

# FOUNDATIONS



Achievement is the result of developing  
the habit of doing the things average people avoid!

Do not go where the path may lead.  
Go instead where there is no path and leave a trail.

- *Ralph Waldo Emerson*

If you want something new, you must  
stop doing something old.

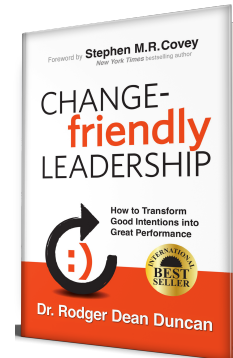
- *Peter Drucker*

Never turn down a breath mint.  
After all, feedback is a gift.

- *Rodger Dean Duncan*

# THE HIGH COST OF BELLY FLOPS

**I**n the sweltering Oklahoma summers of my youth, a favorite pastime was swimming in Mr. Colby's pond. In place of a diving board, we used the horizontal branch of a large elm tree that hung about 10 feet over the water. The pond was too shallow for deep diving, but we didn't have the skill for anything fancy anyway. So the favorite launch protocol—after all, teenage boys like to make loud noises and big splashes—was the belly flop. In exchange for congratulatory whoops and hollers, we often paid a painful price. What the belly flop lacks in grace and elegance it makes up for in the raw force of fundamental physics. It hurts. Sometimes a lot.

