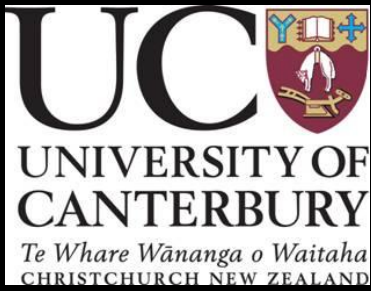


Strategizing towards 'inside-out' organisational transformation



EARCOS Leadership Conference 2012
Chris Jansen – University of Canterbury, New Zealand





Chris Jansen



linwood college

Providing learning
pathways to the future...



Overview

- our change inquiry
- frameworks for leading change
- positive deviancy /outliers
- diffusion of change
- organisational change processes

Change

Complexity

Uncertainty

Ambiguity

change is changing.....

Opportunities

Paradox

Speed

Lack of Control

Freshness

Unintended consequences

...an exponential rate of change....

Change inquiry...

Consider a change initiative you are involved in.

One person is to interview the other and record on behalf of your partner

Consider the key question you trying to solve – use the time to clarify this...



Change manager

Driving change

Alignment

Change Processes

Change proposals

'Consultation'

Cynicism

Social engineering

Underlying assumptions; ie: "If you allow people freedom to innovate – discipline will take a beating" – Gary Hamel, "The future of Management"

Positive Change Processes?

Technical challenges

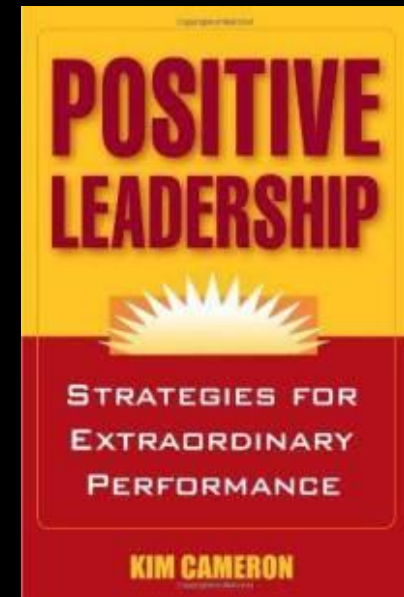
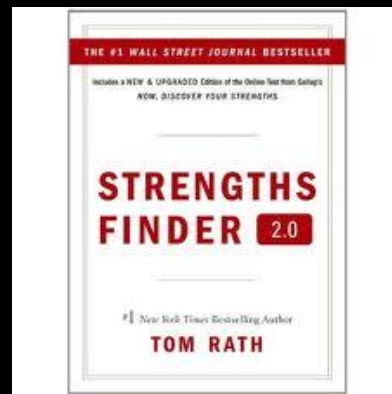
“can be solved with knowledge and procedures already at hand”

Adaptive challenges

“embedded in social complexity, require behaviour change and are rife with unintended consequences”

Applications of Positive Psychology

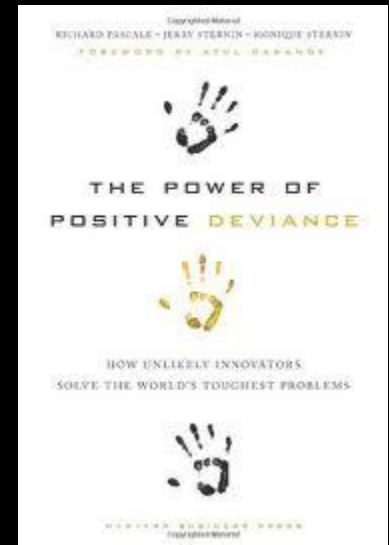
- Solution focused therapy / narrative therapy
- Placebo effect / positive thinking
- Positive expectations on educational achievement
- Positive deviancy
- Positive leadership – leveraging strengths
- Appreciative Inquiry



1) Positive Deviancy

Pioneered by Jerry and Monique Sternin in Vietnam working with communities whose children had extremely high malnutrition statistics
Now successfully implemented in an enormous range of complex settings around the world

- infant mortality in the Himalayas
- rehabilitating child soldiers in Uganda
- preventing girl trafficking in Indonesia
- reduction in hospital infections – MRSA superbug
- girls access to education in Ethiopia
- primary school student retention in Argentina US etc



Positive Deviancy

DEFINE, DETERMINE, DISCOVER, DESIGN



Step 1: The community DEFINES or reframes the problem

- Explore the magnitude of a problem
- Articulate a preferred future
- Including all stakeholders in community meetings
- Collect baseline data

Step 2: The community DETERMINES common practices

- Conducting discussions and focus groups

Step 3: The community DISCOVERS the presence of positive deviants

- Identify individuals or groups that exhibit different outcomes
- Ensure that those selected have the same circumstances or worse than everyone else in community
- Conduct in-depth interviews and observations to identify uncommon practices
- Vet the findings with the whole community



Step 4: The community DESIGNS and develops activities to expand the PD solutions

- Set up opportunities for the positive deviants to demonstrate their practices to other members of the community
- Create opportunities for community members to learn by doing
- Start small, ensure safe environment to try new things
- Target the widest possible range of community members



Positive Deviancy

Suggests that when confronted with an intractable problem that is resistant to other change strategies, **then look for those outliers within the community or organization who have already successfully addressed the issue**, then provide opportunities for these 'positive deviants' to teach other community members.

