical intelligence (composers, singers), to name but a few from Gardner's original list of intelligences.

Then, in the 1990s, emotional intelligence (EQ) came to the fore. Daniel Goleman popularized the term with his bestselling book, *Emotional Intelligence*, and created a model that demonstrated the importance of self-awareness and self-management, as well as social-awareness and relationship-management, in optimal functioning in life and work. Much research has been done on EQ, including the famous study at Bell Labs, which showed that EQ, not IQ, separated superior performers from average ones in the workplace.

Today, thanks to the work of Gardner, Goleman, and many others, we have a wide variety of self-assessments to help people evaluate and develop various aspects of their own "intelligences." We've seen an explosion in our understanding of how our minds, bodies, and emotions work together. Now, we're even finding provocative insights into our own behavior—including how our brains react to change—from neuroscience. David Rock and Jeffrey Schwartz write that "managers who understand the recent

breakthroughs in cognitive science can lead and influence mindful change: organizational transformation that takes into account the physiological nature of the brain, and the ways in which it predisposes people to resist some forms of leadership and accept others.”⁵

The CQ System

Change intelligence, or CQ, is the awareness of one’s own change leadership style and the ability to adapt one’s style to be optimally effective in leading change across a variety of situations. The idea behind the CQ System presented in this book is that each of us has a distinctive method of leading through organizational change. Just as we can measure our IQ, our EQ, and any number of our other intelligences, we can also assess our change intelligence. In doing so, we learn a great deal about how we can leverage our personal change leadership style to lead change far more effectively than before.

As noted earlier, it’s not as if business leaders haven’t acknowledged the importance of organizational change. We’ve developed ways to gauge the progress of a change project (such as change management audits) and methods for understanding the people impacted by change (e.g., *Who Moved My Cheese?*). But until now, there’s been no assessment specifically designed to help change leaders understand themselves, even though this is the crucial starting point of any successful change initiative.

The CQ System I’ve developed enables change leaders to diagnose their change intelligence, equips them with applied developmental strategies, and shows them how to be powerful agents of transformation. I’ve spent the last two decades partnering with clients—from steel mills and sales teams, to refineries and retail, to healthcare and high tech—to lead organizational, team, and personal transformations. As a scientist-practitioner, I have conducted global change management research with leaders around

the world and incorporated insights from psychology and neuroscience. All of that experience has gone into the creation of the CQ System.

During much of my early career, in the struggling plants of the Rust Belt, I facilitated various types of engagement processes, from self-managed teams and employee involvement to total quality management and lean manufacturing. More often than not, the senior management (and often joint union-management) teams I worked with thought I could come in, do a one-off soft-skills training event, and all of a sudden people would know how to work in a streamlined team environment, or make meaningful cost-saving suggestions, or conduct effective problem-solving sessions. I got in the habit of telling them I'd left my magic teamwork dust at home that day.

Just because we have mouths doesn't mean we know how to communicate. Just because we have brains doesn't mean we can solve problems. And just because we're social animals doesn't mean we know how to behave as productive, respectful members of a team.

Just a few years ago, when I was in India presenting at a conference on IT leadership and managing change, much of the conversation centered on frustrations IT professionals had as they tried to implement technology transformations. Their complaints ranged from business leaders "not getting it" and peer managers in other functional areas "not wanting it" to frontline employees "not using it." The mindset these comments revealed was interesting. These leaders saw change as something they did *to* others, not *with* or *for* them. They saw others as resisting change, when in reality, the "resisters" probably didn't understand the change, feel committed to it, or see its benefits. I wanted these leaders to turn the mirror back on themselves and see that the negative behaviors they saw in their teams were likely a reflection of a lack of effective change leadership on their own part.

Heart, Head, and Hands

The CQ System starts with the fact that each change leader has a basic tendency to lead with his or her Heart, Head, Hands, or some combination of the three. If you lead mainly from the Heart, you connect with people emotionally (I want it!). If you lead from the Head, you connect with people cognitively (I get it!). And if you lead from the Hands, you connect with people behaviorally (I can do it!). Depending on your natural inclination toward one of these, you have your own set of talents and areas to improve:

	<i>Leads Change from the Heart</i>	<i>Leads Change from the Head</i>	<i>Leads Change from the Hands</i>
<i>Style</i>	Engaging, caring, people- oriented	Strategic, futur- istic, purpose- oriented	Efficient, tactical, process-oriented
<i>Strength</i>	Motivating and supportive coach	Inspirational and big picture visionary	Planful and systematic executer
<i>Develop- mental Opportu- nities</i>	May neglect to revisit overall change goals and not devote attention to the specific tactics of the change process	May leave others behind wanting to move sooner than people are ready for and lacking detailed planning and follow-through	May lose sight of the big picture and devalue team dynamics and individuals' emotions

It is not inherently better or worse to focus on the Heart or the Head or the Hands. However, the effectiveness of a change leadership style shifts in different scenarios depending on the type of change occurring, the business objective, the organizational culture, the people involved, and many other factors.

Of course, no one leads completely from the Heart, or Head, or Hands. Each of us is a blend of all three, and a small percentage of people do lead with all three with equal savvy. But most of us tend to rely primarily on one or two of these aspects as we lead through change.

Many people are unaware of their dominant aspect (or aspects), and of the impact their leadership style has on the change initiatives they lead. But the effect of how you lead during change is significant—overreliance on the Heart, Head, or Hands to the detriment of the other aspects can alienate the people around you and limit your success. Fortunately, we can all build our capacity to use all three aspects and adapt our change leadership style to be more effective in any situation.

