



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Change Management

Perception and change

Emergent change

Typologies of change

Last time



I totally
**Nailed That
Presentation!**

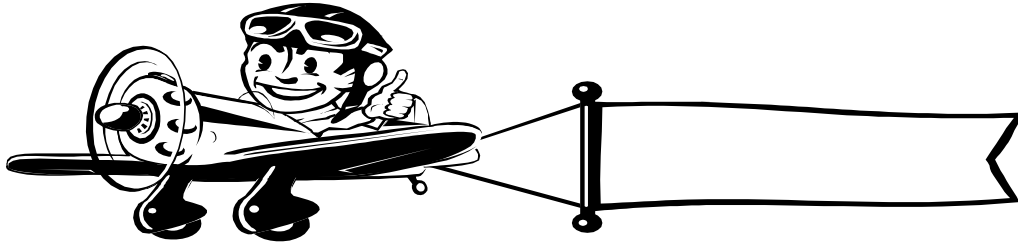
[View Our Work](#)



Perception & Change

Perception & Change

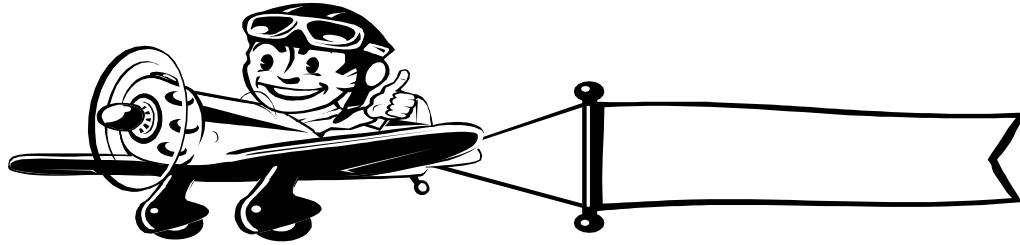
- Does how we see the world affect our behaviour?
- Do we all see the same things?
- Are there people with different views of the same thing/situation?
- Do we tend to form opinions of people based on their views?
- As managers – do you think some people are ‘for’, others ‘against’ you? Why?



Before we begin, a word from our
sponsors.....

<http://youtu.be/aNV1ufYgzs0>





How does Darth's
view of the situation
differ from reality?



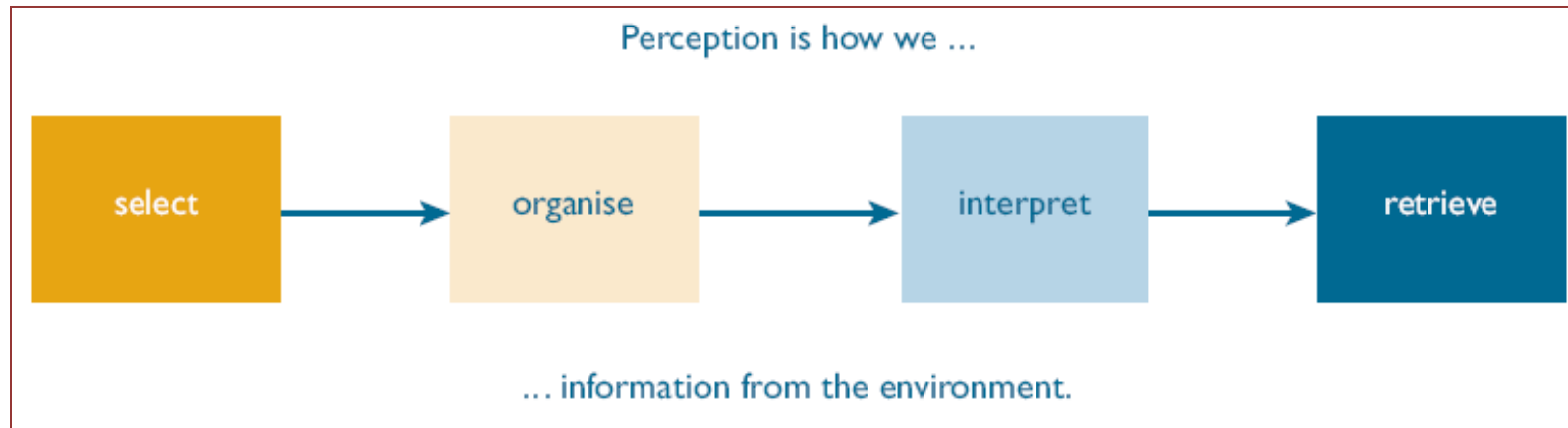
Perception

The dynamic and complex way, in which individuals select information (stimuli) from the environment, interpret and translate it, so that a meaning is assigned that will result in a pattern of behaviour or thought.

Mullins (2013)

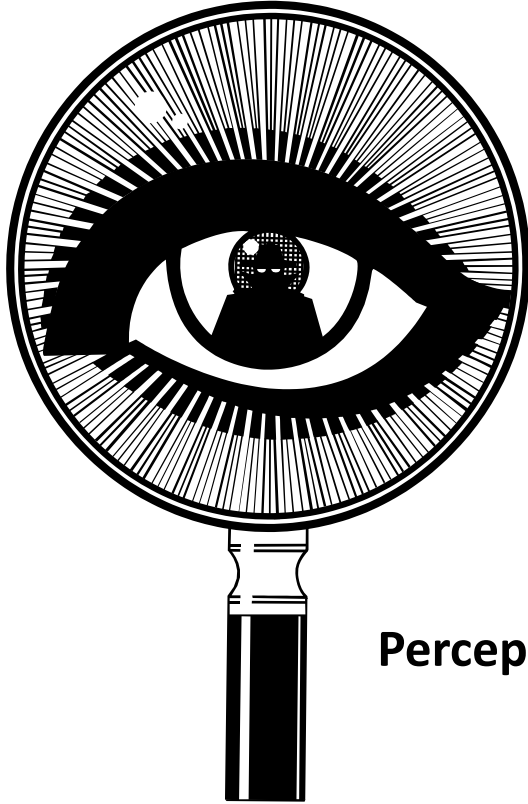


The Perceptual Process



Perception within an organisational context

Perception, attitudes and organisations



- Attitudes and perceptions of actual customers
- Attitudes and perceptions of potential customers
- Attitudes and perceptions of the wider community
- Attitudes and behaviour of employees
- Supplier attitudes and perceptions
- The organisation's competitors
- Regulators
- Shareholders

Perception, attitudes and control

- In order to control behaviour managers must either:
 - a) Order others to carry out management wishes
 - b) Persuade individuals willingly to undertake what is required of them

(Martin & Fellenz, 2010)

Activity 1: Perceived Reality - What do you see?



Figure 6.2

Activity 2

A member of senior management sent an e-mail to team leaders asking for details of all overtime worked in the past 6 months and projected overtime for the next 6 months.

In what different ways could this action be perceived by the different leaders?



Perceptions as information processing

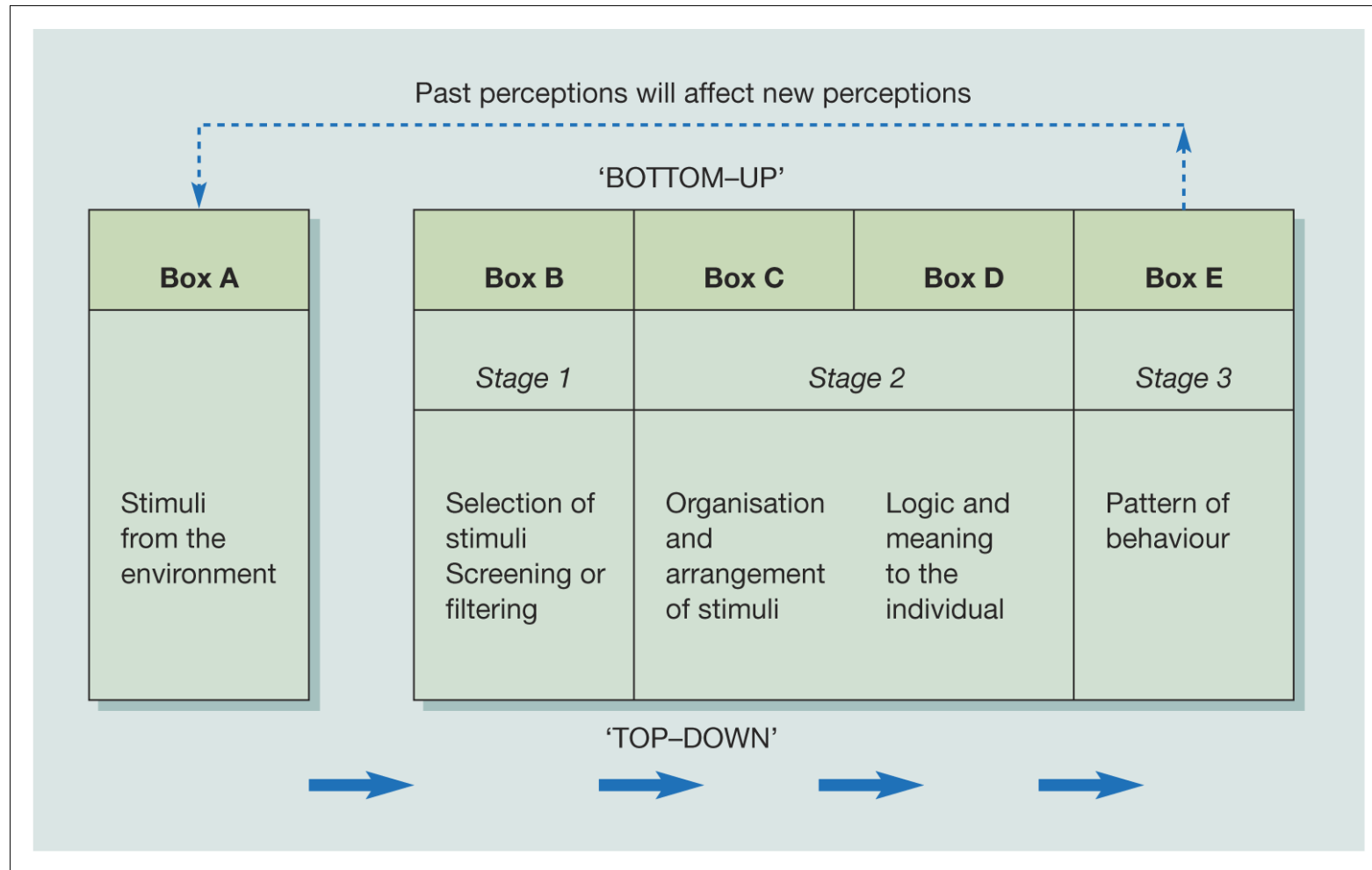


Figure 6.1 Perceptions as information processing

The process of perceptual selection



- The first process of perception is **selection** and **attention**
- The process of perceptual selection is based on **internal** factors and **external** factors:
 - Internal – relating to the state of the individual
 - External – the environment