The solutions to complex long term problems in communities and organisations are to be **discovered within** these organisations or community "somebody just like me"...

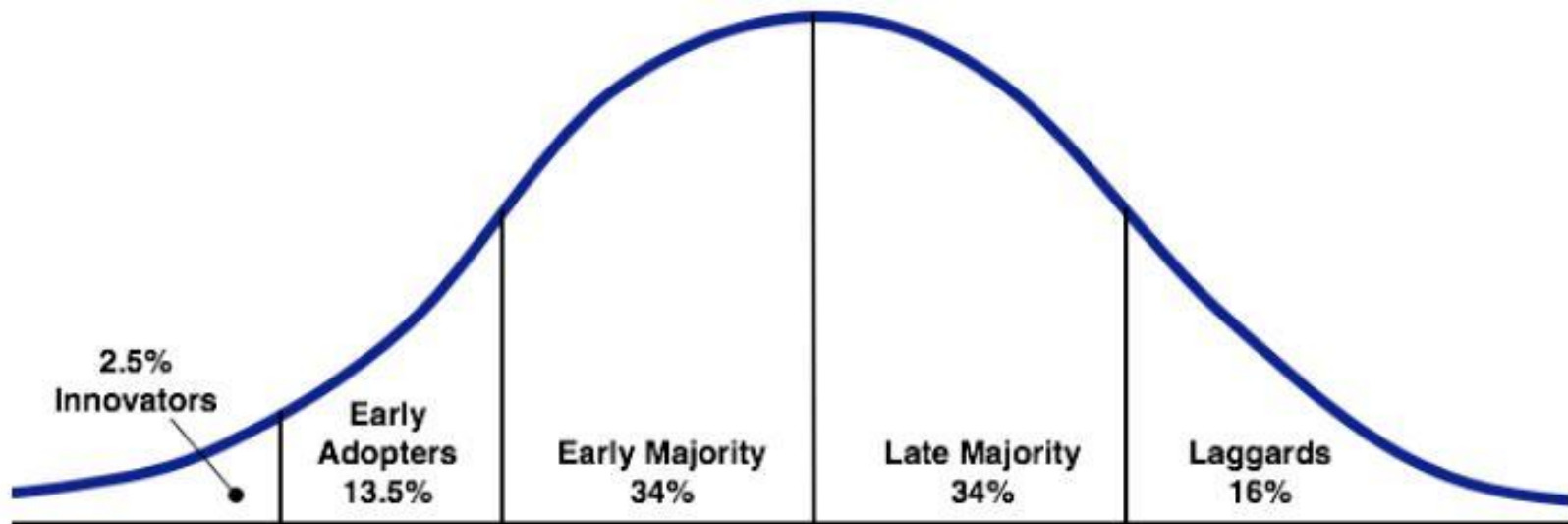


Invisible in plain sight...often invisible positive deviants don't realise what they are doing and yet they flourish while their peers struggle" (The Power of Positive Deviance, 2010)

a
marco antonio torres
file

TCG +00:00:00:00

2) Diffusion of change



Source: Everett Rogers, Diffusion of innovations model

Wave of Culture Change



Matla/Jansen 2008 adapted Rogers Diffusion Model

Sample Engagement Survey

- 1) *I really care about the future of my organisation*
- 2) *I am proud to tell others that I work for this organisation*
- 3) *My organisation inspires me to do my best*
- 4) *I would recommend my organisation to a friend as a good place to work*
- 5) *I am willing to put in a great deal of effort and time beyond what is normally expected*

Tune into the environment

Innovators

Venturesome, risky, can cope with uncertainty

Can understand & apply complex technical knowledge

Not always respected by others in the system

Plays an important role as gatekeeper - bringing in new ideas from outside the system

Early Adopters

Respect, more integrated into the system

“The individual to check with”

Not so far ahead so serve as a role model

Plays an important part by decreasing the uncertainty and conveying a subjective evaluation through interpersonal networks

Late Majority

Skeptical, cautious

May adopt because of increased network **pressure from peers** or for economic necessity

The weight of systems norms needs to favour an innovation before they are convinced

Means that most uncertainty must be removed before they feel safe

Laggards

Traditional, focussed on past and interact with like minds

Suspicious of innovations and change agents

Limited resources leads to cautiousness

Can change when they can see what is happening and it fits with their cultural values

3) Organisational change processes

1. establish urgency based on provable need/gap
2. form a powerful coalition or core team
3. develop a vision and operation plan
4. launch numerous small 'safe to fail' pilots
5. communicate the vision and develop whole school approach
6. consolidate improvements by building capacity
7. widen awareness and support
8. celebrate and embed

Based on Kotter

Keeping in contact....

chris.jansen@canterbury.ac.nz

<http://www.linkedin.com/pub/chris-jansen/25/235/919>