CQ in Action

To bring these concepts to life, I'm going to turn to the three change leaders I introduced at the beginning of this chapter. As you read, see if you can see yourself or others you know in the examples.

We'll start with Glen. When I worked with him, Glen was a manufacturing CEO who everyone respected for his turnaround abilities. The plant he led had been shut down for two years but had just been acquired by a new company. A few hundred members of the original workforce of several thousand were brought back to restart the facility. The revived facility was a "mini-mill," one of many that sprung up during the post-1980s renaissance of American steel.

Glen was a visionary. He was inspirational in communicating the future goals and big-picture business objectives. However, though he was really smart, he left his people behind. While he saw clearly in his own mind how to get from here to there, from decrepit and aged to high-tech and competitive, his people were confused. And that's what often happens—what seems like resistance is really confusion. His people thirsted for guidance because they did not want to be unemployed again, and the plant was the only game in town.

And that was the other thing Glen was blind to—the emotional needs of his people. There was so much fear. People had lost their jobs, and they desperately didn't want that to happen again. Yet when Glen demanded to know why things weren't happening fast enough, people would shut down, afraid to tell the emperor he had no clothes, that he'd never given them a plan or the training they needed to bring the vision to life.

Glen was stuck in his Head and needed to augment the Head with the Heart and Hands. I coached Glen on working through people's fears and giving them the skills to partner on the journey.

James, however, led with his Heart. A newly appointed nursing supervisor in a community-based hospital's intensive care unit, James was a highly respected and caring nurse, passionately committed to the hospital, his nursing staff, the physicians, and the patients. James spoke eloquently, sharing moving stories about serving patients and their families. He dreamed about overcoming the traditional silos dividing nursing, physicians, and administration.

However, while others were moved by his words and inspired by his passion, he was frustrated that no one seemed to be working with him to get from here to there. The administration seemed more focused on cost cutting, the physicians on building their own practices, and the nurses on resisting new cost-cutting programs and complaining about physician arrogance. Where was the team? Who was focusing on being of service to patients?

What James needed was to supplement his strong ability to focus on the Heart (to personally connect with people emotionally) with a focus on the Head (providing the business case that made financial sense) as well as the Hands (laying out a plan and delineating what it meant in specific, day-to-day behaviors). From our work together, James began to translate his motivating message into a plan and process that he could present to his manager and cascade through the ranks. While it's still a work in progress, at least there's a plan and a team of people beyond James working on it.

Ann—you guessed it—is a Hands person. Ann was an exceptional IT project manager who was given the opportunity to lead implementation of a new customer relationship management (CRM) system across her company's national sales organization. Ann brought a wide assortment of project management tools to her new assignment. She laid out a clever approach, consisting of a small team of highly trained CRM experts to rotate to each sales team around the country, spend a day training the sales professionals, and then go to the next. Sounds great on paper, doesn't it? Cost-effective, good use of resources, a leveraged plan. But it's this kind of thinking that brings to mind that old joke about consultants: Why are consultants like seagulls? Because they swoop in, eat your food, poop on you, and fly away—leaving a mess behind.

Though thorough planning is an important part of any great change effort, it's only part of the equation. Sure, Anne was savvy at providing people lots of tactical tools—a road map, milestones, time frames, and accountabilities. Yet people were totally unprepared for the change. They didn't know why the change was happening or how it was going to impact them. The company was a sales leader in their market, and they had always been told they were doing a great job with the tools they had, so people saw no competitive pressure to change. Clearly, my coaching with Ann focused on helping her move beyond a heavy-handed (or “Hand-heavy”) change-by-checklist approach and to integrate the Head and Heart.

What can we draw from these three tales from the field? Each change

leader had one of the ingredients but was missing the entire recipe for successful change. By adding the missing ingredients, they were able to overcome what looked like resistance but was really either confusion over the goal, lack of connection to the goal, or lack of training and tools to work toward the goal.

So many leaders are like Glen, James, and Ann. They keep doing things the same way, expecting a different result—the definition of insanity. We'd be better off taking the advice of the old Rodney Dangerfield joke: A man goes to the doctor in severe pain. He tells the doctor, "I've broken my arm in three places—what do I do?" The doctor replies, "Never go to those three places again!"

Change leaders often expect others to change, but they do not perceive the need to change themselves, or at least not their own change leadership style. As a psychologist, I know change starts with us as change leaders. And to lead change, we need all three tools in our tool bag: to start with the heart, engage the brain, and help the hands to get moving in positive, new directions. That's CQ.

Eisenhower said that leadership is "the art of getting people to do what you want done because they want to do it." Giving people the big-picture vision, the tactical plan, and the personal connection motivates others to move toward positive change.

Now let's revisit our three change leaders to see what happened down the road. In his words, Glen, Head-heavy CEO of the manufacturing plant, "got that the people stuff makes a difference." He made his leadership team partners in his own professional development as they were in the process of restarting the mill. Together, they invented systems and strategies not only for the technical side of the business, but also for the people side, ensuring two-way communication, a variety of engagement mechanisms, and training for people to be able to work together in challenging new ways. The start-up was described by the new parent company as the best of its over

two hundred acquisitions. It exceeded all projections for quality, productivity, budget, and timeliness.

James, our Heart-driven nursing supervisor, is a work in progress. Through participating in a rapid action problem-solving team in his unit, he built an understanding of key business metrics and learned some tools for improving work processes. He is actively building his business acumen to connect himself and others to the “why” and “what” (Head), as well as his implementation skills to help the “how” (Hands), to augment his already moving, motivational messages about the “who” (Heart). As a high-potential leader, he reached out and is getting mentored by one of the hospital’s administrative directors, who is recognized for her business savvy and ability to get things done.