Factors affecting an individual's perceptual set

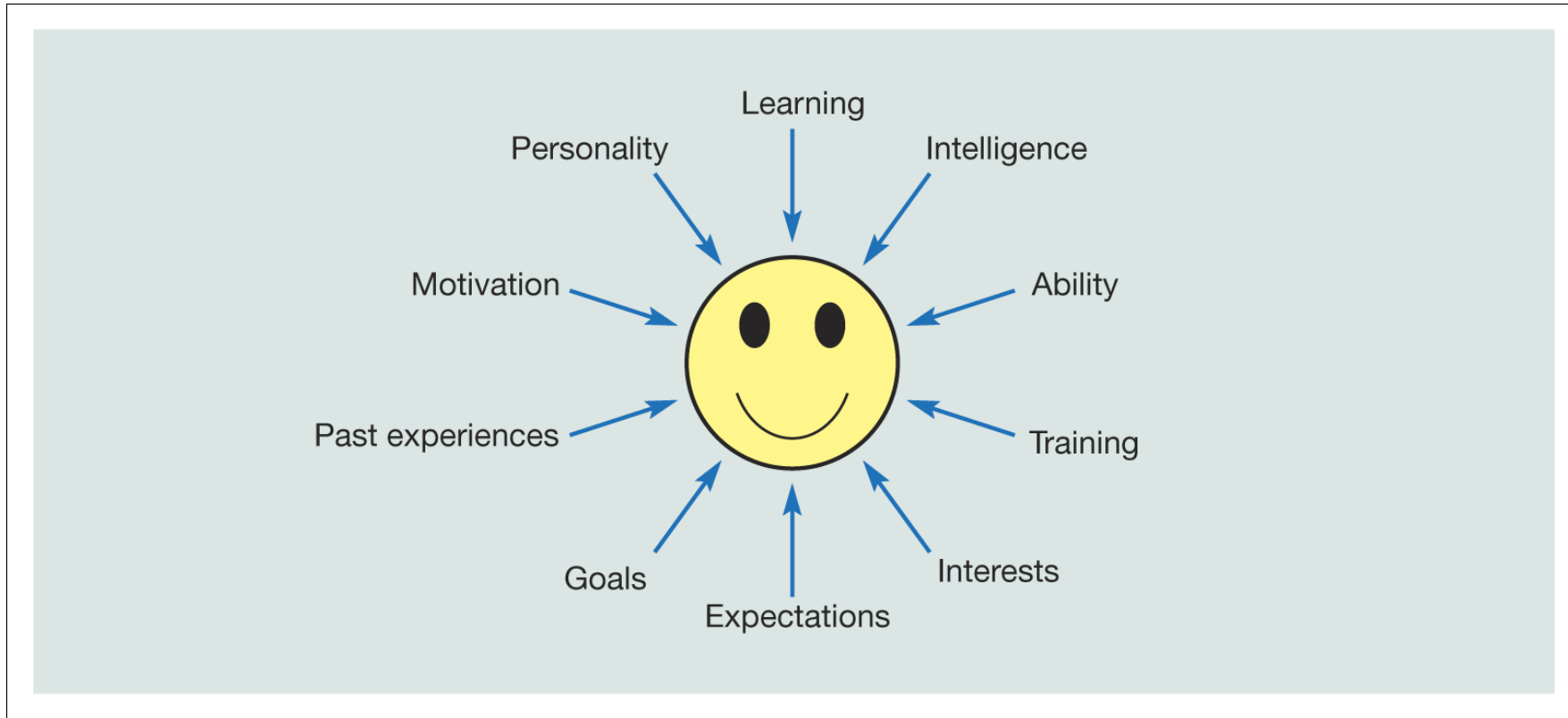


Figure 6.3 Factors affecting an individual's perceptual set

Cultural differences



- The way people interact is also subject to cultural differences and these can be misconstrued.
- The ways in which words are used and assumptions made about shared understanding are dependent on a person's culture and upbringing, for instance:
 - Low Context Cultures: explicit communication (US)
 - High Context Cultures: assumed meanings (France)



(Hall)

External factors

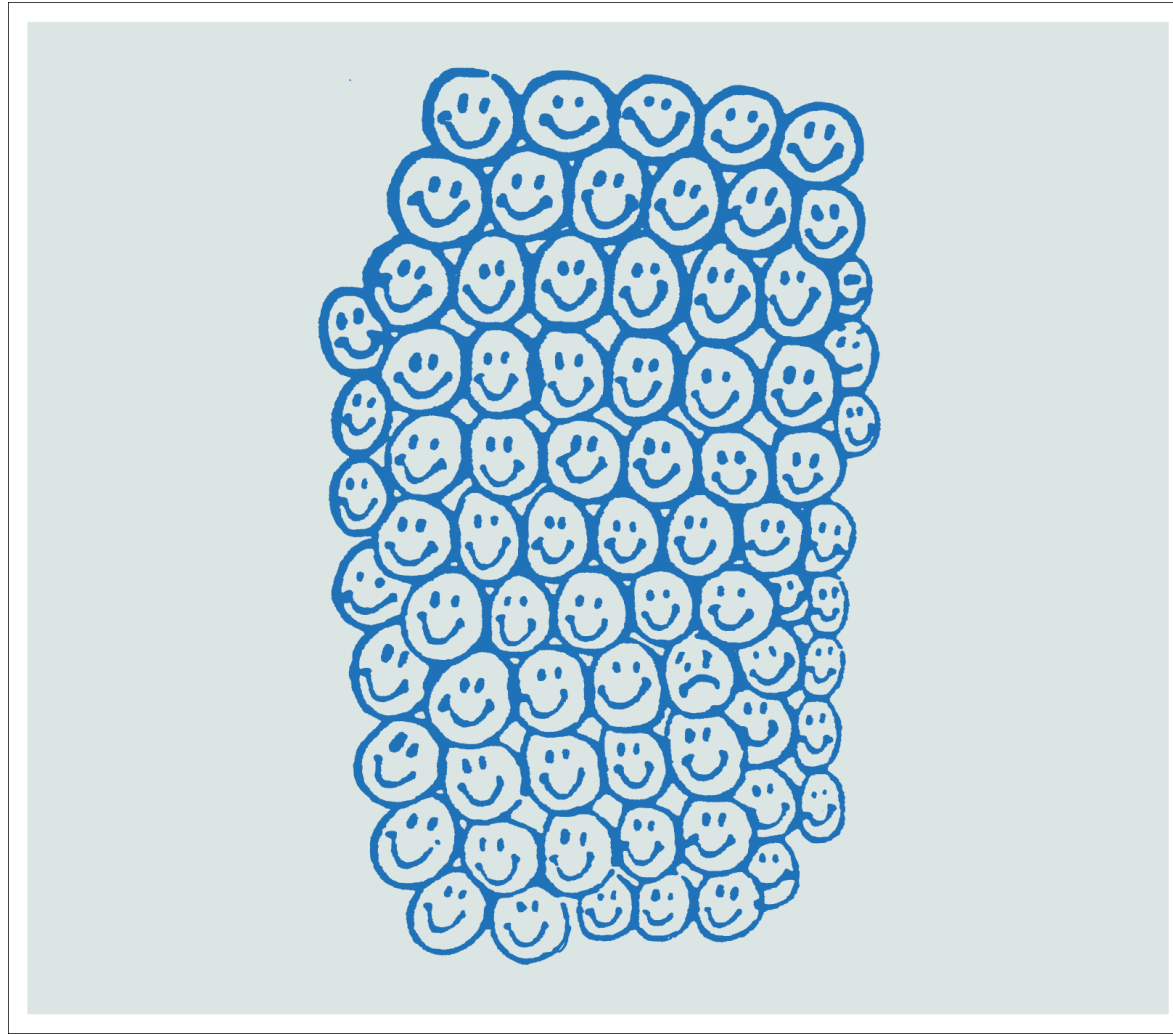
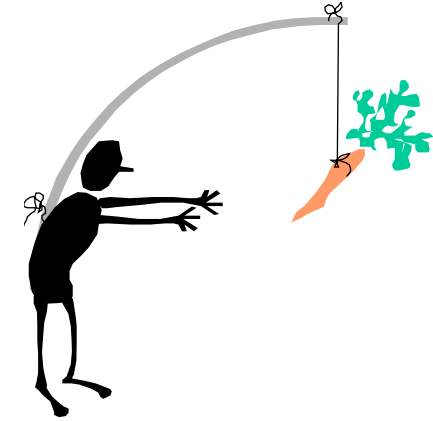


Figure 6.4 Is everybody happy?

Source: Block, R. J. and Yuker, H. E., *Can You Believe Your Eyes?*, Robson Books (2002), p. 163

The organisation and arrangement of stimuli



- The Gestalt School claimed that:
 - the process of perception is innately organised and patterned (built-in)
 - the human brain acts like a dynamic, physical field in which interaction among elements is an intrinsic part
- They identified three important principles of perception:
 - Figure and ground
 - Grouping
 - Closure

The Gestalt School: principles

- **Figure and ground:**
 - Figures are seen against a background
 - What is significant (figure) and what less so (ground)?

