

# *Leading Change -* Motivation and Communication

June 2003 - Before and After Lunch ☺

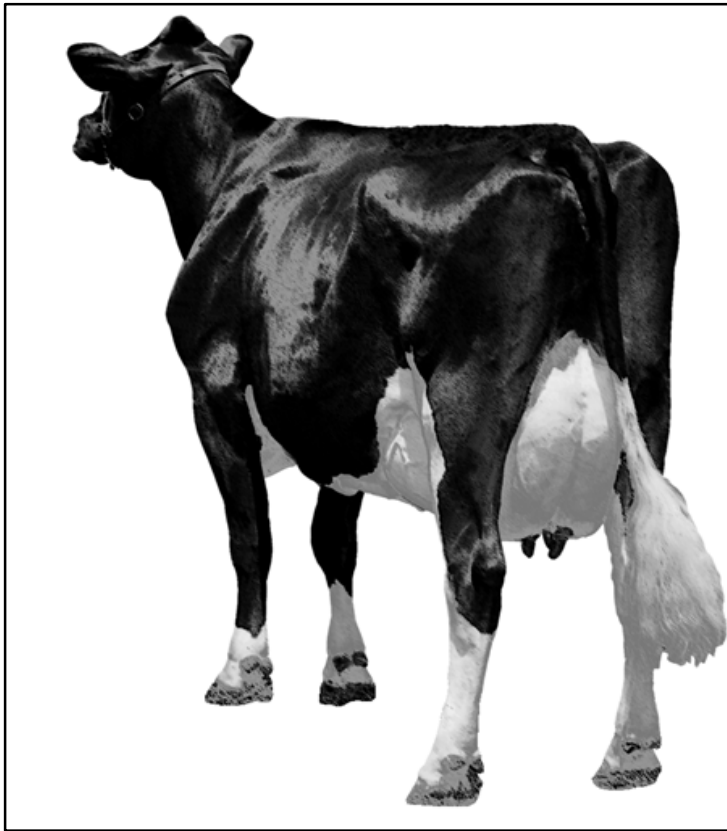
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# Experience - Leading Change



- Monsanto Dairy Business (10 year anniversary)
  - Producer educational workshops
  - On-farm troubleshooting and consulting
    - Identify 'real' issue, focus on situation
    - Co-constructing Solutions w/ stakeholders
  - Help producers use POSILAC in the best way
  - Change Leadership Workshop for key VIPs
  - Start It Right in Leadership (6-month) Course
  - Intro to Leadership and Change for MDB

# Outline



- Background
- Change Formula
- Communication and Interpersonal Skills
- Practice and Discussion
- Motivation Principles
- Creating a High Performing Environment
- Discussion

# Resistance To Change



We've always done it this  
way.....



The US standard railroad gauge (distance between the rails) is 4 feet, 8.5 inches. That's an exceedingly odd number. Why was that gauge used?

# We've always done it this way.....



Because that's the way they built them in England, and English expatriates built the US Railroads. Why did the English build them like that?

Because the first rail lines were built by the same people who built the pre-railroad tramways, and that's the gauge they used. Why did "they" use that gauge then?

# We've always done it this way.....



Because the people who built the tramways used the same jigs and tools that they used for building wagons, which used that wheel spacing.

Why did the wagons have that particular odd wheel spacing? Well, if they tried to use any other spacing, the wagon wheels would break on some of the old, long distance roads in England, because that's the spacing of the wheel ruts.

# We've always done it this way.....



So who built those old rutted roads? Imperial Rome built the first long distance roads in Europe (and England) for their legions. The roads have been used ever since.

And the ruts in the roads? Roman war chariots formed the initial ruts, which everyone else had to match for fear of destroying their wagon wheels. Since the chariots were made for Imperial Rome, they were all alike in the matter of wheel spacing.

# We've always done it this way.....



The United States standard railroad gauge of 4 feet, 8.5 inches is derived from the original specifications for an Imperial Roman war chariot. And bureaucracies live forever.

The next time you are handed a specification and wonder what horse's behind came up with it, you may be exactly right, because the Imperial Roman war chariots were made just wide enough to accommodate the back ends of two war horses.

# We've always done it this way.....



Now the twist to the story...

When you see a Space Shuttle sitting on its launch pad, there are two big booster rockets attached to the sides of the main fuel tank. These are solid rocket boosters, or SRBs. The SRBs are made by Thiokol at their factory at Utah. The engineers who designed the SRBs would have preferred to make them a bit fatter, but the SRBs had to be shipped by train from the factory to the launch site.

# We've always done it this way.....



The railroad line from the factory happens to run through a tunnel in the mountains. The SRBs had to fit through that tunnel. The tunnel is slightly wider than the railroad track, and the railroad track, as you now know, is about as wide as two horses' behinds.

# We've always done it this way.....



So, a major Space Shuttle design feature of what is arguably the world's most advanced transportation system was determined over two thousand years ago by the width of a horse's behind.

... and you thought being a HORSE'S BEHIND wasn't important!

Adapted from Performance Solutions, 2002

# Why Do People Resist Change?



# Why Do People Resist Change?



- Informal Dimensions
  - Psychological Level
    - Can I do it?
    - How hard will I really have to work?
    - What personal satisfaction will I get for my efforts?
    - Are the rewards worth it?
  - Social Level
    - What will my neighbors, friends or family think?
    - Are my values similar to those of the other stakeholders?
    - What are the real rules for who makes decisions?

# The Challenge



Learning to live with change is somehow counterintuitive. Managers are almost always conservative and, by definition, abhor change. Their abhorrence is born mostly of fear -- the fear of failure and the fear of going beyond the point of no return.

Field Guide to Strategy, 1994, pg. 53

# Overcoming Resistance



Some days we just get stuck, and bogged down.  
Some days all you can do is smile and wait for someone to kindly  
remove your butt from the hole you find it wedged into.

# Formula: $C = D \times V \times F > R$



- Change (C) will occur,
  - when sufficient dissatisfaction (D) with the current system exists,
  - when everyone has a clear vision (V) of the future business/goals and
  - when it is clear there is a first step (F).
- All three of these elements must be in place and greater than the resistance to change (R).

# Key role of Manager.....

$$C = D \times V \times F > R$$



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  - when sufficient dissatisfaction (D) with the current system exists,
  - when everyone has a **clear vision (V)** of the future business/goals and
  - when it is clear there is a **first step (F)**.
- All three of these elements must be in place and greater than the resistance to change (R).

# Manager as Change Agent



“The primary skill sets required by managers to secure results through people are, quite simply, **interpersonal and communication** skills.”

“Managers should facilitate learning and change.”

“Employees choose to change what they perceive is good for them.”

“The things that get rewarded, get done.”