Ann, the Hand-heavy consumer products IT project manager, was either unwilling or unable to adapt her behavior. After the first round of training for the CRM implementation, which resulted in low adoption rates of the new technology by sales representatives in the field, she asked to be transferred back to her previous role as an IT developer. She realized she didn’t like the “fuzzy people problems” and wanted to work with people who were more “like her”—tactically oriented, focused on project deliverables—as opposed to dealing with what she perceived as the messiness of distracted business managers or uninterested end users and all their emotions, dynamics inherent in the job of a change leader.

Glen and James were not right and Ann was not wrong. Each grew in their self-awareness and made different choices for their careers, teams, and organizations. The goal of the CQ System is not to change people or force them to change, any more than change leaders can force change upon their people—at least not successfully, over the long term, without adverse consequences.

Instead, the CQ System offers a vista into one’s own change intelligence and suggests how to adapt one’s behavior to be more effective as a change

leader when dealing with different people and different situations. It's not about changing who we are as people. It's about flexing our behavior to become more successful leading people through change.

As with any leadership competency, we need to have the will to build the skill. Learning that sticks, like change that sticks, needs to be self-initiated and self-directed. People need to have the opportunity to focus their attention on the goal and then to uncover their own insights along the journey.

Fortunately, we don't have to do it all alone. We can strengthen our less-used change muscles through consistent exercise. We can surround ourselves with others who excel in the areas we're weaker in. And we can get coaching on how to craft systems and structures to remind us to focus on those areas that are not typically on our radar screens.

Change at the individual level starts with awareness, moves to acceptance, and leads to action. The intent of this book is to help you become aware of your change leadership style, accept your strengths and weaknesses, and start to build your CQ to catalyze powerful change in your career, team, and organization.

In the next chapter, we'll explore the unique challenges faced by change leaders at different levels in an organization, and how CQ can help executives, project managers, and supervisors continue to learn and evolve as their influence and impact expands. In chapter 3, you'll learn how to diagnose your CQ, so you can begin to develop your change intelligence.



Visit www.ChangeCatalysts.com/BookResources for a reading list that will help you further explore the topics mentioned in chapter 1, including change management theory and models, change management assessments and tools, relevant neuroscience research, and the concept of multiple intelligences.

CHAPTER 2

THREE LEVELS OF CHANGE CHALLENGES

As you saw in the tale of the three change leaders in the last chapter, change challenges vary by organizational level and role. For Glen, the manufacturing executive, the challenge was to restart the entire enterprise, transforming its traditional operating systems and organizational culture to be more competitive for the future. For James, the nursing supervisor, the challenge was to convince his boss to empower him to run his intensive care unit in a new way, and then convince his staff that the new way would be more empowering for all of them, including for the patients and families they serve. For Ann, the IT project manager, the challenge was to convince her team—made up of people over whom she had no formal authority—to adopt a new technology and a new business process.

So, not only do different types of change leaders face different problems, but their challenges are also impacted by where they sit in the organizational hierarchy. But no matter what position you currently fill, you will be

able to lead change much more effectively when you understand how CQ works at different levels of your organization.

Even if they are “open” and participative, most organizations are still structured hierarchically. Change leaders can exist at any level of the hierarchy, but there are predictable differences in how people at the top, middle, and bottom relate to organizational change. Those at the top usually set the direction of the change and are most convinced of the need for it, but they tend to be isolated from many of the change’s direct impacts. Employees at the bottom, though they are most removed from the rationale behind the change, are often most directly impacted by it; an alteration in their behavior is usually a significant part of the change initiative, and they can thus appear most resistant to it. Meanwhile, employees in the middle are squeezed between these two levels, sandwiched between the edicts of their bosses and pushback from their staff.

Case Study: Change Leaders at Three Different Levels

Frank was a newly promoted factory foreman in the steel mill led by Glen, the Head-focused CEO you met in chapter 1. As a supervisor, Frank was two layers below Glen, leading a team of three-dozen steelworkers in the melt shop. Melt shop workers are a unique breed: they labor in temperatures that reach 140 degrees Fahrenheit. When they start to melt the scrap, the light is blinding and the sound deafening. The melters’ jobs are among the most dangerous and dirty in any industry.

The lead melters who reported to Frank each had more than twenty years’ experience in the mill. Frank himself was one of the three youngest and most junior men in the melt shop. However, he had an excellent work ethic, and even though he got ribbed for having “gone over to the dark side” of management, his former peers gave him a break for having walked in their shoes.

Karen, a midcareer metallurgical engineer, was new to the industry and the mill. She'd been assigned as project manager of the continuous improvement (CI) initiative that was part of the recommissioning process. Unlike the large majority of her new coworkers, Karen wasn't around when the mill went bankrupt. She was unfamiliar with the town, the facility, and the people. She was seen as part of "Glen's gang," the new faction. People looked toward her with hope, but also with suspicion.

When the acquiring company appointed Glen CEO of the mill, there was a definite honeymoon period. Everyone was glad that they had jobs again and that the mill was bought out and restarted after two years of being shut down. Everyone loved the new, state-of-the-art equipment, but the changes Glen was making to procedures and policies—the way the people had worked for decades—felt like an affront. "We always tried to do a quality job with the tools we were given, didn't we?" they said in private. "It wasn't the way we worked that led us down the tubes. It was the economy!"