The Gestalt School: Figure and Ground

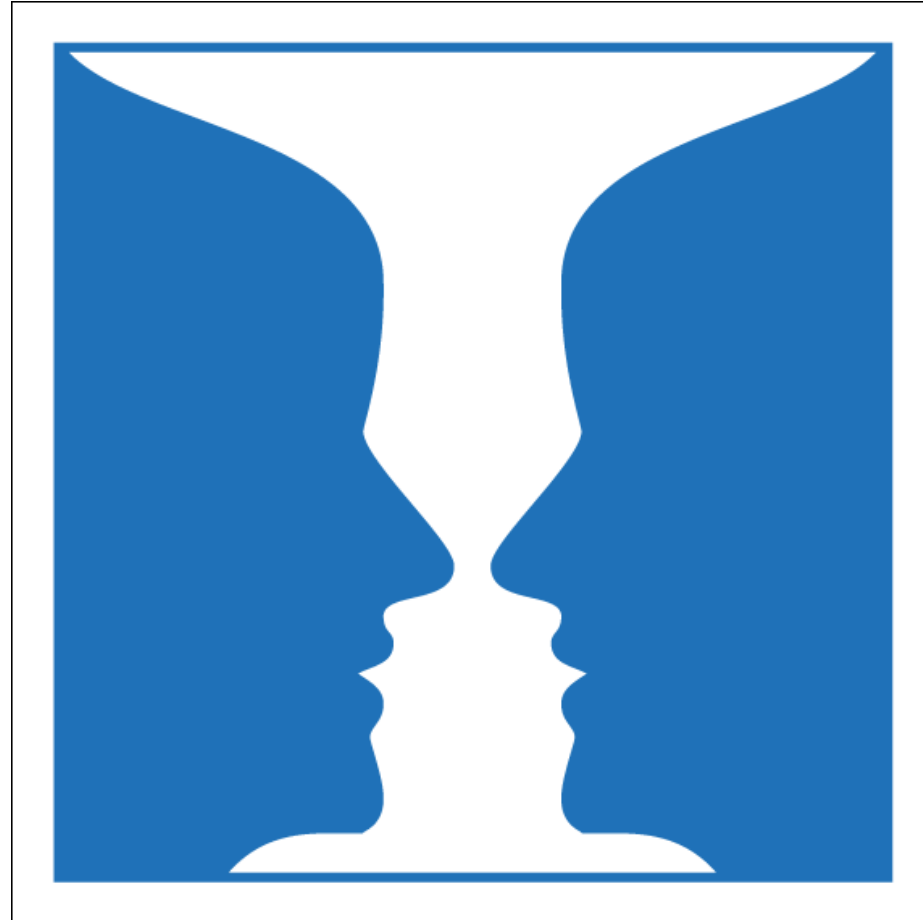


Figure 6.5

The Gestalt School: **principles**

- Figure and ground:
 - Figures are seen against a background
 - What is significant (figure) and what less so (ground)?
- **Grouping:**
 - a tendency to organise patterns and shapes instantly into meaningful grouping of patterns on the basis of their proximity or similarity
 - What assumptions might result about groups of individuals?

The Gestalt School: Grouping

347 474

347474

34 74 74

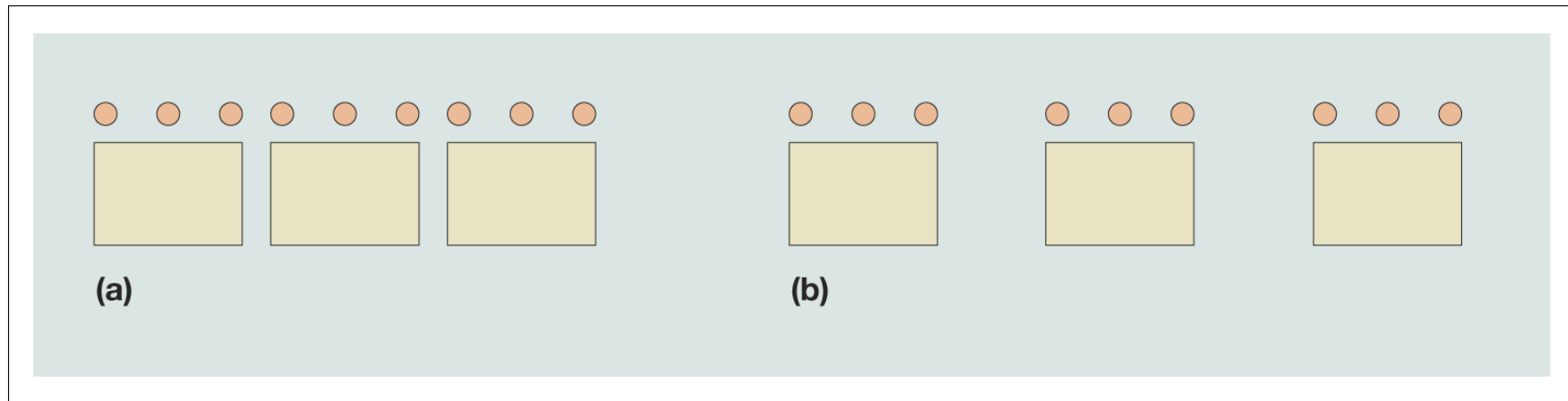


Figure 6.6

The Gestalt School: **principles**

- Figure and ground:
 - Figures are seen against a background
 - What is significant (figure) and what less so (ground)?
- Grouping:
 - a tendency to organise patterns and shapes instantly into meaningful grouping of patterns on the basis of their proximity or similarity
 - What assumptions might result about groups of individuals?
- **Closure:**
 - the tendency to complete an incomplete picture, to mentally fill in the gaps and perceive a figure as a whole
 - What assumptions are being made about the environment?

The Gestalt School: Closure

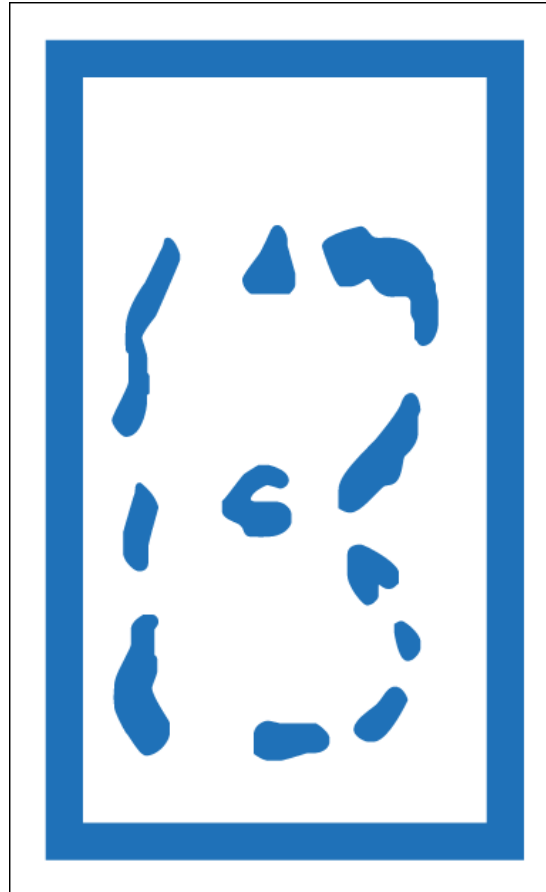


Figure 6.7

Source: King, R., *Introduction to Psychology*, Third Edition, McGraw-Hill (1996) Reproduced with permission from the author, Professor Richard King, University of South Carolina and the McGraw-Hill Companies, Inc.

Perceptual illusions

Our brains can be fooled.

- People make assumptions about things that go beyond the pure sensations our brain receives.



Perceptual illusion 1

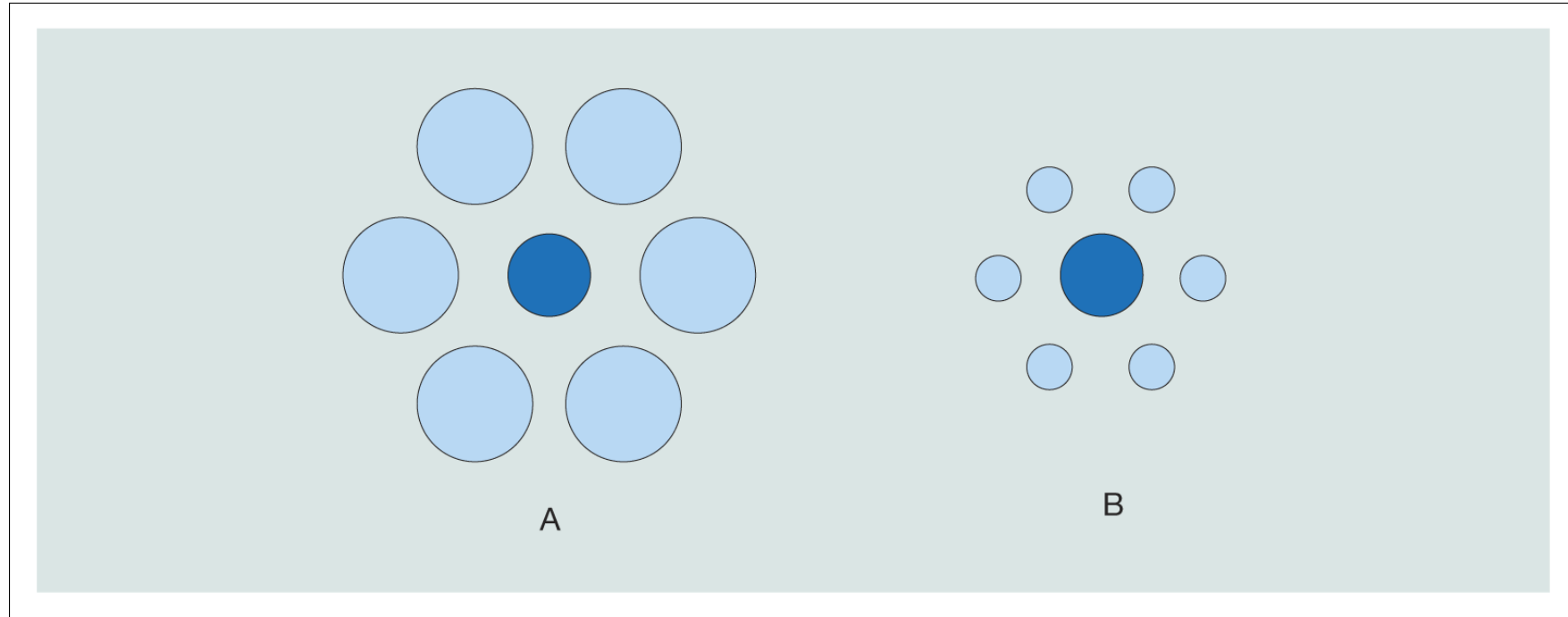


Figure 6.9

Perceptual illusion 2

BLUE	GREY	YELLOW	MAUVE
BLACK	ORANGE	GREEN	RED
WHITE	PURPLE	BLUE	BROWN

Figure 6.10

Perceiving other people



The process of perception and the selection of stimuli can influence a manager's relationships with other staff. For example:

- **Grouping** – the way in which a manager may think of a group of staff.
- **Figure and ground** – a manager may notice a new recruit and set that person apart from the rest because of particular characteristics such as appearance.
- **Closure** – the degree to which unanimity is perceived.

Managers' perceptions



- A manager's perception of the workforce will influence attitudes in dealing with people and the style of managerial behaviour adopted.
- A manager's approach to work and others is likely to be conditioned by predispositions about people, human nature and work.
- The perception of people's performance can be affected by the organisation of stimuli.