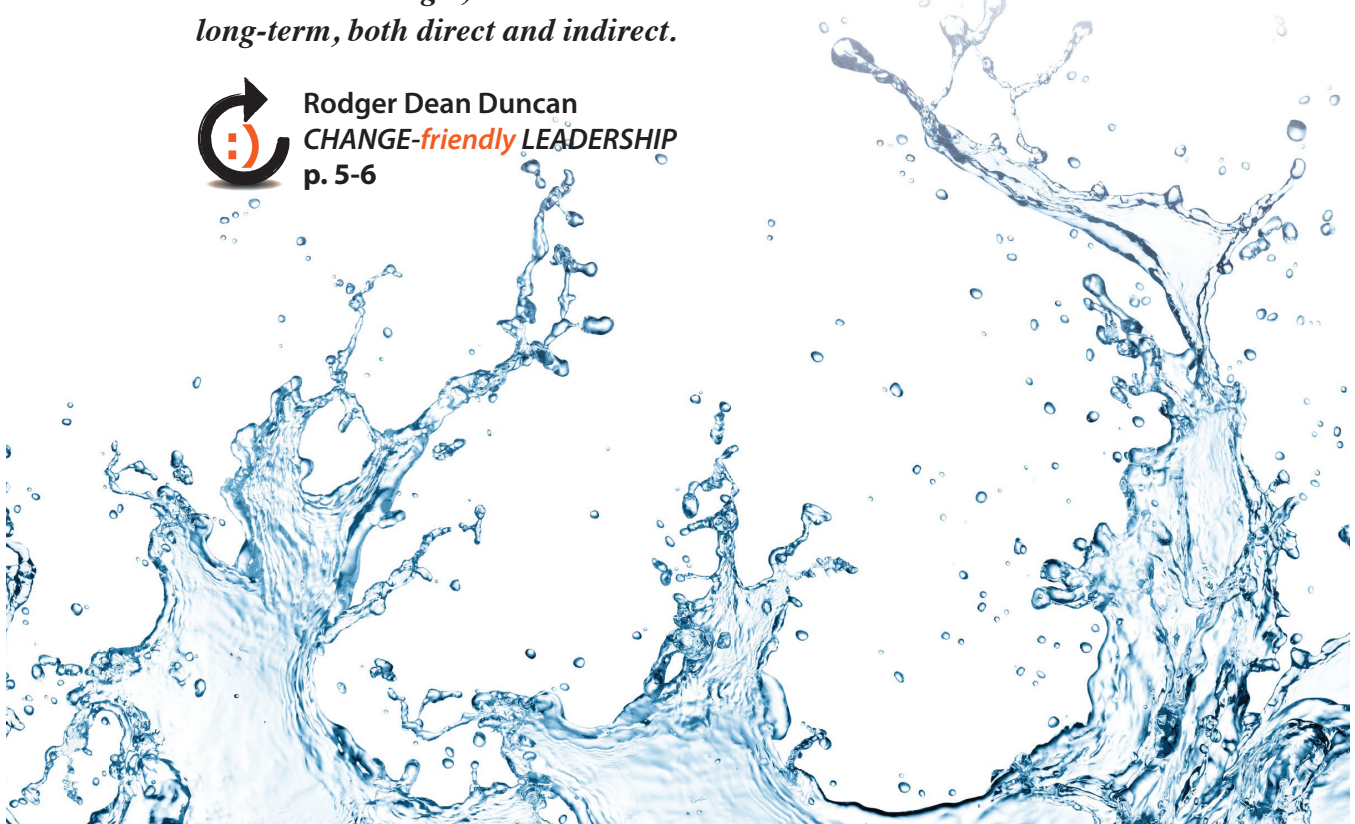


*Many so-called change efforts seem to employ the launch protocol of the belly flop. Lots of noise, big splashes, a few congratulatory whoops and hollers. But then the pain sets in. Sometimes a lot of pain.*

*Every time an implementation fails to achieve its stated objectives on time and on budget, there are costs. The costs are both short-term and long-term, both direct and indirect.*



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## COST OF IMPLEMENTATION FAILURE

	Short-Term	Long-Term
Direct Costs	<ul style="list-style-type: none"><li>• Wasted resources</li><li>• Objectives missed</li><li>• Job security jeopardized</li></ul>	<ul style="list-style-type: none"><li>• Strategic goals not met</li><li>• Culture becomes toxic</li><li>• Brain drain</li></ul>
Indirect Costs	<ul style="list-style-type: none"><li>• Weakened morale</li><li>• Increased cynicism</li><li>• Diminished reputation</li></ul>	<ul style="list-style-type: none"><li>• Weakened confidence</li><li>• Increased resistance</li><li>• Likelihood of failure</li></ul>



1. What's at stake with the implementation efforts in your organization?



2. What's at stake with the implementation efforts in your organization?

3. In that context, what take-aways are you hoping to get from this course?

## WHAT'S THE BIG DEAL ABOUT CHANGE?

Rodger Dean Duncan makes the case for regarding change management skill as one of the most critical ingredients of organizational vitality.



# THE CHALLENGE OF CHANGE IN *YOUR* WORLD

Most organizations face challenges with change implementation issues. If change implementation weren't important to your organization, you probably wouldn't be taking this course.

**Take a few minutes to answer the following questions.**

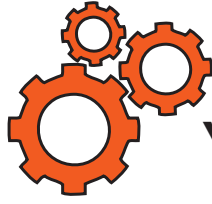
1. On a scale of **0** to **10** – with **0** indicating failure and **10** representing perfection – how would you rate your organization on its ability to implement change initiatives successfully? Briefly explain why you give your organization that rating.
2. What kind of change implementation issues are most critical in your organization? Culture? Behaviors? Technology? Leadership? Processes? Other? (Be as specific as possible.)

3. What seem to be the top three roadblocks to successful change in your organization? Weak engagement? Weak sponsorship? Lack of clarity? Poor planning? Anemic follow through? Other? (Be as specific as possible.)

4. If you could wave a magic wand, what perspectives or skills would you give people in your organization to help them deal more successfully with the implementation of change? Why?

5. What are the two or three main take-aways you hope to get from this course?





## YOUR OWN REAL DEAL

Select a Learning Partner you'd be comfortable working with throughout this course. Ideally, this would be someone who is also taking the course, but it doesn't have to be. No need for group hugs or singing Kumbaya. Just find a partner who is likely to talk straight with you and challenge your thinking. Be sure that you're willing to reciprocate.

*With your Learning Partner, read and follow these instructions:*

1. Review and compare your responses to the questions on pages 12-14.
2. Think of a specific project or change initiative where you, personally, would like to use what you learn in this course to have a real, make-a-difference influence. Identify the project or change initiative. Then, in 2-3 sentences, describe the most important success metrics for your project or initiative. Share with your Learning Partner and solicit feedback.