# Three Key Components of Communication



|         |         |
|---------|---------|
| • _____ | _____ % |
| • _____ | _____ % |
| • _____ | _____ % |
| • TOTAL | 100%    |

McKay M., Davis M., and Fanning P.

Messages-The Communications Skills Book, 13<sup>th</sup> ED, 1994

# Effective Communication Is Composed Of?



|               |           |
|---------------|-----------|
| Body Language | 55%       |
| Vocal         | 38%       |
| <u>Words</u>  | <u>7%</u> |
| TOTAL         | 100%      |

McKay M., Davis M., and Fanning P.

Messages-The Communications Skills Book, 13<sup>th</sup> ED, 1994

# Communication: “Not what we say, but how we say it”



I did not say  
he stole the money

# Power of Words



## Do

- Thoughts
- Observations
- Feelings
- Ideas

## Don't

- Issues
- Concerns
- Problems
- Challenges


# Key Communication Skills



- Engage
- Active listening/silence
- Utilize probes
  - Inquiry (not interrogating)
  - Advocacy
- Clarifying
- Repetition
- Summarizing

# Engage and Listen



- Purpose:
  - Get them involved and thinking
  - Determine what is most important
  - Avoid leading with your agenda
- Process:
  - Purpose for the call or procedure
  - Invitation to speak
  - Elevate LISTENING  and Stop Talking

# Engage



Purpose:

Hi John, today I am planning to \_\_\_\_\_.

Invitation:

However, before we start, tell me about what is happening on the dairy?

Listen:


# Practice -- Engage



- In the space to the right, write a sample of what you may say to engage your client/employee.
- Include a:
  - Purpose
  - Invitation

# Practice -- Engage



- Practice the “Engage” in your group:
  - Purpose
  - Invitation
  - Elevate LISTENING  and Stop Talking
- Exercise:
  - In your groups, practice an “engaging” statement
  - Employee, manager and observer
  - Observer: give feedback on P-I-L-L
  - Each round 30 sec. role-play and 1 min. feedback

# Key Communication Skills



- Engage
- **Active listening/silence**
- Utilize probes
  - Inquiry (not interrogating)
  - Advocacy
- Clarifying
- Repetition
- Summarizing

# Active Listening



- Don't allow outside interruptions or distractions.
- Keep your body language open.
- Lean forward.
- Maintain good eye contact.
- Nod.
- Give short verbal responses.
- Acknowledge
- Utilize Silence

# Active Listening



- Advantages of Active Listening?
- How does it affect the listener?
- Challenges with Active Listening?

# Key Communication Skills



- Engage
- Active listening/silence
- **Utilize probes**
  - **Inquiry (not interrogating)**
  - **Advocacy**
- **Clarifying**
- **Repetition**
- Summarizing

# Interpersonal Skill -- Probes



# Probes (Open and Closed)



- Open
  - helps direct conversation into a specific area
    - What's your...
    - How are you...
    - Tell me about...
    - Share with me...
- Closed
  - Helps gain specific information, i.e. yes, no, and numbers
    - How many....
    - When did you start....
    - Did you....

# Probe (Encouraging)



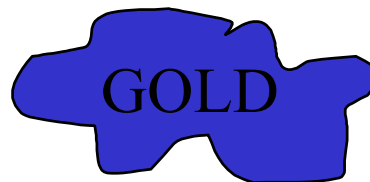
- Purpose
  - Keeps them talking
  - You learn what is on their mind
  - You find “hot buttons” which are opportunities

# Probe (Encouraging)

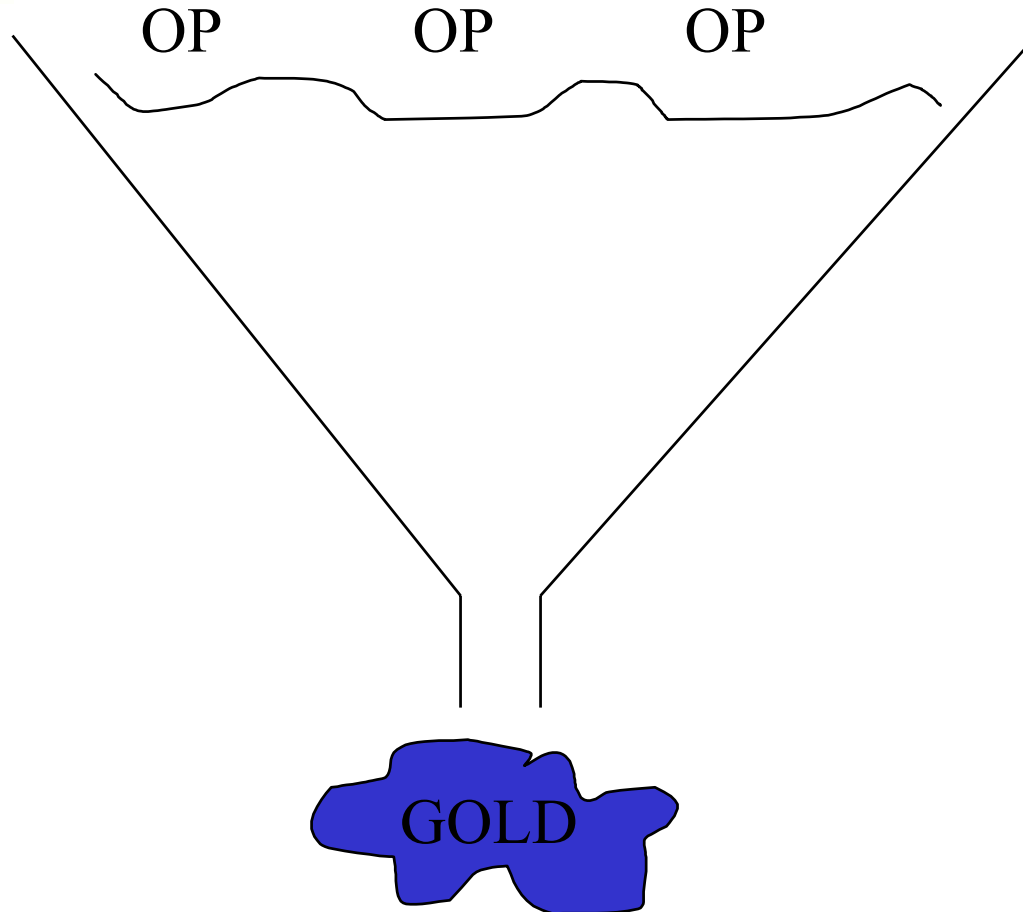


- Oh
- That's interesting
- What else
- Why do you say that
- Really
- Body language
  - Nodding
  - Eye contact