Cycle of perception and behaviour

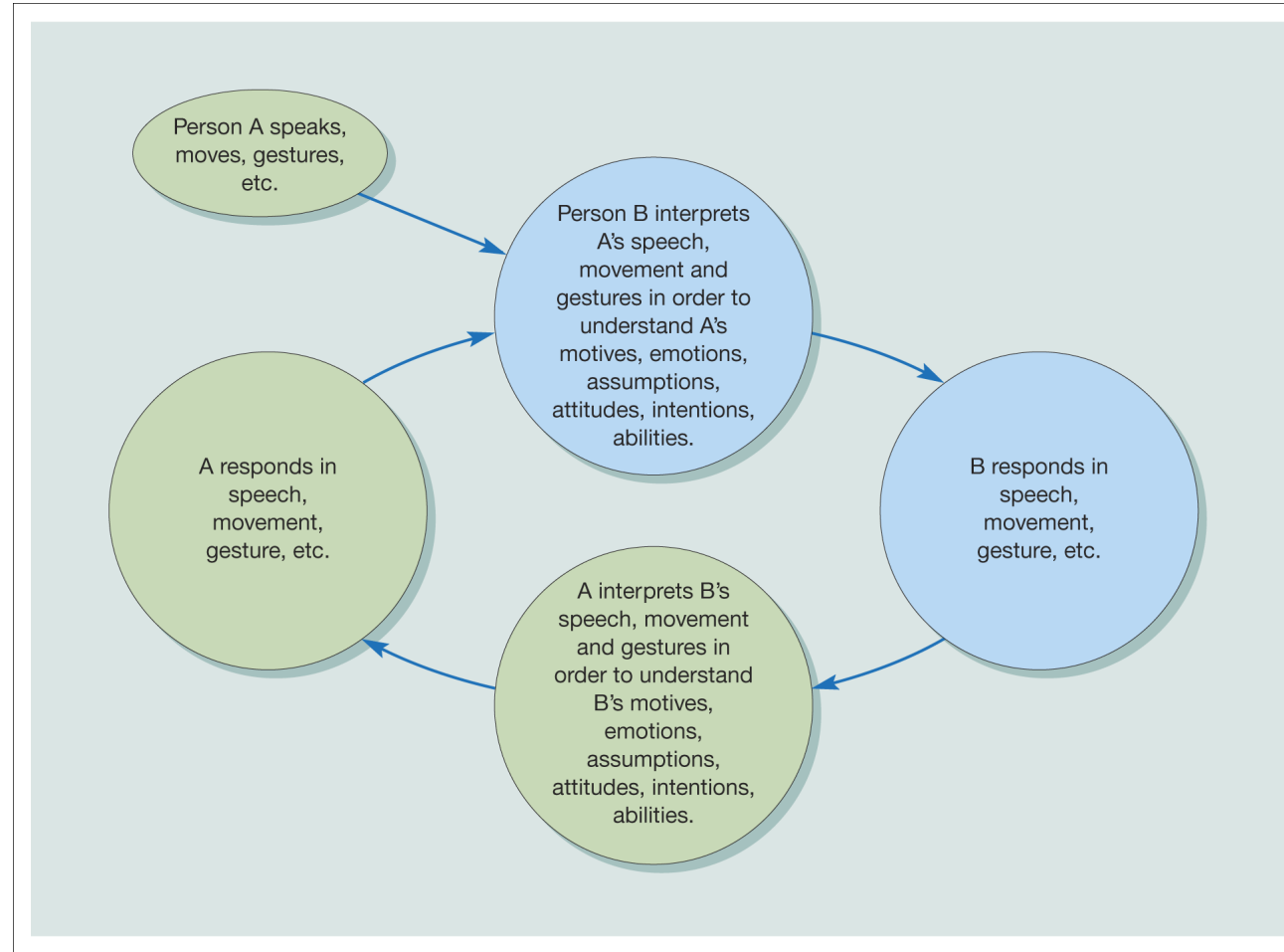
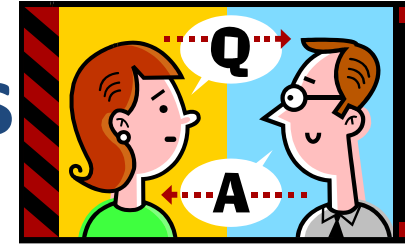


Figure 6.12 Cycle of perception and behaviour

Source: From Guirdham, M., *Interactive Behaviour at Work*, Third Edition, Financial Times Prentice Hall (2002), p. 162. Reproduced with permission from Pearson Education Ltd.

Interpersonal communications

Communication and perception are linked



Four 'rules of engagement':

1. The framework for communication is determined by expectations and perceptions – personal 'history'
2. Expectations and perceptions can be reinforced by prestige, atmosphere, environment and desire.
3. Communication can register effectively only when it builds on what the audience already knows.
4. The brain filters out most of the information it receives, leaving what it considers important.

Transactional analysis: Berne



- A popular way of explaining the dynamics of interpersonal communication.
- Can be used by organisations as a training and development programme.
- Has two underlying assumptions:
 - All experienced events and feelings are stored and can be replayed.
 - Personality is made up of three ego states, almost as if they are different people within us.

Transactional analysis: the three ego states



- **Child**

- behaviour that demonstrates the feelings we remember as a child: **fun, play and emotion**

- **Adult**

- behaviour which concerns our thought processes and the processing of facts and information: **rationality and reasonableness**

- **Parent**

- behaviour which concerns the attitudes, feelings, and behaviour incorporated from external sources, primarily our parents: **sense of right and wrong**

Preferred Ego States: Child/Adult/Parent

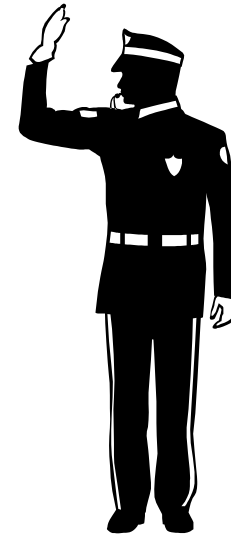
- | | |
|---|--------|
| 1. Continually advising and criticising others | Parent |
| 2. Analysing, dealing only with facts, distrusting own feelings | Adult |
| 3. Constantly clowning around or being consumed with anger | Child |

Activity 3: How many 'F's?

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY
COMBINED WITH THE EXPERIENCE OF YEARS

Selecting information

- **Verbal:** what is said
- **Non verbal:** other signals including
 - Bodily contact
 - Proximity to others
 - Posture
 - Head nods
 - Facial expression
 - Gestures
 - Direction of gazes, etc.



Non-verbal communication and body language



'.. In our face-to-face communication with other people the messages about our feelings and attitudes come only 7 per cent from the words we use, 38 per cent from our voice and 55 per cent from body language, including facial expressions.

Significantly, when body language such as gestures and tone of voice conflicts with the words, greater emphasis is likely to be placed on the non-verbal message.'

Mehrabian

Body language



- Actions are more cogent than speech and humans rely heavily on body language to convey their true feelings and meanings.
- Whilst body language may be a guide to personality, errors can arise if too much is inferred from a single message.

Attribution theory (Heider)

Behaviour is determined by a combination of perceived internal and external forces:

- Internal forces



e.g. personal attributes such as ability, skills, amount of effort and fatigue

- External forces



e.g. organisational rules and policies, the manner of superiors, the weather, etc.

Implications of attribution theory

‘Employees with an internal control orientation are more likely to believe that they can influence their level of performance through their own abilities, skills or efforts.

Employees with an external control orientation are more likely to believe that their level of performance is determined by external factors beyond their influence.’

Perceptual distortions and errors



- The accuracy of judgements made about other people are influenced by:
 - The nature of the relationship
 - The amount of information available
 - The nature and extent of the interaction

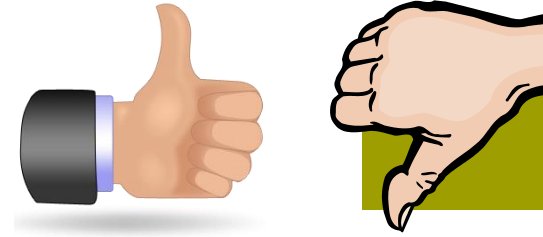
http://youtu.be/_SsccRkLLzU

- What causes perceptual distortion?

Activity 4: 'All.....are.....'



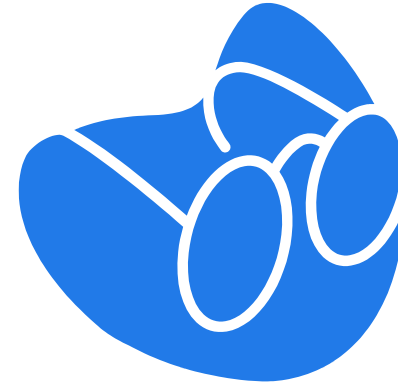
Stereotyping



- The tendency to ascribe positive or negative characteristics to others on the basis of general categorisations and perceived similarities.
- A means of simplifying the process of perception and making judgements of other people, instead of dealing with a range of complex and alternative stimuli.



Common stereotypes



May be based on:

- Nationality
- Occupation
- Age
- Physical attributes
- Education
- Social status
- Politics
- Race
- Gender
- Sexual orientation
- Disability
- Religious belief

Summary: **Perception**

- People behave according to how they see the world, not reality
- Previous experiences can affect our perception
- It affects how we organise and interpret the world around us
- Internal and external factors
- Can affect staff/manager relations at work
- Communication and perception are interlinked

Remember the story of the Three Little Pigs?...

Perceptions matter!

<http://gu.com/p/35zdg>







**Developments in change management:
The Emergent approach and beyond**

Emergent change

- Organisations views themselves less and less stable and enduring institutions and more and more as work in progress subject to continuing and continuous change
(IBM, 2008).

Emergent Approach to Change

Common Assertions

- Based on the assumption that all organisations operate in a turbulent, dynamic and unpredictable environment
- Organisations need to continuously check their environment to identify developments and respond appropriately

Key points

- Change must be local and incremental, leading to potential transformation:
 - Change is interconnected
 - Context of change shapes and is shaped by action
 - Change is multi-causal and non linear 'natural changes' (Strickland, 1998)
- Change is a political-social process and not an analytical-rational one

Emergent change

- The art of leadership in the management field would seem to lie in the ability to **shape the process of change in the long term** rather than direct single episodes (Pettigrew and Whipp, 1991).

Emergent Approach to Change:

Critical Success factors

- Structure
 - Recognising both formal and informal aspects
- Culture
 - Change anchored in organisation's culture
 - Culture change dangers
- Organisational Learning
 - Stimulating criticism, open debate, challenging convention

Continued.....

- Managerial Behaviour
 - Leaders, facilitators, coaches who span hierarchical boundaries
 - Listening, counselling and understanding of resistance to change
- Power and politics

(Burnes 2009)

Emergent Approach to Change:

Critical Success factors

Role of Change Managers/agents

- Change generators:
 - Key change agents; demonstrators; patrons; defenders
- Change implementers:
 - External; external/internal; internal
- Change adopters:
 - Early adopters; maintainers; users

(Ottaway, 1983, in London, 1988)

Role of Change Managers/agents

- Planned approach:
 - logical
 - planning & analysis
 - structures & controls
 - resources
 - detailed timings
- Emergent approach:
 - stresses behaviour
 - beliefs & assumptions
 - needs commitment
 - values learning

Emergent change

- Open-ended process
- Adjusting to changing external environment
- Bottom-up
- Unpredictable
- Cannot be pre-planned
- Learning process
- No universal rules.