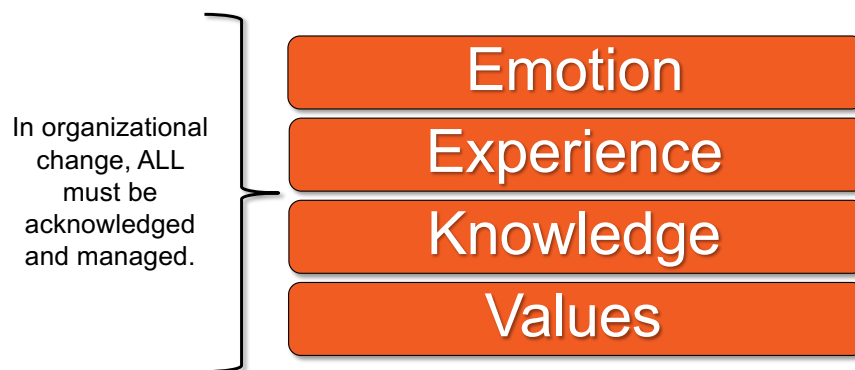


# FRAME OF REFERENCE

A core element in successful implementation of organizational change is the ability to acknowledge and manage multiple “**Frames of Reference**.”

Other terms, synonyms?

- Perspective
- Viewpoint
- Paradigm
- Thinking model
- Assumption
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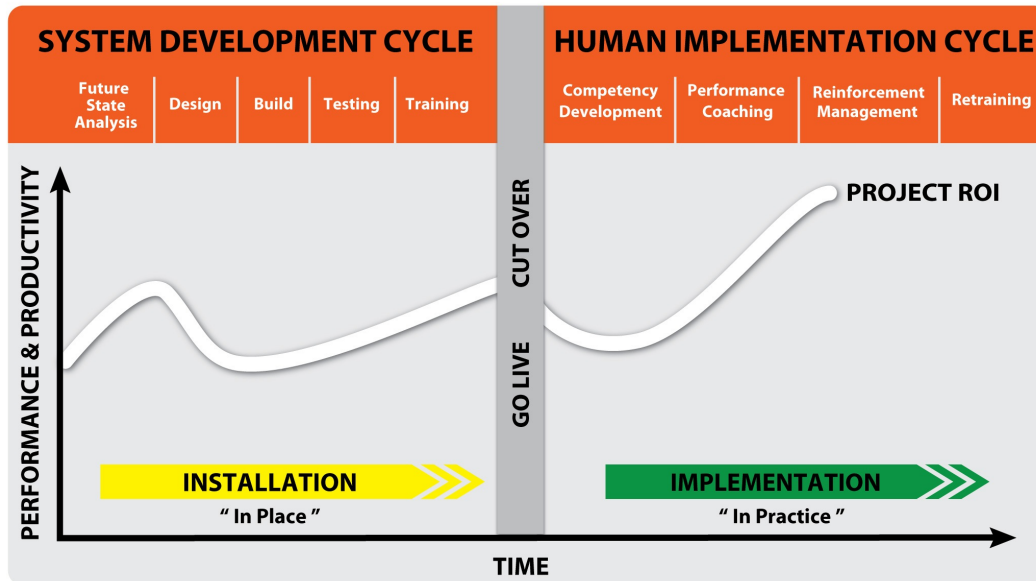
What are some of the **Frames of Reference** that must be managed in your change effort?



Do some of those **Frames of Reference** conflict with each other?  
If so, how?

What are the implications of these differences in **Frame of Reference**?  
How could those differences affect people's engagement with your change effort?

## “IN PLACE” vs “IN PRACTICE”



### HOW DOES THIS APPLY TO YOU?

1. What examples of this pattern have you seen in your organization?
2. Any projects where installation was successful but implementation was not?