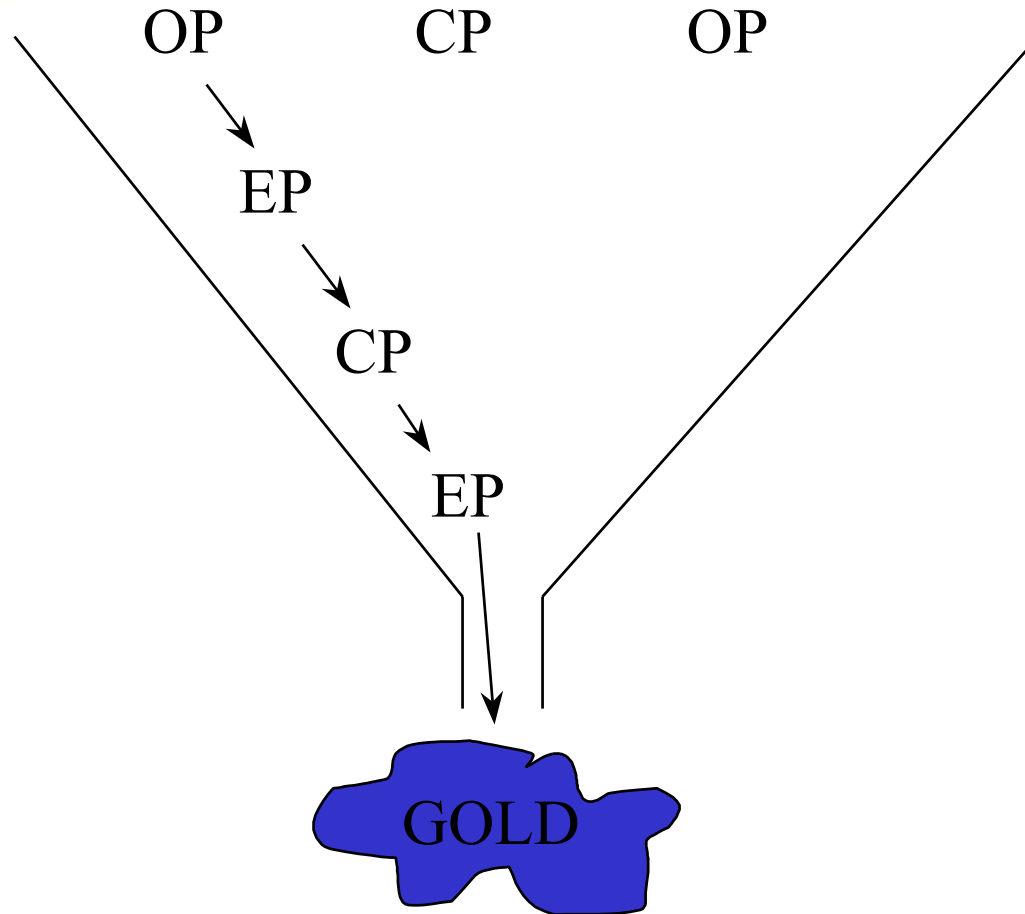
# When Do We Use These Probes?



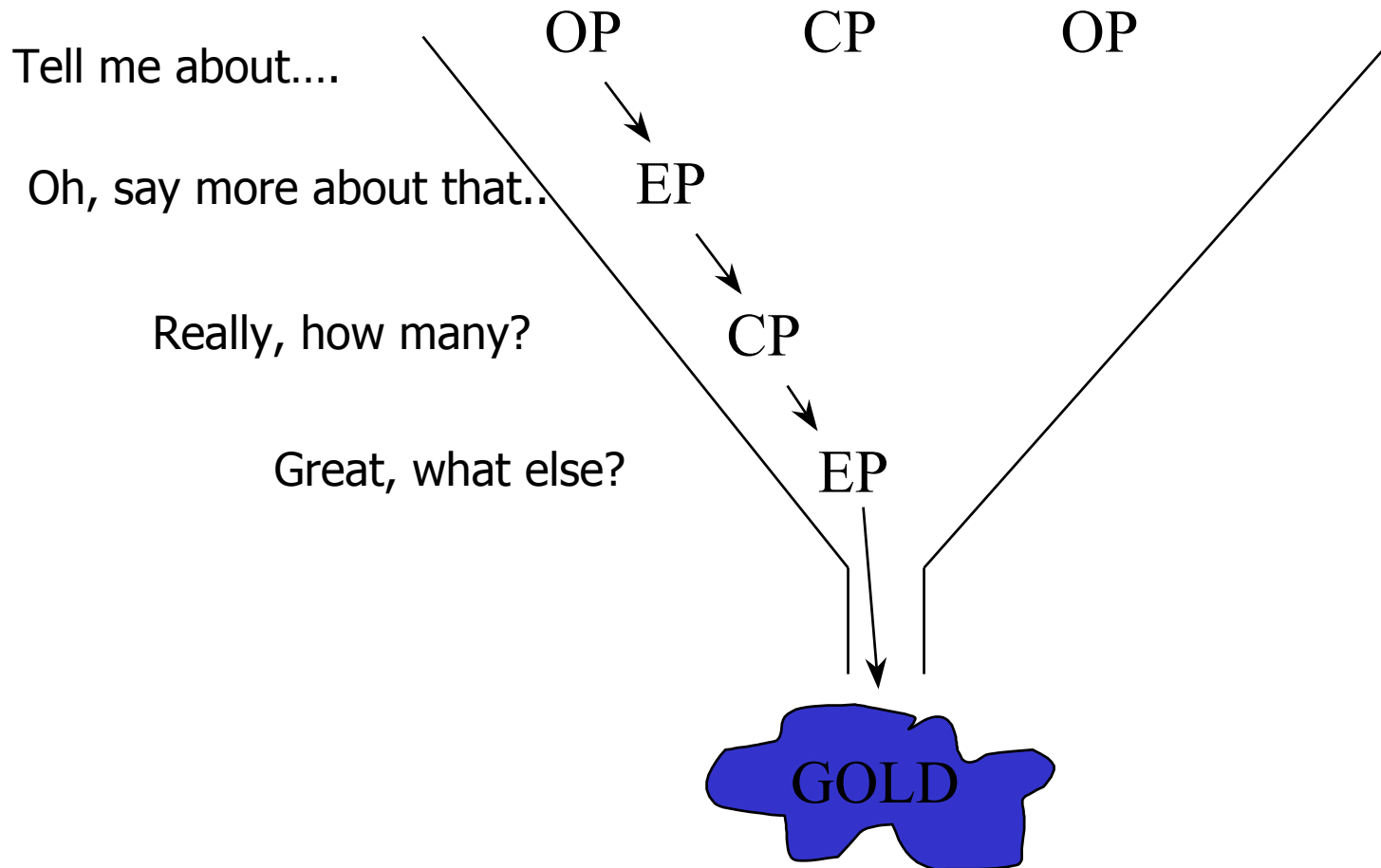
# When Do We Use These Probes?