Emergent change

The recurring story is one of autonomous initiatives that bubble up internally; continuous emergent change;

steady learning from both failure and success; strategy implementation that is replaced by strategy making;

the appearance of innovations that are unplanned, unforeseen and unexpected;

and small actions that have surprisingly large consequences. (Weick, 2000: 225)

Emergent change

Successful change is less dependent on detailed plans and projections than on reaching an understanding of the complexity of the issues concerned and identifying the range of available options.

Pettigrew (1997)

Five guiding principles of processual research

The irreducible purpose of a processual analysis remains to account for and explain the what, why and how of the links between context, processes and outcomes. I would like to conclude this statement of theory of method for conducting processual research by reaffirming five internally consistent guiding assumptions. They are:

1. embeddedness, studying processes across a number of levels of analysis;
2. temporal interconnectedness, studying processes in past, present and future time;
3. a role in explanation for context and action;
4. a search for holistic rather than linear explanations of process; and
5. a need to link process analysis to the location and explanation of outcomes.

(Pettigrew, 1997: 340)

Power and politics

*In managing these transitions practitioners need to be aware of: the importance of power politics within organisations as a determinant of the speed, direction and character of change;
the enabling and constraining properties of the type and scale of change being introduced;
and the influence of the internal and external context on the pathways and outcomes of change on new work arrangement.*

(Dawson, 1994: 180–182)

Pugh's four principles for understanding change

- organisations are organisms.
- organisations are political and occupational systems as well as rational allocators of resources
- All members of an organisation operate simultaneously in all three
- Change is most effective in those people or departments who are successful in their tasks

(Pugh, 1993: 109–110)

The role of managers

1. Decision-making
2. Coalition-building
3. Achieving action
4. Maintaining momentum and effort

(Carnall, 2003: 125–126)

The role of managers

- **Decision-making:** this includes intuition and vision, the ability to gather and utilise information, understanding the practical and political consequences of decisions, the ability to overcome resistance, the skill to understand and synthesise conflicting views and to be able to empathise with different groups.
- **Coalition-building:** this comprises the skills necessary to gain the support and resources necessary to implement decisions. These include checking the feasibility of ideas, gaining supporters, bargaining with other stakeholders and presenting new ideas and concepts in a way that wins support.
- **Achieving action:** this includes handling opposition, motivating people, providing support and building self-esteem.
- **Maintaining momentum and effort:** this involves team-building, generating ownership, sharing information and problems, providing feedback, trusting people and energising staff.

(Carnall, 2003: 125–126)



Figure 9.2 The determinants of successful change

Managing the political dynamics of change

- **Step 1:** Ensure or develop the support of key power groups.
- **Step 2:** Use leader behaviour to generate support for the proposed change.
- **Step 3:** Use symbols and language to encourage and show support for the change.
- **Step 4:** Build in stability by using power to ensure that some things remain the same.

Senior (2002)

Five central factors for managing change

1. **Environmental assessment** – organisations, at all levels, need to develop the ability to collect and utilise information about their external and internal environments.
2. **Leading change** – this requires the creation of a positive climate for change, the identification of future directions and the linking together of action by people at all levels in the organisation.
3. **Linking strategic and operational change** – this is a two-way process of ensuring that intentional strategic decisions lead to operational changes and that emergent operational changes influence strategic decisions.
4. **Human resources as assets and liabilities** – just as the pool of knowledge, skills and attitudes possessed by an organisation is crucial to its success, it can also be a threat to the organisation's success if the combination is inappropriate or managed poorly.
5. **Coherence of purpose** – this concerns the need to ensure that the decisions and actions that flow from the above four factors complement and reinforce each other.

Pettigrew and Whipp (1993)

Ten Commandments for executing change

1. Analyse the organisation and its need for change.
2. Create a shared vision and a common direction.
3. Separate from the past.
4. Create a sense of urgency.
5. Support a strong leader role.
6. Line up political sponsorship.
7. Craft an implementation plan.
8. Develop enabling structures.
9. Communicate, involve people and be honest.
10. Reinforce and institutionalise change.

(Kanter *et al*, 1992: 382–383)

Why change initiatives fail

- 1 Allowing too much complacency.
- 2 Failing to create a sufficiently powerful guiding coalition.
- 3 Underestimating the power of vision.
- 4 Undercommunicating the vision by a factor of 10 (or 100 or 1000).
- 5 Permitting obstacles to block the new vision.
- 6 Failing to create short-term wins.
- 7 Declaring victory too soon.
- 8 Neglecting to anchor changes firmly in the corporate culture.

Kotter (1996)

Kotter's eight steps to successful change

Step 1 Establishing a sense of urgency.

Step 2 Creating a guiding coalition.

Step 3 Developing a vision and strategy.

Step 4 Communicating the change vision.

Step 5 Empowering broad-based action.

Step 6 Generating short-term wins.

Step 7 Consolidating gains and producing more change.

Step 8 Anchoring new approaches in the culture.

Kotter (1996)

The Emergent approach

Summary

- Change is a continuous process
- It involves experimentation, adaptation and risk taking
- Incremental change leads to wholesale change
- Managers must foster a climate of learning and experimentation
- Managers must create a collective vision for the organisation
- The key organisational processes are:
 - Information-gathering
 - Communication
 - Learning.

Key points:

Change is seen....

- As a continuous process of experimentation and adaptation
- As unfolding in an iterative and messy fashion, multi-level and cross-organisational
- As a socio-political process not an analytical-rational one
- With the keys to change lying in patterns of relationship, belief systems and interaction, and the processes of sense and meaning making
- Managers' role to create and foster a helpful organisational climate in which productive change can emerge

The Emergent approach

Criticisms:

- 'One best way'
- Assumes all organisations are the same
- Overfocused on power and politics
- Culture is treated as malleable
- Ignores managerial resistance
- Ignores choice.

Emergent Approach to Change

Criticisms

- Not all organisations are operating in a constantly changing environment
- Dismisses idea of stages, but still talks in terms of transition:

‘Scratch any account of creating and managing change and the idea that change is a three-stage process which necessarily begins with a process of unfreezing will not be far below the surface.’

(Hendry, 1996, in Coram and Burnes, 2001)
- Too much emphasis on politics and culture?

and...

- Its messiness can offend the organisational sense of order (redundancies of effort, inefficiencies)
- It requires a letting go of beliefs of managerial omnipotence, agency and control
- Its iterative nature does not fit well with linear stories of progress
- It is by definition unpredictable in its effects
- It upsets existing and established relationship patterns (power bases)

Planned and Emergent change

- Even taken together, neither the Planned nor Emergent approach cover the broad spectrum of change events organisations encounter.
- Though both Planned and Emergent change have important theoretical and practical benefits, their dominance of the change literature appears to have led to a neglect of other approaches to change.

Summary and Conclusions

- Planned:
 - Aimed at improving group effectiveness
 - Tends to have a top-down orientation
 - Most suitable for stable environments
- Emergent:
 - Focuses on organisational transformation through continuous change
 - Most suited to turbulent environments

Today's objectives



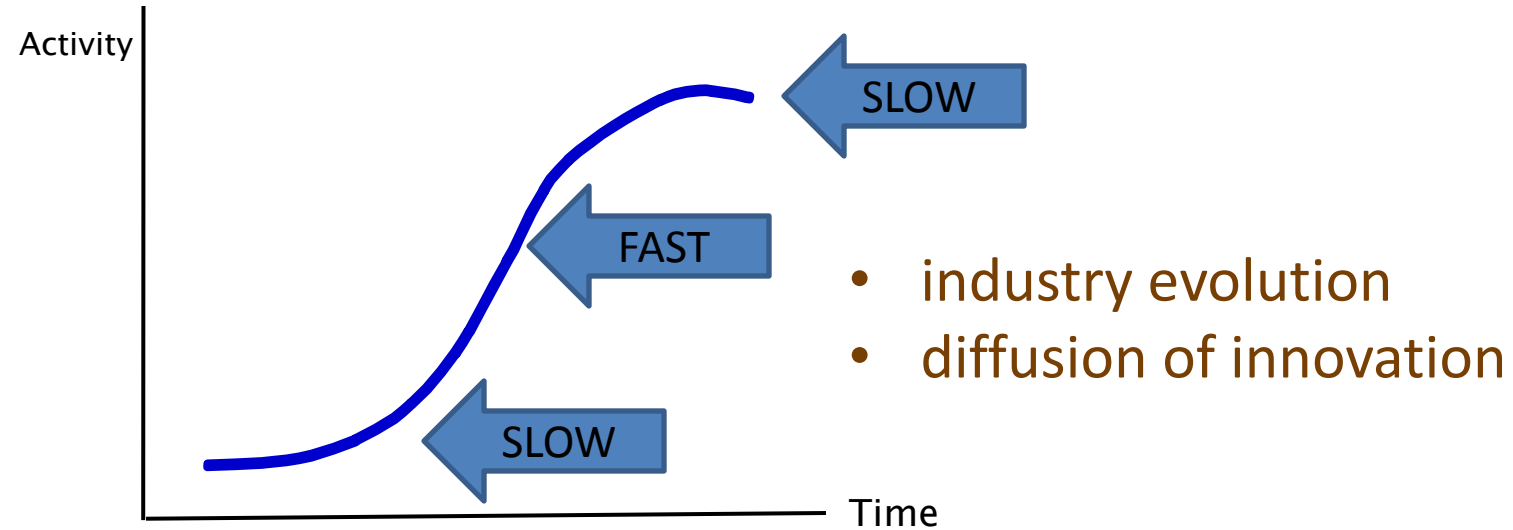
- To develop and further identify theories relating to patterns of change
- To assess the factors that can limit change
- To explore the implications of patterns of change
- To consider the impact of stakeholders on change
- To discuss and critically analyse the Emergent approach to change
- To consider how it can be applied in practice
- To begin to consider the role of the change agent

Change occurs when the state of something is altered or modified.

It involves moving from one state to a different state.