In Frank, Karen, and Glen, we have three change leaders at three different points in the hierarchy of the mill. Each faces a different set of obstacles. Although Frank didn't really "get" the changes Glen was asking—or rather, demanding—that he make, it was his job to "get 'er done" and start up a mill that boasted some of the world's largest scrap buckets and a capacity to melt more than three hundred tons of steel per batch. Although Karen certainly didn't "get" the people, the culture, or many things about how the place operated, it was her job to help install a culture of continuous improvement. And although Glen couldn't get it all done himself, he was accountable to the new parent company that had invested over \$200 million in the facility—in a time of steep foreign competition in steel, demanding environmental regulations, and a down economy.

CQ for the Supervisor

As a supervisor, Frank is what I call the “bologna in the sandwich.” He’s caught in the middle, sandwiched between Glen, who wants to introduce new procedures, and his direct reports, who object to the procedures Glen’s introducing. Sound familiar? Do you find yourself wedged in between the pronouncements of upper management (who are often far removed from the impact of the change on the organization) and your staff (who seem resistant to the change)?

Most new supervisors have much in common with Frank. Often, their first challenge in leading a change project is winning the respect of others—direct reports, peers, and managers. They are often expected to tear out of the gate and lead through a change process while balancing a very conflicting set of demands. For some new supervisors, this is their first opportunity to flex their change leadership muscles. Others, however, won a supervisory position because they’ve been informal change leaders all along.

Either way, how do you transition from being an exceptional individual contributor to being accountable for the behavior and results of others?

To survive as the bologna in the sandwich, you have to understand how your role as a leader differs from your role as an individual contributor. While you are dealing with these massive changes that come with your new position, be aware of the following demands you will experience as a leader.

<i>As an individual contributor, you . . .</i>	<i>As a supervisor, you . . .</i>
Are responsible for yourself	Are responsible for your team
Are measured by your own results	Are measured by your team’s results

<i>As an individual contributor, you . . .</i>	<i>As a supervisor, you . . .</i>
Are focused on execution—you're a doer	Are focused on facilitating others' execution—you're a planner, a resource-provider, a barrier-remover
Receive feedback, training, and coaching	Provide feedback, training, and coaching
Deal with your boss and other employees, and perhaps customers and other departments	Deal up, down, across, inside, and outside the organization

In times of change, it is more important than ever for supervisors to model behaviors consistent with the transformation going on in the organization. What do employees want more than anything from their bosses? Time and again, surveys show they want their supervisors to walk the talk. Like many of his former peers, Frank hadn't always consistently performed his routine maintenance tasks or completed his associated data input duties on the shop floor. However, now that he was in management, with the maintenance supervisor as his peer, he understood that good record keeping had many benefits for the melt shop, spanning from tracking spending to conducting root cause analyses. As a leader, Frank knows that he has to embrace change, take responsibility for his team, and encourage them to take part in the changes that have come to the mill.

Ethan, one of Frank's melters, was one of the team members who struggled to consistently carry out the tasks he was supposed to. Ethan had experienced a fatality on his team early in his career, and he had driven to

the employee's home and broken the news to the widow. The experience affected him deeply. He became a passionate advocate for safety. Frank helped Ethan make the very real connection between following standard operating practices and increasing the safety of the mill's operation. Armed with this insight, Ethan got on board with the change, and Frank got a powerful, well-respected partner to deliver the message to the troops.

Frank also showed his team how changing their behaviors cut down the costs for maintenance and the mill as a whole. This helped them draw a direct line between the changes they were being asked to make and why the changes mattered to the company.

Of course, as anyone who's ever tried to implement a new work procedure can attest, not everyone will buy in so easily. Frank realized that Joe, a very loud and intimidating guy who was an informal leader on one of the melt shop crews, was still not following procedure. Instead of berating and bird-dogging him, Frank observed and inquired. Thus Frank began to appreciate that Joe was intimidated by computers, and following procedures required entering data into the computer at the end of each shift. Recognizing the root of the problem, Frank worked with IT to simplify the computer interface, which—thanks to his own experience on the line—he knew was cumbersome anyway. Then Frank arranged for IT to retrain each crew on the streamlined process. Frank also coached some melters privately, one-on-one, and was able to boost Joe's competence and allow him to save face with his peers.

Getting the melt shop crews to follow the new procedures was just a small part of the recommissioning of the mill, but Frank had fired on all cylinders and gotten it done. As the bologna, he was squeezed in between Glen's mandate to follow standardized procedures, the maintenance

supervisor's need for tracking data, and his crew's resistance. He overcame the resistance by

1. creating a trusting relationship between leader and team, and an emotional connection between people and the change;
2. providing information about the "why," thereby giving people the data they needed to make intelligent choices; and
3. removing barriers and providing the proper tools and training to know "how" to behave consistently with the change.

Said another way, Frank started with the Heart, then engaged the Brain, and then equipped the Hands. He built trust by acknowledging that he hadn't always followed procedure in the past. Then he gave people his reasons for not having done so—and explained why he was wrong.

Not all changes went so well for Frank. One challenge involved the implementation of a new type of scrap bucket. The buckets were purchased by the new parent company and were to be among the largest anywhere in the world. But crewmembers with dozens of years' experience in steelmaking expressed concern about the technical viability of the buckets.

Frank shared these concerns with his boss, Henry, the operations manager. Henry immediately dismissed the crew's concerns with the buckets. Instead of taking the opportunity to educate Frank, who could then have translated the message to the troops, Henry told Frank to tell the crew to focus on what they were supposed to do and leave the high-level decisions to those who knew what they were talking about. It was an old-school approach that didn't help Frank at all.