# When Do We Use These Probes?



# When Do We Use These Probes?



# Practice -- Engage and Probe



- 3 Rounds (manager, employee, and observer).
- Manager
  - Engage the employee
    - **P-I-L-L**
  - Probe
- Observer, give feedback on P-I-L-L and keep track of the Probes used:
  - Encouraging
  - Open
  - Closed
- Each round 1 min. role-play & 1 min. fdbk

# Probes --- Adv/Disadv??



- Open
  - helps direct conversation into a specific area
    - What's your...
    - How are you...
    - Tell me about...
    - Share with me...
- Closed
  - Helps gain specific information, i.e. yes, no, and numbers
    - How many....
    - When did you start....
    - Did you....

# Probing and Listening: Be Aware of “Mental Models”



# Mental Models

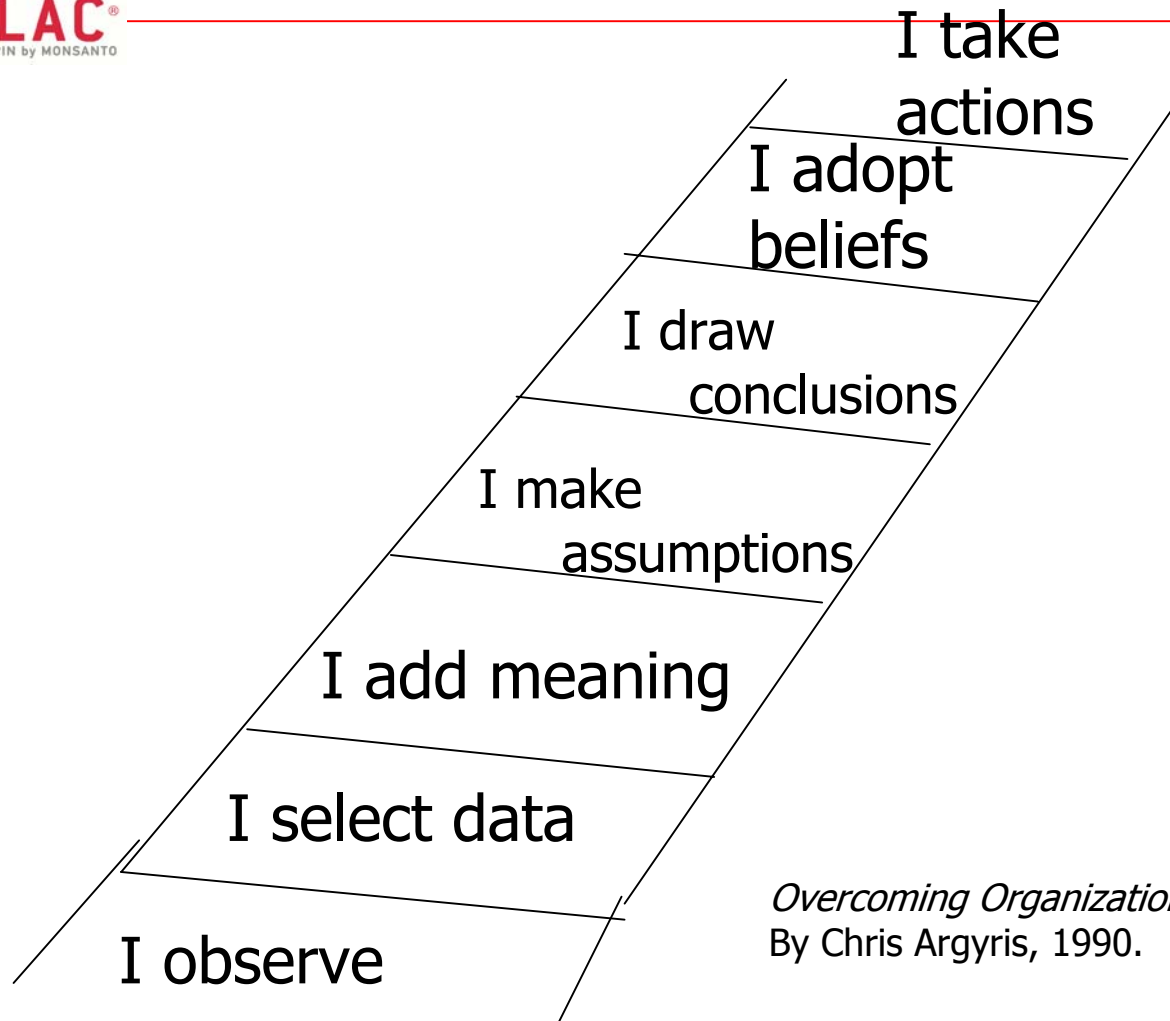


- Defined as: “deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action.”
  - Peter M. Senge, The Fifth Discipline (1990), p. 8