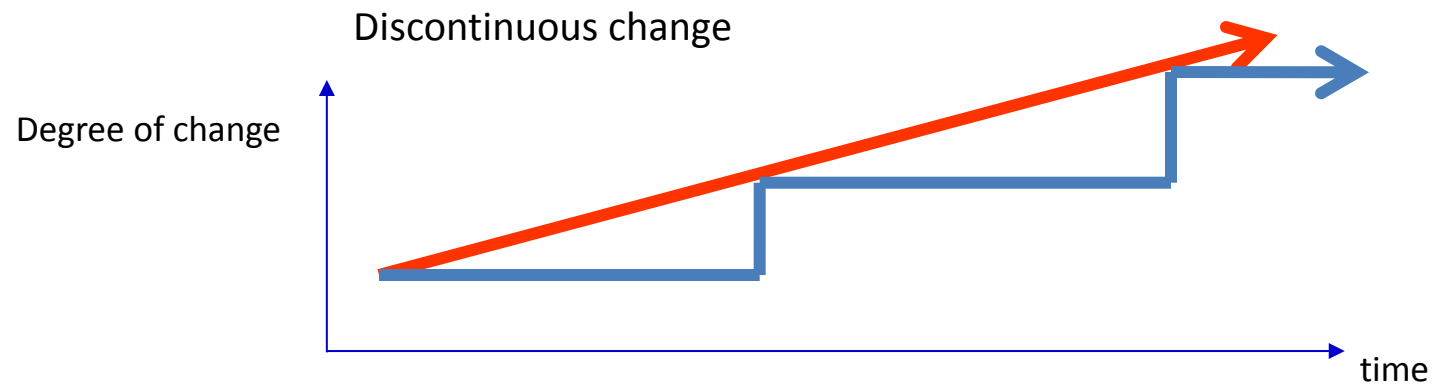
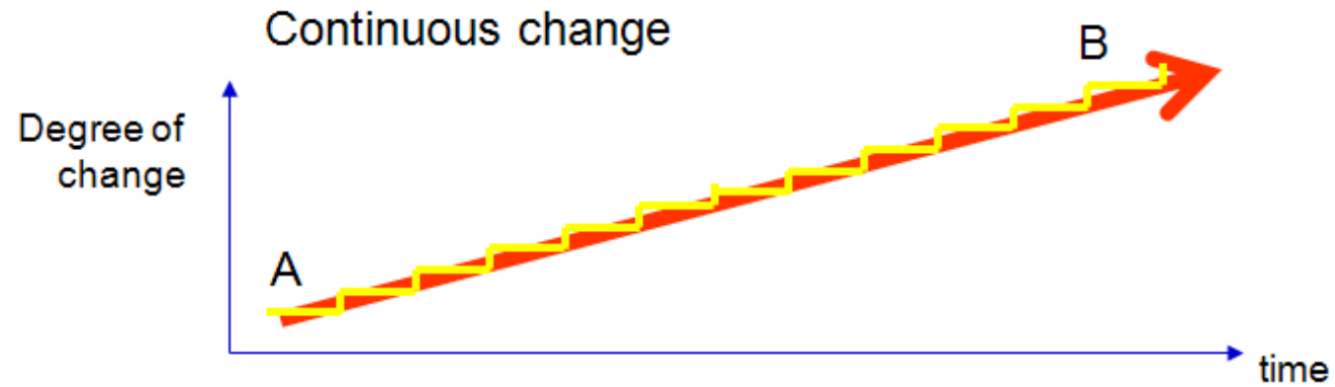


The rate of change is not constant

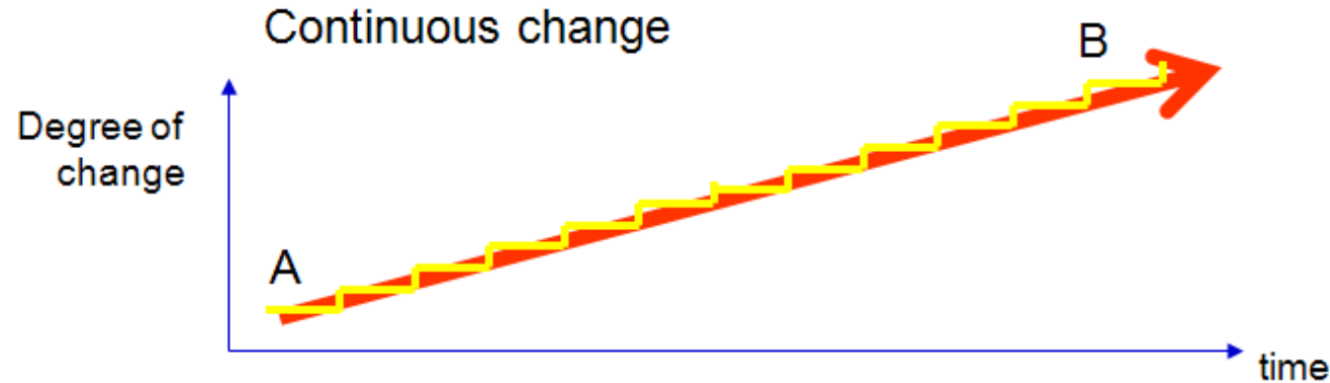


tipping points

Continuous and discontinuous change



gradualist paradigm

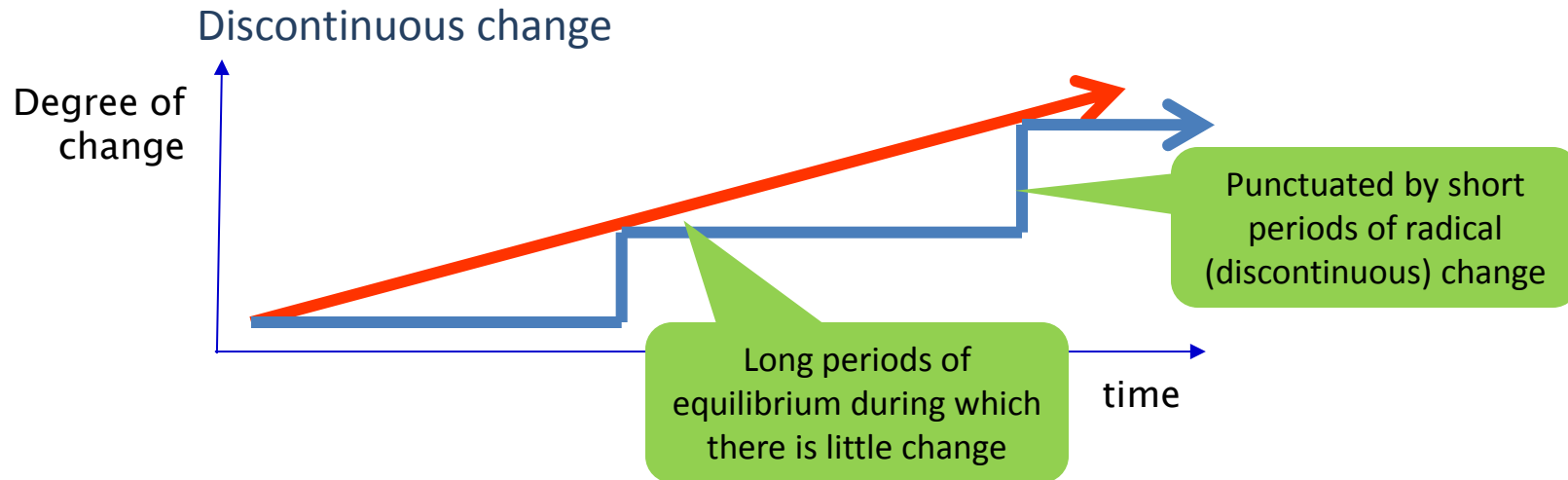


The gradualist paradigm posits that an organisation:

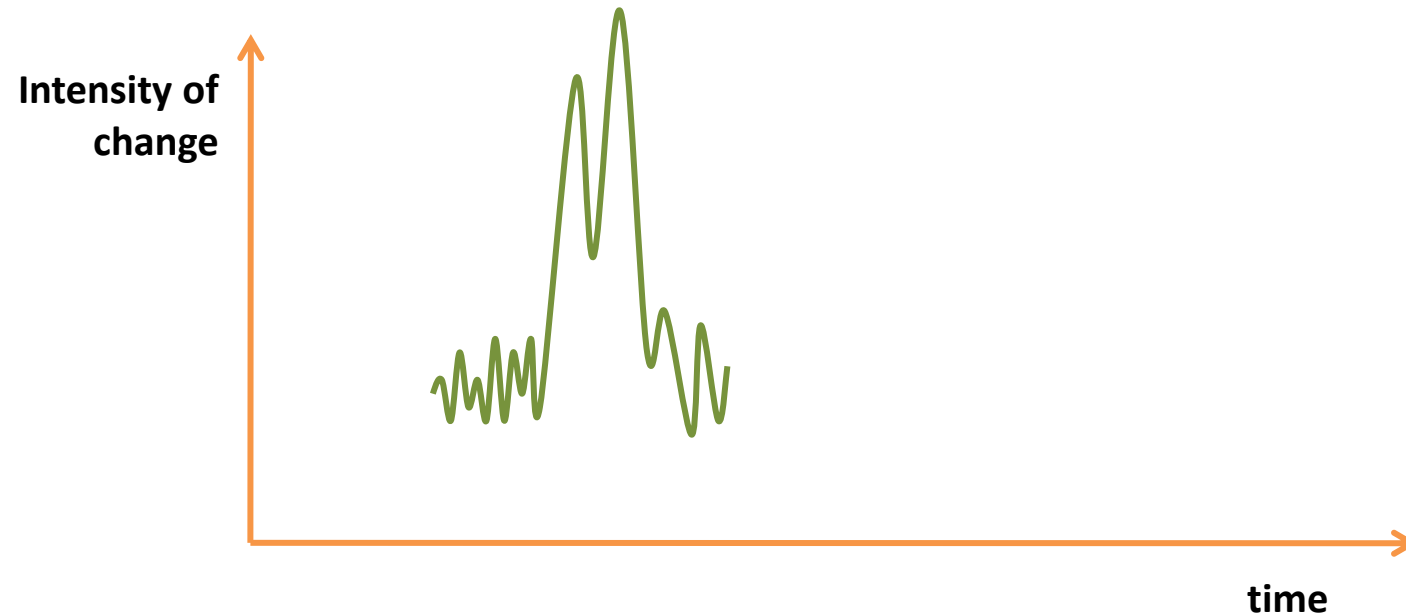
- changes and develops through a continuous process of *incremental* adjustment,
- these adjustments (changes) accumulate over time to ensure that the organisation is always aligned with its external environment.