Frank wished Henry could see that, yes, his people were looking for information about how the scrap buckets were a sound business decision,

but they also hoped to mollify their fears of a second shutdown. Henry was completely insensitive to the crew's fear that the start-up would be unsuccessful, the new parent company would withdraw its investment, and the mill would close once again.

What a missed opportunity! Frank was frustrated. His people's concerns were logical to him, and he didn't have the experience or information to rebut them. If only Henry, the operations manager, had made a few remarks at each crew meeting, it would have gone a long way. Henry could've had a partner in Frank, one who had the trust of the crews and excelled at communication where Henry clearly did not. Instead, he spawned another "mushroom"—kept in the dark, covered with dirt, and trampled on. (This incident unearthed not only Henry's blind spot, but also a clear developmental opportunity for Frank. He needed to learn how to "manage up," to influence those above him as well as he did those below and beside him.)

The new scrap buckets were installed successfully. However, the process to get there strained relationships and was much more painful than necessary.

Previously, as an individual contributor on the melt shop team, Frank used Heart, Head, and Hands to succeed. But after his promotion to supervisor, he was officially a change leader, and he had to use them in a new way. Here's what that transition looked like.

<i>As an individual contributor, you . . .</i>	<i>As a supervisor, you . . .</i>
<i>Heart—Affective</i>	
Treat others with respect	Engage and motivate others
Act as a good team member	Build a team
<i>Head—Cognitive</i>	
Understand the goals	Communicate the goals

<i>As an individual contributor, you . . .</i>	<i>As a supervisor, you . . .</i>
Learn the job	Train others
<i>Hands—Behaviors</i>	
Work the plan	Build the plan
Request resources	Provide resources

YOU, THE NEW SUPERVISOR

You may not be starting up a steel mill, but take a moment to consider just a few of the types of significant organizational changes a supervisor may be asked to lead:

- Implementing a new patient admittance process in a hospital emergency room.
- Installing electronic records keeping in a warehouse.
- Coaching call center representatives on a new customer service protocol.

In summary, here’s an overview of the new supervisor as change leader, and some of the most common challenges you can expect to face in this role:

- You’re often asked to lead change right out of the gate, even when you don’t fully understand or support the change, and even when your people are resisting.
- Change initiatives are frequently communicated poorly from the top down, so you’re often in a position of having to “inquire up” proactively so you can translate the message to the troops.
- It’s incumbent upon you to position messages about the change initiative in a way that people can relate to. Your direct reports benefit from seeing the connection between what they’re being

asked to do differently and why the change matters for themselves, their team, and their organization.

- You may need to play the role of buffer between your teams and the demands of others in the organization, particularly when change efforts are misguided.
- While you're usually not the originator of the change initiative, you're likely to be called upon to explain the "why" (Head) to your staff, to personify the Heart, and to be the Hands and execute the steps involved in the change. But you'll need help, so remember to provide the tools, training, and confidence that will enable people to make the change.

In *Communicating Change*, T. J. Larkin and Sandar Larkin describe the powerful impact of the frontline supervisor on the success of a change initiative. They state, and rightly so, that when changes are announced, most people do not look to the CEO for their cues, but to their immediate supervisor. What you—the supervisor—say and do makes a real difference.

CQ for the Project Manager

Karen, the metallurgical engineer we met earlier in the chapter, was a new project manager, charged with overseeing a continuous improvement (CI) initiative that was part of the recommissioning process. CI was a key aspect of Glen's vision for the new mill. He wanted to put systems and procedures in place so that the mill would restart successfully—and then stay that way in the long term. As he was fond of saying, "We're stretching people to do many new and different things, and we don't want the rubber band snapping back."

What are challenges unique to the PM role? We know that executives initiate change and supervisors implement them. Similar to executives, PMs can influence an initiative's overall direction, but typically they're not yet strategic leaders. Similar to supervisors, PMs are accountable for

executing change, but they have to operate on a more tactical level as they plan and coordinate the change process, a process that typically involves people from multiple departments.

Here are some of the new and unique challenges faced by project managers, as compared to the challenges faced by supervisors.

<i>As a supervisor, you . . .</i>	<i>As a project manager, you . . .</i>
Are responsible for your team	Are responsible for your project team, which is most likely a temporary team whose members often report to other managers and who have additional and potentially conflicting responsibilities
Are measured by your team's results	Are measured by your project team's results, which are typically concrete and bounded deliverables; however, project scopes also evolve over time (the dreaded "scope creep")
Focus on facilitating others' execution—you're a planner, a resource provider, a barrier remover	Focus on facilitating others' execution—you're a planner, a resource provider, a barrier remover; but you're often asked to use very specific, detailed, and complex project-planning tools to track budgets, actions, issues, and risks
Provide feedback, training, and coaching	Provide feedback and coaching, and acquire training resources if necessary
Deal up, down, across, inside, and outside the organization	Deal up, down, across, inside, and outside the organization; often compete for time and attention from project sponsors and other key stakeholders

Karen walked into constant chaos when she took on her role as lead for the CI initiative at the mill. As in most start-ups, people were stretched thin, pulled in a million directions, excited and stressed at the same time. In the midst of all this, Karen had to ramp up her new CI team quickly. They had to get to know their mission, their plan, and each other, but she was competing for scant time and attention—that of her team members, their bosses, and senior leaders.