## **Ladder of Inference**

- Advocacy
- Inquiry

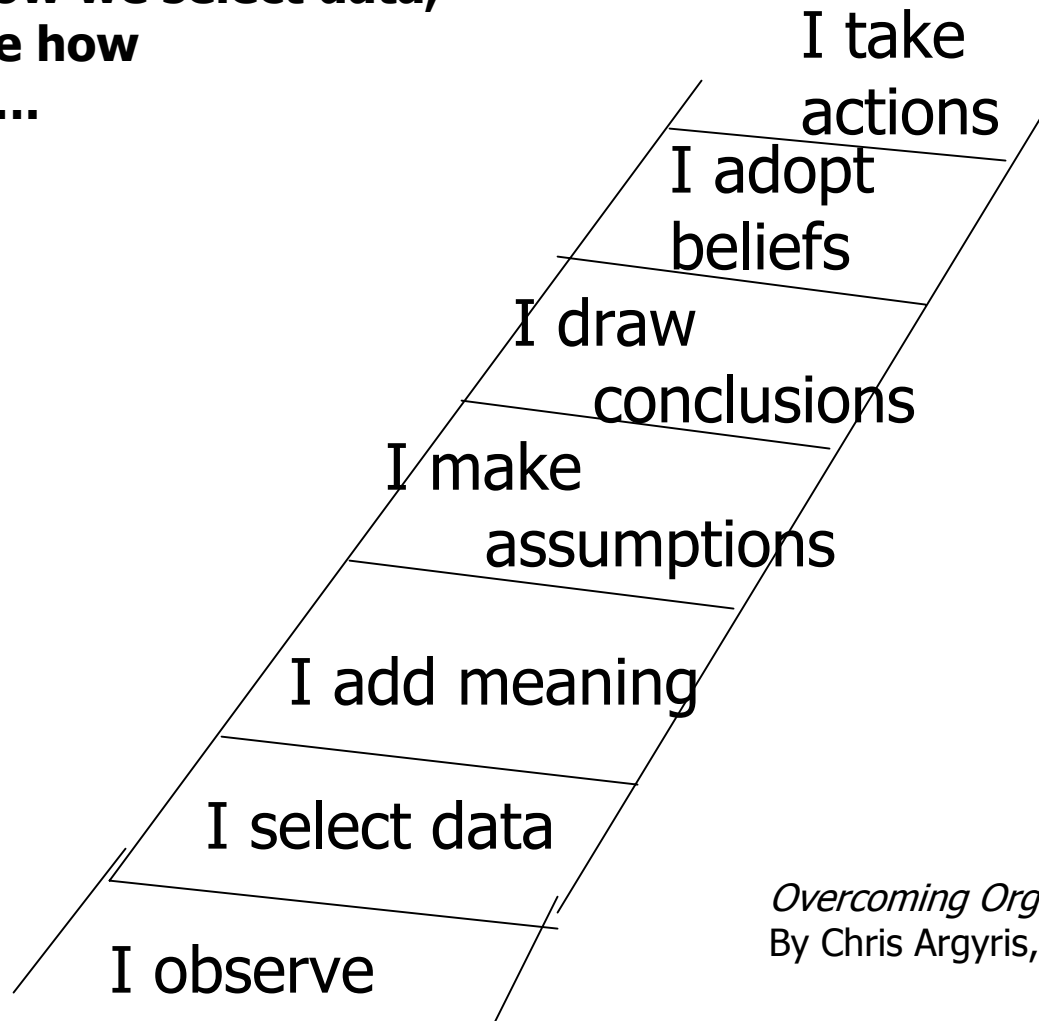
# Ladder of Inference



*Overcoming Organizational Defenses,*  
By Chris Argyris, 1990.

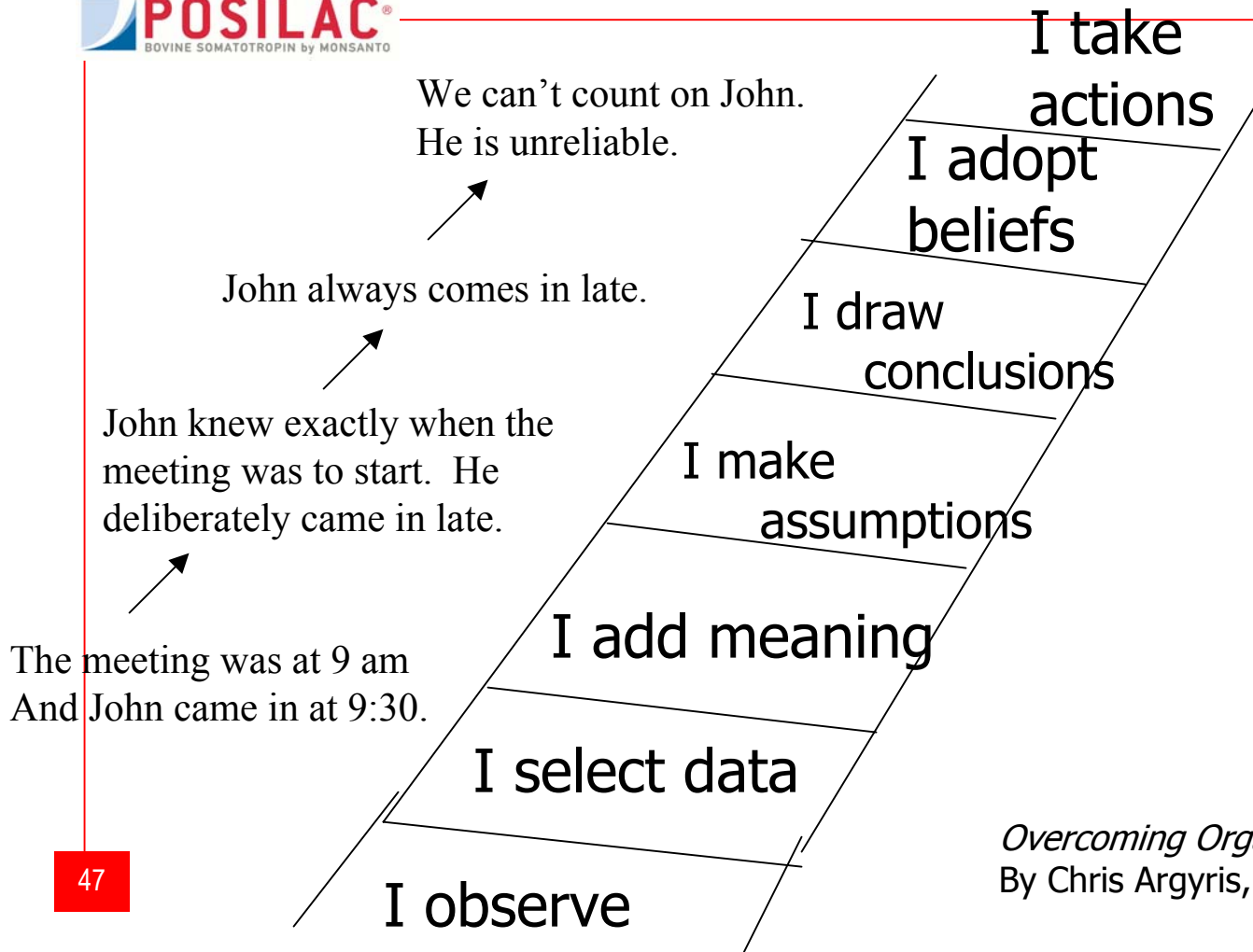
# Ladder of Inference

**Our beliefs affect how we hear questions, how we select data, and influence how we respond....**



*Overcoming Organizational Defenses,*  
By Chris Argyris, 1990.