punctuated equilibrium

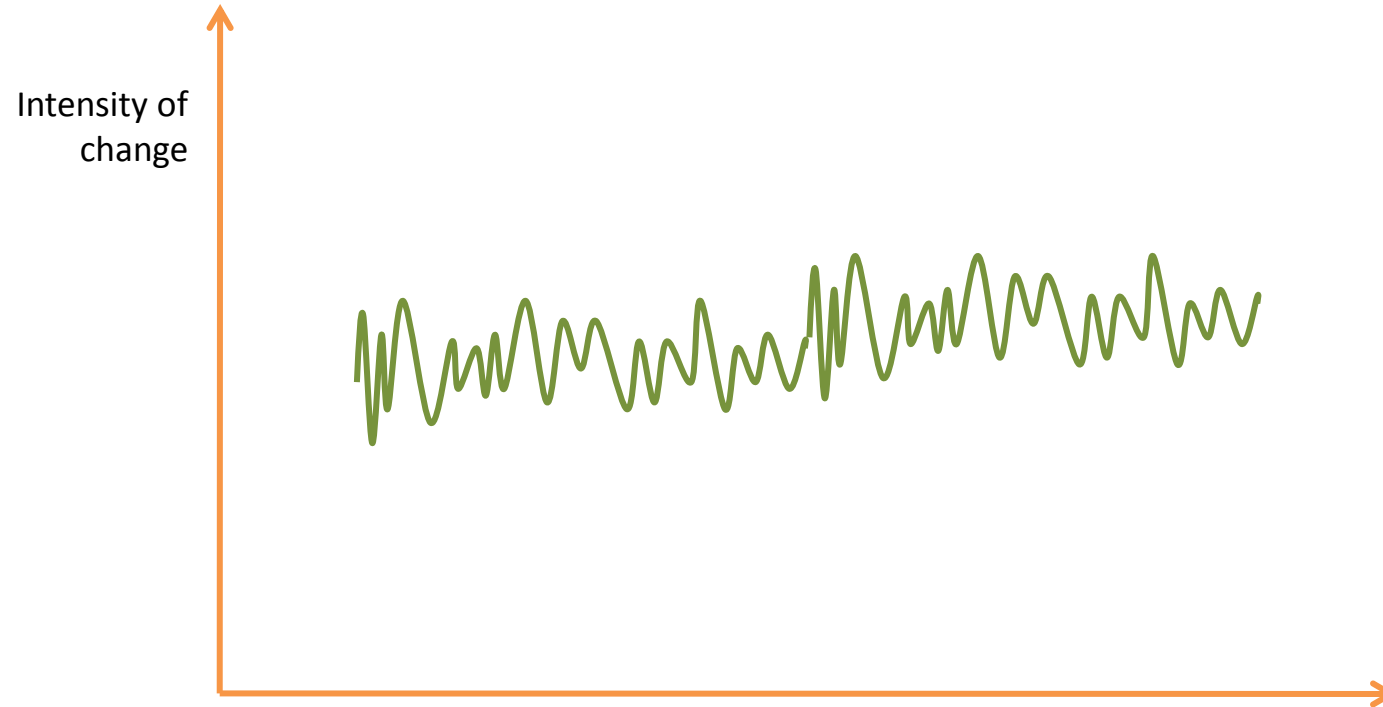
While a process of continuous gradual adjustment might be the ideal, evidence suggests that most organisations experience change as a discontinuous process often referred to as a pattern of *punctuated equilibrium*.



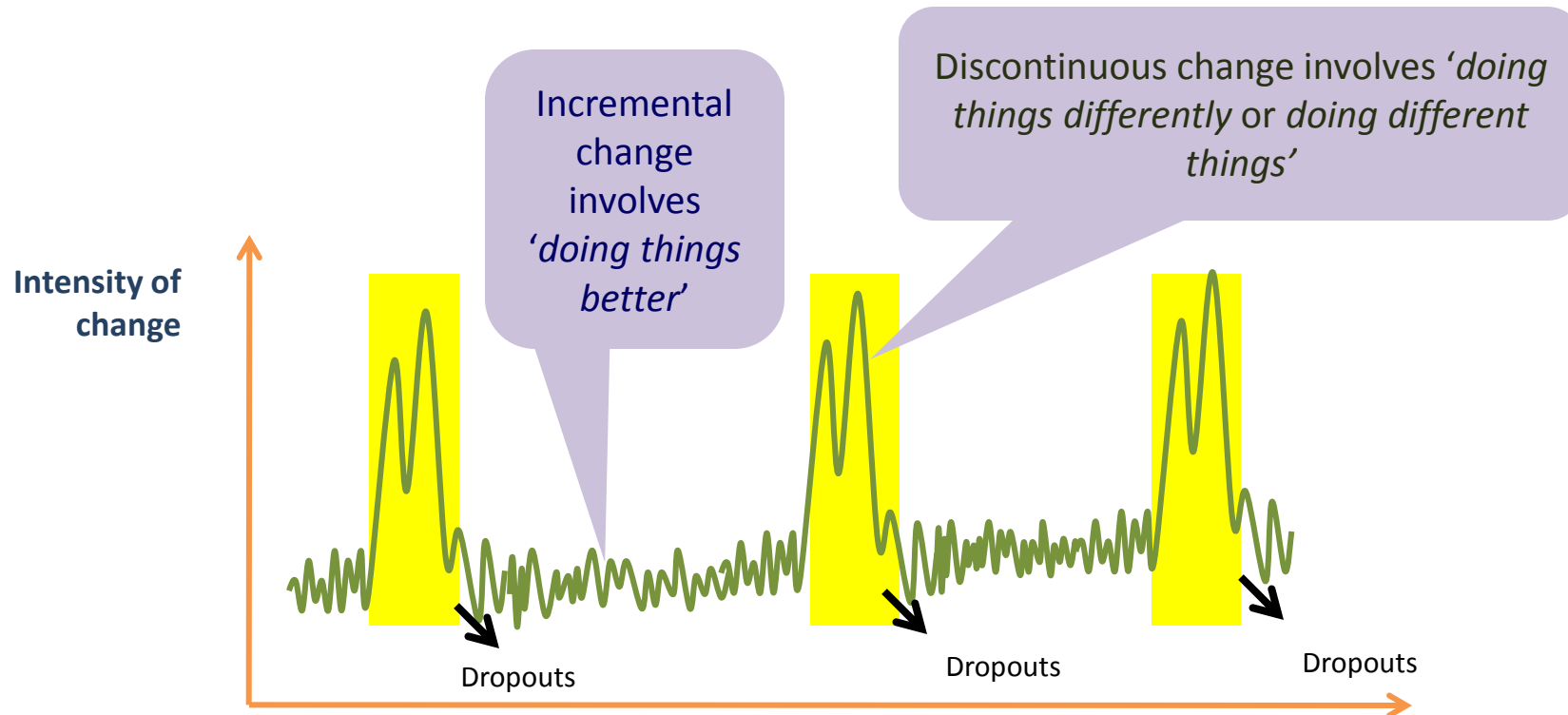
Continuous and discontinuous change can be viewed from the perspective of the intensity of change:



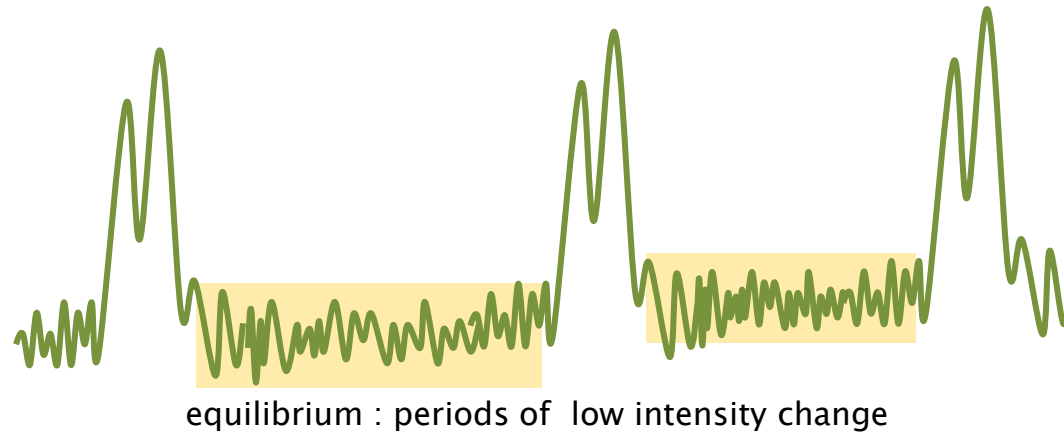
Continuous change involves a stream of low intensity changes that (according to the gradualist paradigm) can accumulate to transform the organisation.



Punctuated equilibrium involves long periods of low intensity incremental changes punctuated by short bursts of high intensity discontinuous change

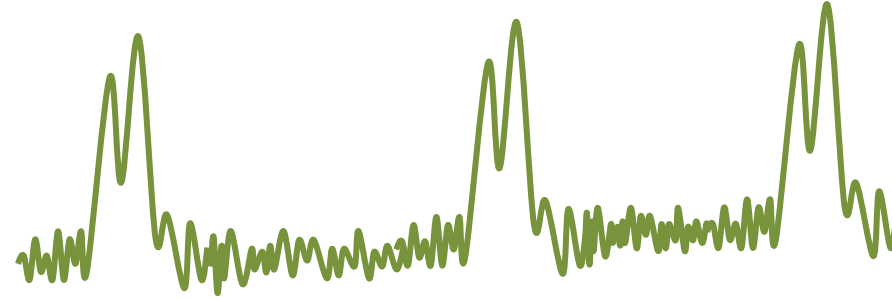


Punctuated equilibrium is the dominant pattern of change



This is the dominant pattern of change because a number of factors act to limit the degree of change that occurs in the periods of low intensity change

1. A fear of change

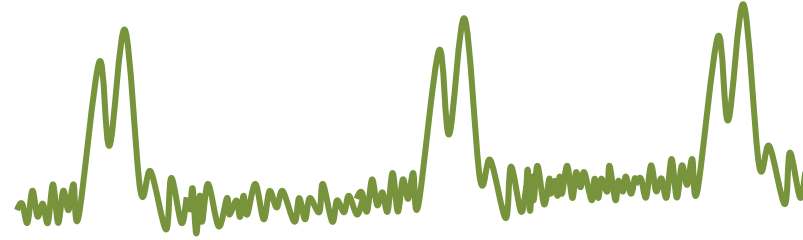


Many people are reluctant to change because:

- they prefer the status quo to an uncertain future
- they anticipate that the cost of changing might outweigh the benefits



2. Persistent 'deep structures'



Example: Strategy, leadership and culture in the NHS



Deep structures & tight and loose coupling

Deep structures are difficult to change

Football analogy

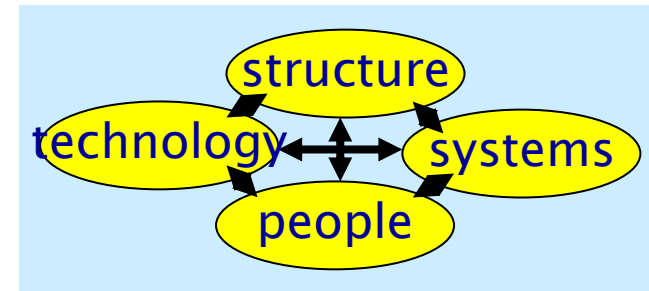
It would be difficult for one team to modify the rules. A football club is tightly coupled with the other clubs that play in the same league

Forces for inertia are strongest when a group, department or organisation is part of a network of tightly coupled mutual dependencies

3. Pressure to deliver short term results

This pressure:

- directs managers' attention towards improving internal alignment in order to increase efficiency.
- diverts their attention away from external alignment.