Many people at the mill regarded CI as a long-term and fuzzy concept, and Karen wondered how she could possibly get this team to commit to the initiative, especially when she had no formal authority over them and they all had a plant to restart. At first she made lots of mistakes. People would miss her meetings and she'd have to scurry around the plant and round them up. When she reviewed the status of her members' assignments, nine times out of ten they hadn't been completed. Her status updates to her boss became increasingly embarrassing. After three months on the job, she'd made little tangible progress.

Soon Karen realized she absolutely had to turn around the sad state of affairs, but she wasn't sure how.

First, she apologized. She met with each of her eight team members one-on-one and admitted that she hadn't been sensitive enough to everything they had on their plates. She said she wanted to change that by getting to know each of them and understand their responsibilities. She asked them to educate her, and she listened as they talked. In this series of conversations, she built relationships, and she collected valuable data.

Second, she aligned with her team. After the individual meetings, she reconvened the team. This time, they all showed up as scheduled, and they were curious. She summarized what she'd heard in the individual meetings, which made every team member feel heard and understood. She acknowledged that CI seemed like a distant priority at a time when they were

having daily challenges just getting equipment that hadn't been operated for two years restarted and getting new, complex technologies installed. "I know what you're all thinking," she said with a smile. "How can we continuously improve something when there's nothing to operate yet, let alone improve?"

With a few simple actions, Karen moved from being "against" her team to being "on their side." From doing something *to* them or *in spite of* them to rowing alongside them. Through listening and understanding their perspectives—what they were paying attention to—she saw a new way to focus their attention on the additional accountability of the CI initiative. She conveyed to them that, in fact, the CI process was a complement, not an impediment, to their other responsibilities. For example, Karen helped the supervisors on the team remember how difficult it was to get their people to adopt some new total quality management (TQM) procedures (a program initiated just before the old mill went bankrupt) because it was a change from how they'd always done things. How much easier would it be for the supervisors, she asked, to start right the first time? Moreover, she had them recall how in the TQM effort, an external engineering company had written all the procedures that the operators were supposed to adopt. How much more likely would people be to follow procedures they wrote themselves, while they were personally learning the best practices (and lots of bad practices through the mistakes they made as they progressed up the learning curve)?

In this way, Karen related the key components of the CI process to how the members of her project team would help the mill in the long term and how they would help the members of the team personally. The best time to start, she argued, is now.

In that first meeting of the rebooted project team, Karen worked with the members to craft ground rules for how they would work together in the

future. She asked them for the best (or “least worst”) time to schedule meetings, and was therefore able to improve attendance and ensure that tasks were completed on time. Importantly, she asked for permission in her role as team leader to conduct process checks when things were not progressing as agreed. In this way, by taking time to align upfront, the team owned the plan and process. Karen no longer felt like she was pushing on a string.

Karen supplemented these efforts within the team by aligning with key influencers outside the team. One of the members’ biggest concerns was that while CI was a priority for Glen, it was not for their immediate managers. Karen took it upon herself to meet with each of their bosses to assess their commitment to their subordinates’ active participation on the team. The engineering manager, who had two direct reports on the team, informed Karen brusquely that, “according to Glen, CI is our fourth priority, behind a safe, on-time, and on-budget start-up.” An animated conversation about how a fourth priority remains a priority, not a non-priority, ensued. Karen tried to make the point that CI is a need-to-do, not a nice-to-do, a today-do, not a someday-do.

Clearly, she didn’t have formal authority over the engineering manager—he was her boss’s peer. Realizing the disconnect between Glen’s mandate that CI is a business priority and the lack of specific tactics to make it happen, Karen set about systematizing. She crafted a project-planning methodology that listed all the major recommissioning strategies, including CI, and all the key activities to be accomplished for CI specifically. She shared that with her boss and asked for a meeting between the two of them and Glen.

In the meeting, she was able to demonstrate that if such a tool were used to guide not only her team’s efforts but other strategic activities as well—and then reviewed at the weekly leadership team meetings—people throughout the mill would be jointly accountable to the same overarching strategies. With a common tool and language, conflicts between priorities

could be proactively identified and addressed. Without criticizing or casting blame, Karen shared some of the struggles the supervisors and engineers on her team had as they tried to work on the CI project and complete their other tasks. She hinted that Glen taking an active role to encourage his managers to be jointly accountable for CI—as opposed to viewing it as a side initiative owned by Karen, the CI team, or the Quality department—would go far to stimulate progress.

Glen agreed to try out Karen’s approach. It soon became a model for the rest of the mill, and it continued to be used after the mill was up and running. Her tool guided discussions about planning and the status of projects, from the leadership team to teams at all levels and in all departments. Thanks to this approach, people know the priorities of the company, understand the activities that support those priorities, and see the parts they are to play, and how and when they are to do so.

To achieve this success, Karen clearly had to be nurturing her change intelligence. Here’s what the Heart, Head, and Hands of CQ look like as you transition from the supervisor to the project manager level.

<i>As a supervisor, you . . .</i>	<i>As a project manager, you . . .</i>
<i>Heart—Affective</i>	
Engage and motivate others	Engage and motivate others—who may only report to you part time, and over whom you may have no formal authority
Build a team	Build a cross-functional team—across disciplines you may not be expert in yourself

<i>As a supervisor, you . . .</i>	<i>As a project manager, you . . .</i>
<i>Head—Cognitive</i>	
Communicate goals	Communicate goals—not just to your project team members but also to their managers, departments, and down and up
Train others	Coach others through giving and receiving feedback; ensure they have the training they need to be effective project team members
<i>Hands—Behaviors</i>	
Build the plan	Build the plan, own the plan, and manage toward the plan relentlessly; resolve issues and mitigate risks through your ability to influence versus mandate
Provide resources	Provide resources—often through negotiating with other groups across and up the organization

YOU, THE PROJECT MANAGER

As Karen’s story demonstrates, PMs need to balance relentlessly forging ahead with occasionally “going slow to go fast” by building relationships and enlisting partners. PMs must be flexible—they must know when to compromise, when to negotiate, when to stand firm.