# Ladder of Inference (example)



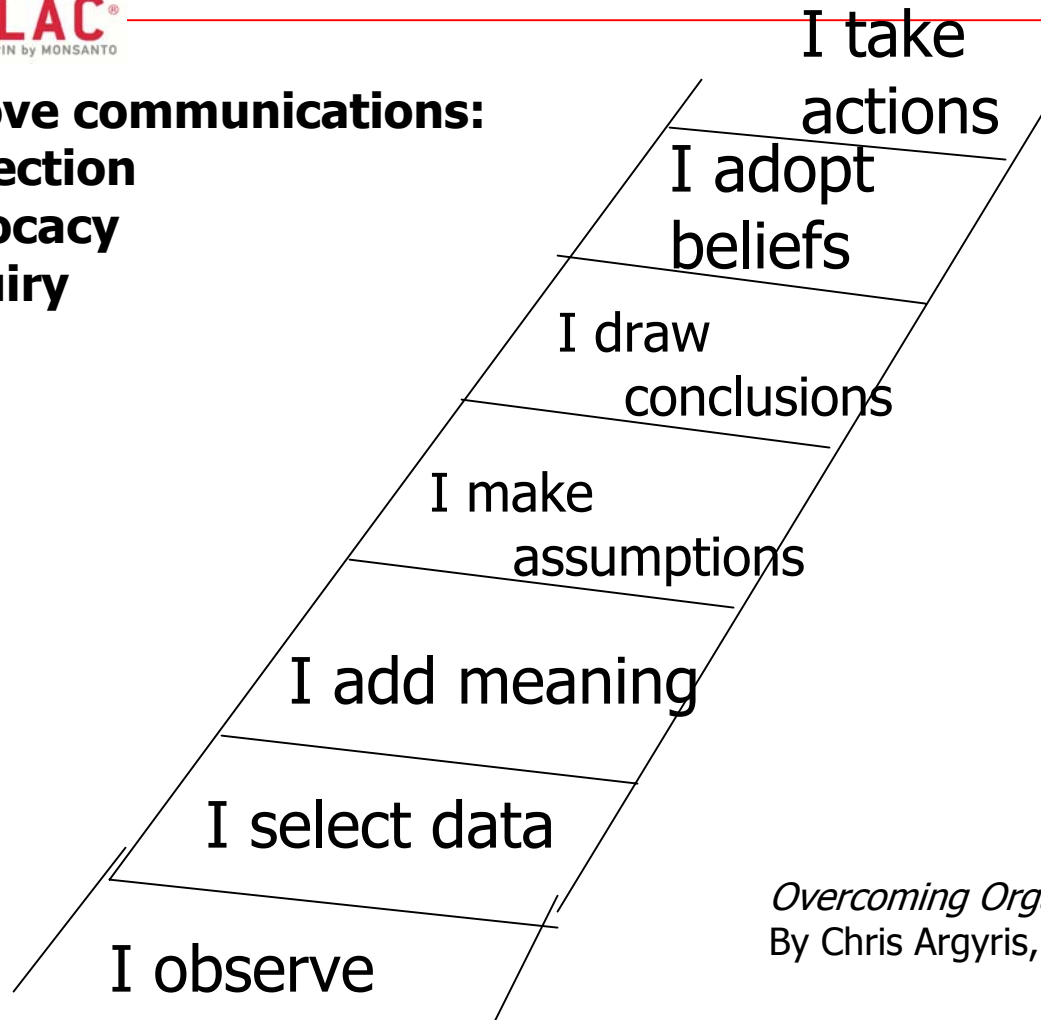
*Overcoming Organizational Defenses,*  
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# Ladder of Inference



## Improve communications:

- Reflection
- Advocacy
- Inquiry



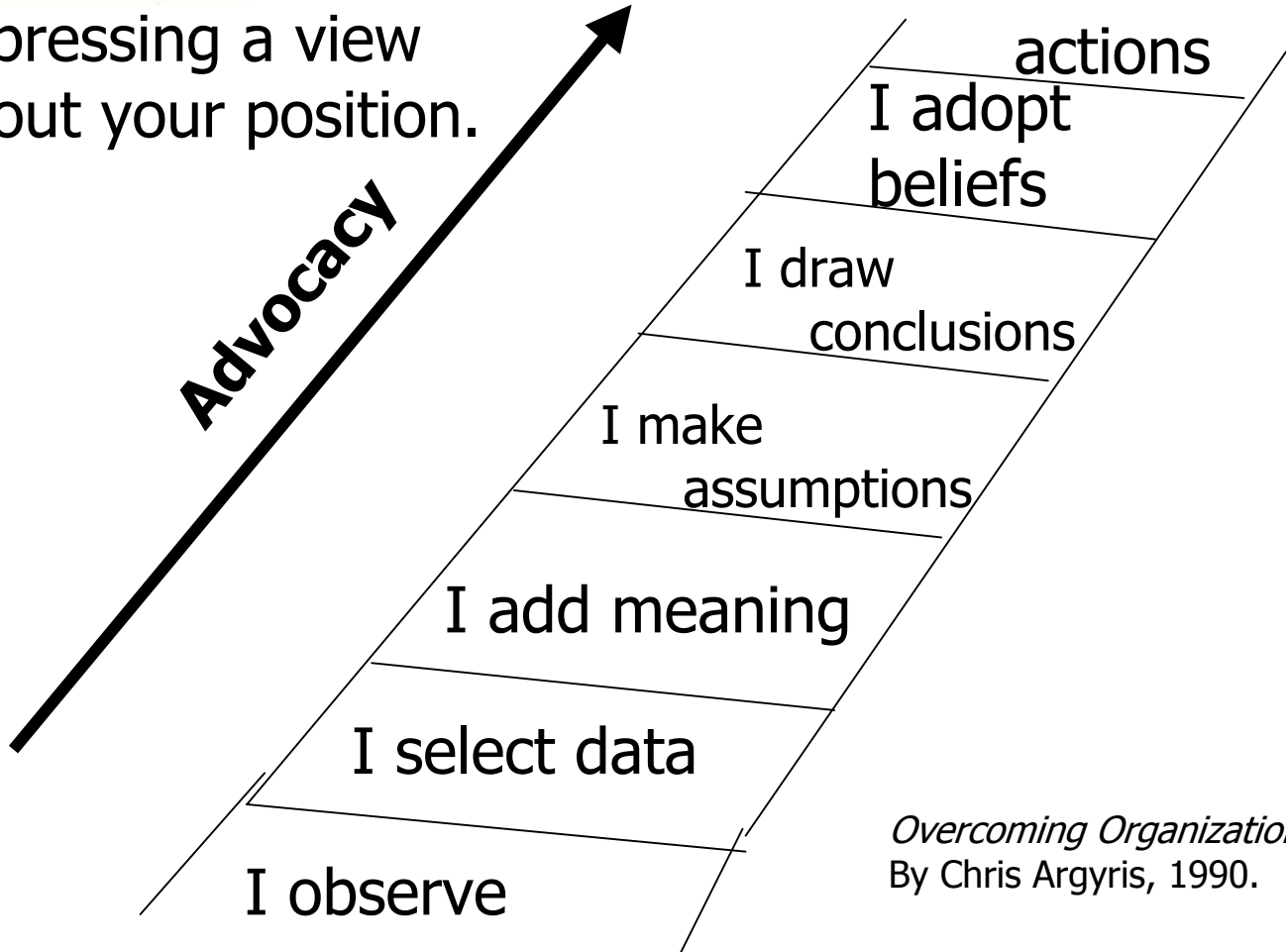
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# Ladder of Inference



Expressing a view about your position.