## THE FRIENDLY FACTOR

**T**he so-called “people stuff” is what the **CHANGE-friendly** protocol is all about.

*In this context, “friendly” is not intended to connote coddling or indulgence. And it certainly doesn’t imply a warm and fuzzy, hands-off approach to serious issues.*

*Like you, my colleagues and I are always interested in getting strong, sustainable results. Like you, we’re always interested in engagement and accountability.*



*The approach we recommend—an approach whose value is supported by tons of data and real-world experience—is a simple affirmation that successful organizational change involves—requires, in fact—the active, willful participation of the people affected by the change.*

*Change-by-announcement, change-by-slogan, and certainly change-by-executive-decree are doomed to failure.*

*In the change approach we prescribe, the so-called “**Friendly Factor**” is not just a play on words. It’s the very foundation for effectively engaging people’s heads, hearts, and hopes.*



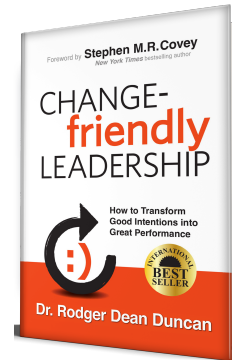
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**CHANGE-friendly LEADERSHIP**  
Adapted from p. 9



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change-by-slogan,  
and certainly  
change-by-executive-decree  
are doomed to failure.*

## WHY ENGAGEMENT MATTERS

**I**n our **CHANGE-friendly** context, we use the concept of “engagement” to mean the harnessing of people’s energy, ingenuity, and allegiance to their work roles. A person is “engaged” when he feels positive emotions toward his work, when he regards his work as personally meaningful, when he considers his workload to be manageable, and when he has positive expectations (hope) about the future of his work.



A fundamental part of a high-performance work environment is something called “psychological ownership”—the extent to which people feel they “own” their work. This has nothing to do with entitlement or privilege. It has everything to do with engagement, with feeling a personal connection and commitment to the work.

Here’s what engagement often “sounds” like:

- **Physical component** – “When I’m at work I seem to bubble over with energy.” (Engaged people enjoy vigor and vitality.)
- **Emotional component** – “Our work is important, and I’m glad to be a part of it.” (Engaged people feel positively connected to their work.)
- **Cognitive component** – “I get so immersed in my work I lose track of time.” (Engaged people are positively absorbed in their work.)

Engagement is not just some soft feel-good factor. It has serious consequences that should be mindfully tended to by anyone who’s serious about productivity, effective change, and good business results.



## Levels of Engagement

*People connect to the organization across three dimensions:*

- **Rational** – the “thinking” part of the relationship dynamic. *How well do people understand their roles and responsibilities? To what extent do they really understand the contribution they make and how it “fits” with the work of others?*
- **Emotional** – the “feeling” part. *How much passion and energy do people bring to their work? How much do they really care about the organization’s success? To what extent are they vested in what’s best for the organization’s stakeholders?*
- **Motivational** – the “acting” part of the relationship. *How well do people perform their roles? How much effort do they put into personal improvement?*

*In many organizations, people seem to be clustered into four groups:*

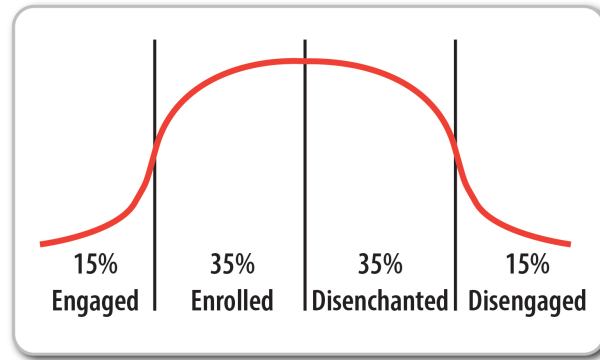
- **Engaged** – *These people are giving full discretionary effort. They have high scores on all three dimensions (Rational, Emotional, and Motivational).*
- **Enrolled** – *These people are partially engaged. They typically score well on the Rational and Motivational dimensions, but are less connected on the Emotional dimension.*
- **Disenchanted** – *These people are partly disengaged. They have lower scores on all three dimensions of engagement, especially the Emotional connection.*
- **Disengaged** – *These people have disconnected on all three dimensions. They not only do not contribute to organizational success, they are often a noticeable drag.*



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p. 9-14







In a typical implementation, what percentage of your organization's people do you estimate are in each group?

What's the cost of less-than-robust engagement?

What do you hope to learn in this course to help with engagement?