Here is a summary of some of the typical change challenges you as a PM can expect to face:

- You need to be an expert communicator, not only within your project team but also up, down, and across the organization.

- As a PM, you need to develop sensitivity to agendas and political realities that may impact your project's success.
- Appreciating demands on your team members beyond their role on your team will help you strike a balance between supporting your members and getting the job done.
- Learning to link your project to other strategic objectives will help others prioritize appropriately and will allow you to get the resources you need, throughout the life of a project, even if you don't have free reign over the budget.
- Developing your ability to influence without authority, through a variety of means—from building trusting relationships to crafting plans with joint accountabilities—will go far to bolster your success as a PM.

Project management has evolved into its own discipline. A great many organizations now offer professional project-management certifications. Many of these programs focus heavily on the Hands—plans and structure—and promote a change-by-checklist mentality. It's not as if this information is incorrect; it's merely incomplete.

In the vast majority of cases, these programs offer little in the way of training on the Heart, the “people side” of change. Modules on change management are often cursory at best, rarely providing deep competence-building opportunities for emerging PMs.

And most of these programs do not deal adequately with the Head, either. They often encourage a focus on the goals of a project, but the vision for the change is often missed. Limited attention is given to the overall business strategy, and the pivotal task of helping others see the connection between their project and the big picture is downplayed.

PMs who are savvy enough to recognize the importance of the Heart, Head, and Hands, and who have the skill to incorporate all three into

their repertoire, are much more likely to emerge as credible and successful leaders.

CQ for the Executive

Glen was born for the challenge presented by the recommissioning process. As a steel mill veteran of thirty-five years, he had a clear vision of how to take it from bankrupt and decrepit to profitable and world class. He and a small team of mill executives spent two years searching for a buyer of the mill’s assets and negotiating with the new parent company. He knew the competition, he knew what new technology to purchase, and he knew the new operating practices to deploy to achieve his goal. He was an extremely strong, driven leader.

As an executive, Glen faced a different set of challenges than a project manager like Karen.

<i>As a project manager, you . . .</i>	<i>As an executive, you . . .</i>
Are responsible for your project team, which is most likely a temporary team whose members often report to other managers and who have additional and potentially conflicting responsibilities	Are responsible for the entire enterprise
Are measured by your project team’s results, which are typically concrete and bounded deliverables; however, project scopes can also evolve over time (the dreaded “scope creep”)	Are measured by success at the enterprise level

<i>As a project manager, you . . .</i>	<i>As an executive, you . . .</i>
Focus on facilitating others' execution—you're a planner, a resource-provider, a barrier remover; but you're often asked to use very specific, detailed, and complex project planning tools to track budgets, actions, issues, and risks	Are focused on creating vision and mission, setting strategy and plans, and enabling execution; balance the risk of standing still versus moving forward; own conflict between current systems and processes and those needed to support the change; clear the path for change
Provide feedback and coaching, and acquire training resources if necessary	Provide feedback, coaching, and mentoring, and enable systems for proper training, tools, and resources throughout the enterprise
Deal up, down, across, inside, and outside the organization; often compete for time and attention from project sponsors and other key stakeholders	Deal up, down, across, inside, and outside the organization; determine priorities for the enterprise

As a strong Head-oriented change leader, Glen had a clear vision for the future of the recommissioned mill. And as an engineer by training and an executive for decades, he knew the value of a solid plan to help the Hands achieve the vision. When Karen and the quality manager presented Karen's CI project plan to him, Glen realized he had slipped on that front. He had communicated a strategy but not helped people balance their priorities, resulting in misalignment and confusion. Making the time to meet with a frontline engineer gave Glen a dose of reality and helped him recognize that he had given an edict but not the guidance on how to bring it to life.

Given the nature of their responsibilities, executive change leaders can often be isolated from the impact their pronouncements have on the front line, and the barriers well-meaning employees face when attempting to enact them. Glen did understand, though, that “people stuff” makes a difference. Earlier in his career, while in one of his first managerial assignments, he had an experience that deeply changed his perspective as a leader. He had been leading a high-profile, multimillion-dollar shutdown, during which a galvanizing line was being updated with new technology. For the first time in his career, a project he was leading was not going well. The head manager from the construction firm took Glen aside and had a “come to Jesus” meeting with him. Glen could be pretty intimidating, and he didn’t respond well to criticism, and the construction manager later said he felt like he was taking his own life—and the lifeblood of his company, given that this was an enormous project for them—in his hands.

The construction manager basically told Glen he was the problem—or more specifically, his leadership style. Glen ran every morning meeting like a “find the person to blame” session. People were afraid to say what was really going on regarding the status of the project, problems they were encountering, etc. If Glen banged his fist one more time on the conference room table, it was likely to explode into splinters.

At first Glen reacted defensively, but after taking a weekend to do some soul searching, he realized the guy might be right. While not one to apologize (or do anything else that might be perceived as a sign of weakness), Glen began to do things differently, using the construction manager as a kind of consigliere to give him feedback and advice about his style and how he could relate to people in new ways.