**Advocacy**



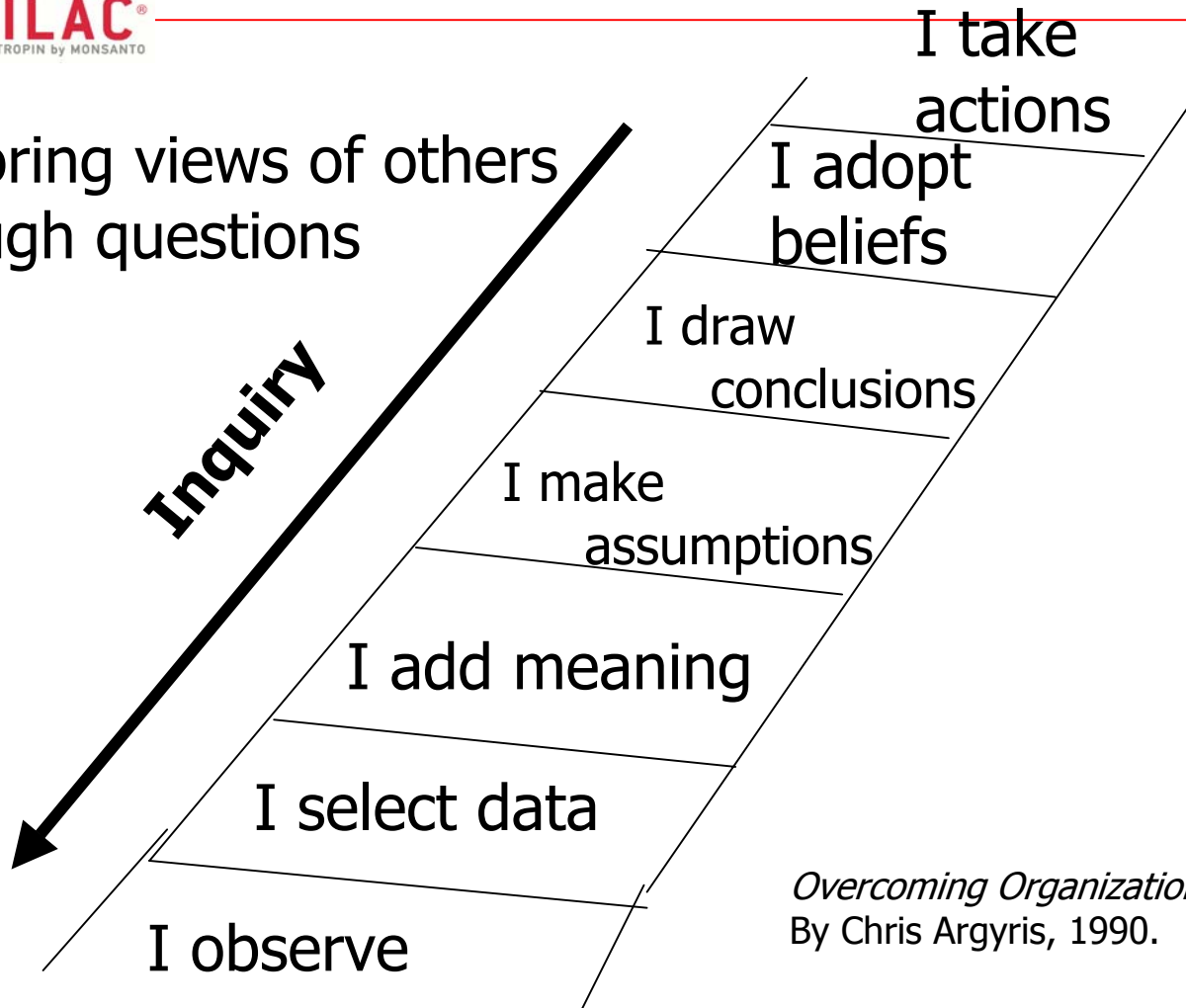
*Overcoming Organizational Defenses,*  
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# Ladder of Inference



Exploring views of others through questions

**Inquiry**



*Overcoming Organizational Defenses,*  
By Chris Argyris, 1990.

# Ladder of Inference

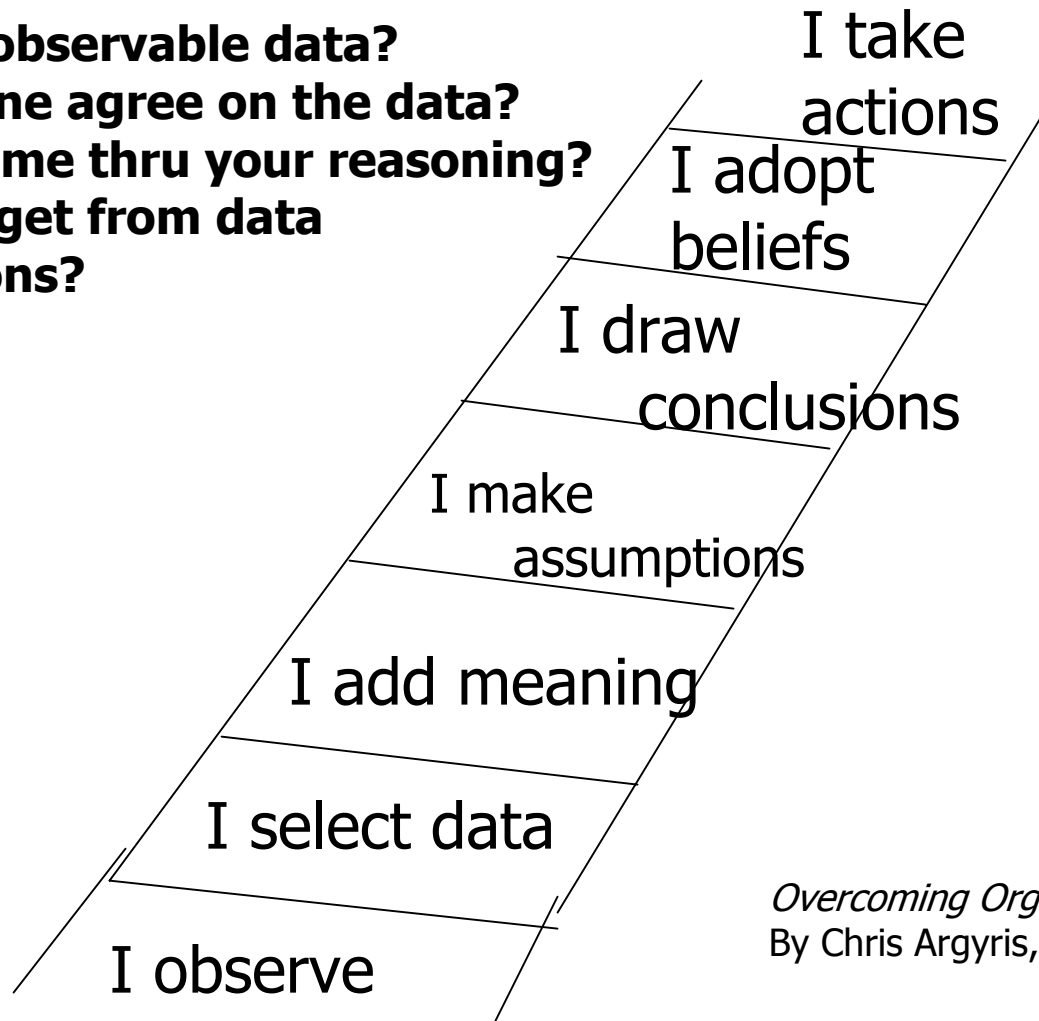
**Manager's Goal: BALANCE advocacy and inquiry**

**What is the observable data?**

**Does everyone agree on the data?**

**Can you run me thru your reasoning?**

**How did we get from data  
to abstractions?**



*Overcoming Organizational Defenses,*  
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# Key Communication Skills



- Engage
- Active listening/silence
- Utilize probes
  - Inquiry (not interrogating)
  - Advocacy
- Clarifying
- Repetition
- **Summarizing**

# Summarize (Sum Up or Reflect)



- Sum Up
  - Use a stem like...
    - What I am hearing you say is ....
    - Let me see if I have this correct...
    - Here is what I've heard you say ....
- Reflect
  - Repeat a word to emphasize you heard them, such as...
    - Expand
    - Son, daughter, etc.
    - Sell out

# Benefits of Summarizing



- People feel like they are heard
- They will respond with:
  - Yep!
  - Yes, and/or but.....
  - No, and.....
- They are likely to keep talking

# Key Communication Skills



- Engage
- Active listening/silence
- Utilize probes (open, closed, encouraging)
  - Inquiry (not interrogating)
  - Advocacy
- Clarifying
- Repetition
- Summarizing

# Practice -- Engage, Probe and Summarize



- 3 Rounds per group (3 mins/2 mins/ round)
  - Observer: watch, listen, and give feedback on:
    - Engage
      - Purpose
      - Invitation
      - Elevate LISTENING
    - Probe
      - Encouraging (Oh, Really, What else....)
      - Open and Closed
    - Summarize
      - Sum Up (What I heard you say was...)
      - Reflect (repeat a key word)



# Interpersonal Skill – Handling Questions and Listening



**QUESTION:  
Request for Information**

**OBJECTION:  
Statement of Resistance**

**(with a Request for Information  
behind the statement)**

# Handling Questions



- Client:
  - Where should I give POSILAC?
- Monsanto:
  - 1001 details (neck, behind shoulder, tailhead, blah blah blah)
- Client:
  - Oh, I was wondering....

# What was really on their mind?



- Do I give it in the parlor or in the barn or do I need lock-ups?

# Handling Questions



- Client:
  - Where should I give the Posilac?
- Monsanto:
  - Well there are several approved locations.
  - *I am curious why do you ask?*
- Client:
  - I was wondering whether to give POSILAC in the parlor or barn?
- Monsanto
  - *Sum Up:* So you want to know where on the dairy to give the POSILAC.

# Interpersonal Skill – Handling Questions and Listening



If needed, *Clarify:*

“Tell me more.”

“Why do you  
ask?”

“Why do you say  
that?”



# Interpersonal Skill – Handling Questions and Listening



- Process
  - Client: asks a questions
  - *Mgr: Short Answer-Could be this or that*
  - *Mgr: That's an interesting question, why do you ask that?*
  - Client responds
  - *Mgr: Use a Summary – Sum Up*
  - Client responds: Yep, Yes but... or No and ...
  - *Mgr: Answers*

# What are the Benefits of Handling Questions this Way?



- Answer the correct question
- You show your client you really listen and care
- You develop a new depth of understanding
  - Most people have a reason for why they ask questions
    - how often do we learn why?
    - What will we possibly learn by understanding why they ask the question?

# Manager as Change Agent



“The primary skill sets required by managers to secure results through people are, quite simply, interpersonal and communication skills.”

**“Managers should facilitate learning and change.”**

**“Employees choose to change what they perceive is good for them.”**

**“The things that get rewarded, get done.”**

# Management or Leadership?



## ○ *Management...*

- Is planning, directing and controlling.
- Provides predictability and order to meet the current requirements for products and services.
- Organizes and structures its facilities to properly carry out its plans.

## ○ *Leadership...*

- Promotes change to meet the rapid changes in markets and technology.
- Envisions new directions and motivates others to move in these new directions.
- Inspires commitment, loyalty and involvement to accomplish a mission articulated by the leader.

# Motivation Principles



- Employees know what is expected
- Employees receive feedback and reinforcement
- Employee motivation barriers (“dissatisfiers”) removed by manager.
- Employees experience: sense of achievement, match between responsibilities and abilities, advancement and personal growth opportunities

Successful Manager’s Handbook, 1998

# Motivation Principles



- Employees know what is expected
  - Establish high standards of performance
  - Discuss expectations, allow for input
  - Come to consensus on perf. stds. with employee
  - Openly recognize attempts to go beyond expected

# Motivation Principles



- Employees receive feedback and reinforcement
  - Highlight how employees are contributing results
  - Convey trust in people's confidence
  - Talk about and celebrate successes
  - Provide patient, persistent follow-through
  - Individualize your approach
    - Keep a file on what motivates the employee
    - Consider timing for rewards

Successful Manager's Handbook, 1998

# Motivation



- Small Group
  - Identify one area of “motivation” you would like to improve in your business
  - How will you approach it?



# Motivation: a High Performance Environment



- Focus is clear
- Work is challenging
- People feel appreciated
- Barriers to work are at a minimum
- Resources are available
- People help and support one another

# High Performance Environment – What is needed and what exists?



- What have you done in the last 6 months that you are most proud of?
- What is challenging about your work? What challenges do you like?
- From what do you get job satisfaction?
- What has motivated you in the past to work harder?
- What obstacles exist to doing your work?
- Whom can you count on in a crunch?
- Where do you get support?

Successful Manager's Handbook, 1998

## Small Group: Based on analysis of your business, which question do you expect will reveal need for change?



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# Motivation and Rewards



- Reward Entrepreneurship
- Reward Involvement
- Reward Growth/Development
- Reward Teamwork
- Reward Creativity
- Reward Commitment and Loyalty

# Motivation and Rewards



- Small Groups (each person contributes an idea)
  - Share one new idea for improving Motivation in your workplace
  - Share one new idea for adding Rewards to your workplace
  - Discuss as a group
  - Ask someone to hold you accountable

# Motivation and Rewards



- Small Groups (each person contributes an idea)
  - Thank you (in person)
  - Thank you note
  - Fun awards each month
  - Community Service project
  - Celebrations (birthdays, etc)
  - Small gifts (lunch, etc)
  - Training/development opportunities
  - Opportunity to Contribute

# Sources:



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