It’s amazing how people can change when you change, and Glen found it out firsthand. He didn’t alter his driven nature, but he did start listening more than he spoke, looking for contributions instead of people to blame,

and asking rather than demanding. Although they were hesitant at first, over time Glen's people rose to the occasion, spoke candidly about the problems they were experiencing, and started to take on more accountability—the lack of which had frustrated Glen early on. While still over budget and late on delivery, the project ended up in a much better place than they'd feared it would prior to the intervention.

Glen was grateful the construction manager had spoken up, and he carried the memory of the rescued project throughout the rest of his career. Recognizing his blind spot, and cognizant of the need to keep people and their emotions on his radar screen, he invited our team to partner with him. He asked us to be the “keepers of the culture, the conscience of the steel mill.” Working with Glen and his leadership team, we defined the vision for the new mill and turned lofty concepts—like continuous improvement and high-performance teams—from platitudes to specific behaviors that people could implement. We crafted plans for communicating the message and sharing strategies. Through our individual and group training and coaching with all levels of leaders at the mill, we heard firsthand stories of people's hopes and fears, and helped relay that feedback to Glen and his fellow executives so that they could proactively deal with them, thereby building relationships and trust.

Opening up the lines of communication alerted Glen to disconnects in his own organization and revealed how his behavior and the behavior of other leaders wasn't always supportive of the evolving culture. Glen worked with Henry to craft communications to help people understand the rationale behind the larger scrap buckets, and he partnered with the engineering manager to more appropriately prioritize the CI project. He navigated a line between talking to people directly and empowering managers and supervisors to deliver messages to employees. He thus created an atmosphere in which people knew him personally and could access him if needed, while

also building the credibility of all the leaders below him and enabling them to build relationships and trust with their own teams.

Here's how Heart-, Head-, and Hands-driven change leadership in an executive differs from the same type of leadership in project managers.

<i>As a project manager, you . . .</i>	<i>As an executive, you . . .</i>
<i>Heart—Affective</i>	
Engage and motivate others—who may only report to you part time and over whom you may have no formal authority	Engage and inspire others—many of whom you have no or only limited and infrequent direct contact with
Build a cross-functional team—across disciplines you may not be expert in yourself	Build a cross-functional team with fellow executives, a staff team with your direct reports, and a feeling of teamwork and positive culture throughout the enterprise; ensure the organizational culture and structure are supportive of the new direction
<i>Head—Cognitive</i>	
Communicate the goals—not just to your project team members but also to their managers, departments, and down and up	Set the vision, goals, and strategy; communicate the goals; reinforce the goals
Coach others through giving and receiving feedback; ensure they have the training they need to be effective project team members	Coach and mentor others; ensure systems and processes are in place to develop people and manage performance

<i>As a project manager, you . . .</i>	<i>As an executive, you . . .</i>
<i>Hands—Behaviors</i>	
Build the plan, own the plan, and manage toward the plan relentlessly; resolve issues and mitigate risks through your ability to influence versus mandate	Build the plan, own the plan, and manage toward the plan; balance innovative tactics with risk management for the enterprise
Provide resources—often through negotiating with other groups across and up the organization	Acquire and approve resources for the enterprise; eradicate barriers that prevent people from thinking and acting in change-consistent ways

YOU, THE EXECUTIVE

Change at the enterprise level is by definition more complex, comprehensive, and challenging than any other. The buck stops with you. Here’s a summary of what the executive change leader faces.

- While you have a vision of where you want to lead the organization, others may not see it as clearly. You have access to information about the external environment and overall organizational capacity that others may not. How can you direct attention so others can focus on what’s important and better appreciate the new direction?
- Major transformation involves many changes at once. It’s up to you to help align people on the right things and manage conflicting priorities and scarce resources.
- The higher you go, the less apt you are to get honest, accurate feedback about what’s happening below you in the organization. How can you make sure you have adequate upward-feedback mechanisms?

- Be sure to evaluate systems and procedures to determine whether they are supporting or inhibiting the change. Saddle a great change agent with a bad system, and the bad system will likely win out.
- Be visible and accessible during the change process, as much as is realistically possible. Actively champion change—and do not abdicate critical change tasks.
- Empower your managers and frontline leaders to deliver key messages. Arm them with as much information and support as you can.
- Be mindful of the impact of the changes on internal and external stakeholders, and on the overall organizational culture. Conduct frank discussions with fellow executives on the emerging dynamics, and speak up when a course correction is necessary.

Ah, strategy. Vision. Long-term horizons. Head-driven change leadership is the purview of executives.

Why did Larry Bossidy and Ram Charan feel compelled to write *Execution*? Because executives often drop out the “actually doing” part—the Hands.

And why the popularity of the TV show *Undercover Boss*? Because executives often fail to connect with the Heart; they’re far removed from what their employees feel about any situation.

The most effective and well-respected executives, like strong leaders at all levels, combine Head, Heart, and Hands into their leadership style. And they remain engaged throughout the lifecycle of the change, avoiding the temptation to initiate and transition to the next new change challenge. The long-term success of any enterprise-wide transformation necessitates that executives play an active role throughout the duration by setting clear

objectives and ensuring continued buy-in to the strategy. Visible, ongoing executive commitment is pivotal.

Leading enterprise-wide transformation can be the defining moment of your career. How you choose to lead that change will be a lasting part of your legacy.



Visit www.ChangeCatalysts.com/BookResources for a reading list to help you deal with the unique dynamics faced by leaders at the supervisory, project management, and executive levels.