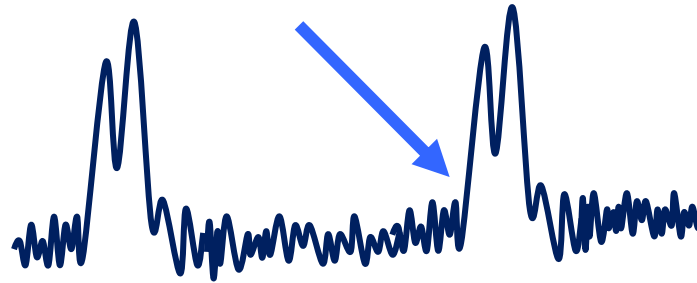


All three factors (fear of change, persistent deep structures and the pressure to deliver short term results) combine to inhibit change and promote strategic drift.

The organisation does not change fast enough or in the ways that will ensure that it remains aligned with its external environment.

The trigger for discontinuous change

Eventually this misalignment with the external environment reaches a point where major change (radical transformation) is precipitated.

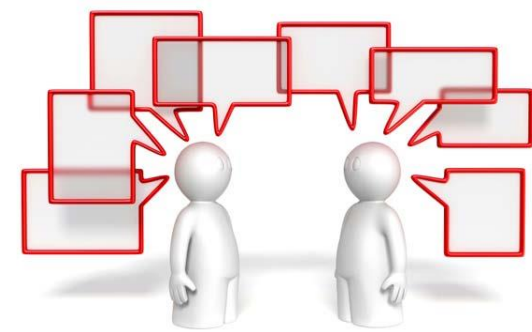


Evidence supporting the theory of punctuated equilibrium

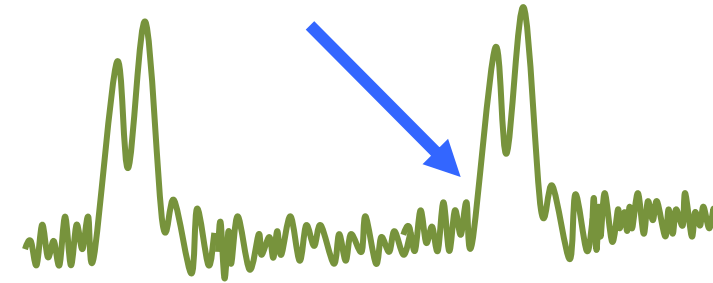
Romanelli and Tushman (1994) examined the life histories of 25 minicomputer producers and found a pattern of discontinuous, episodic change

- changes in strategy, structure and power-distribution were clustered in time - the pattern of change predicted by the punctuated equilibrium model
- changes were not spread over relatively long periods of time as predicted by the gradualist paradigm.

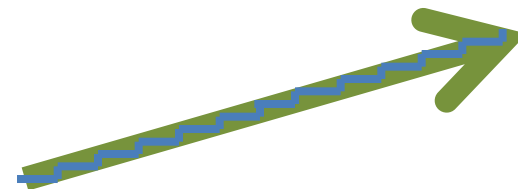




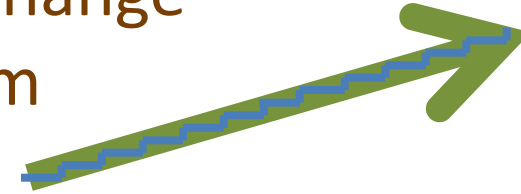
Can managers break out of this pattern of punctuated equilibrium and avoid the need to react quickly to radically transform their business?



They can, but only by making their organisations continuously adaptive over the longer term.



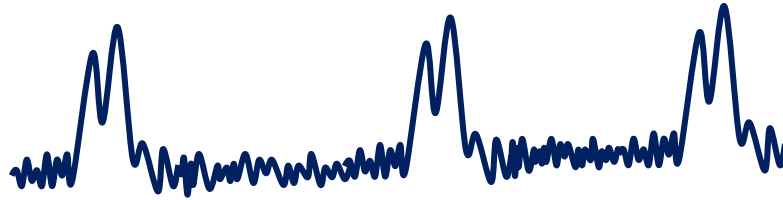
continuously adaptive organisations
experience the kind of continuous change
described by the gradualist paradigm



This requires organisations to engage in repeated patterns of:

- **Improvisation** that leads to a continuous modification of existing work practices
 - **Translation** that involves the editing and imitation of ideas as they travel through the organisation
 - **Learning** and new insights which facilitate changes in the way the organisation responds to problems and opportunities

But the evidence suggests that most organisations, if they survive long enough, will experience change as a pattern of punctuated equilibrium



There are three exceptions:

the three exceptions:

1. The small minority of “learning organisations” that do manage to continuously adapt through ongoing processes of improvisation and learning
(see Brown and Eisenhardt).

the three exceptions:

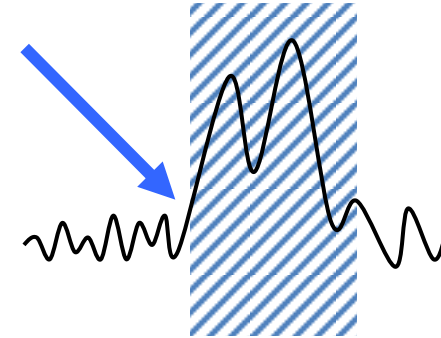
2. Companies operating in niche markets or in slow moving sectors where they have not yet encountered the kind of environmental change that requires them to transform their deep structures.

the three exceptions:

3. organisations that are able to continue functioning without transforming themselves because they have sufficient 'fat' to absorb the inefficiencies associated with misalignment.

Strategic drift

Firms cannot ignore changes in their external environment for ever. Eventually they have to adapt if they are to survive.



But some firms are slower than others to recognise the need for change or slower than others to take action. Their response is reactive rather than proactive.

Lead times and time pressures

It is more difficult to manage change when the need for change is urgent.

- There is less time for planning
- It is more difficult to involve people in the process
- There is less time to experiment and search for creative solutions

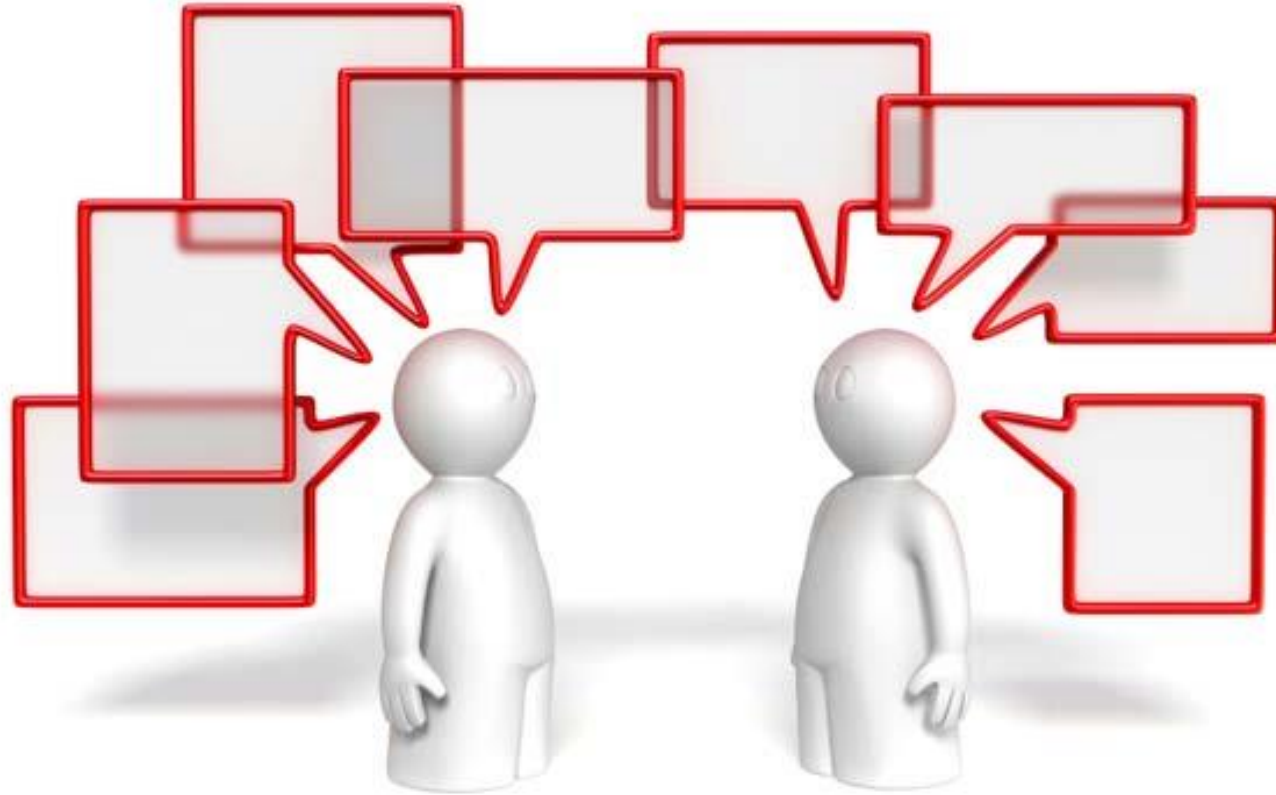
A typology of change

Combining notions of **continuous and discontinuous** change with the way an organisation responds to change (**proactive or reactive**) provides a useful typology for classifying types of change

A typology of change

	Incremental (doing things better)	Transformational/discontinuous (doing things differently or doing different things)
Proactive (Anticipatory)	1. Fine Tuning Citibank	3. Re-orientation Nestle – 1980s
Reactive	2. Adaptation Other banks reaction to Citibank's move	4. Re-creation Asda – 1990s

Implications for Typology?

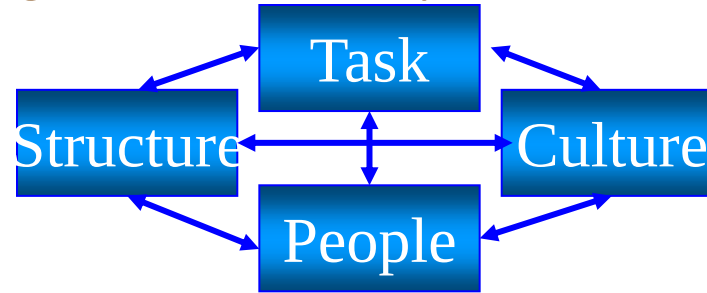


Implications of these different types of change for change management practice

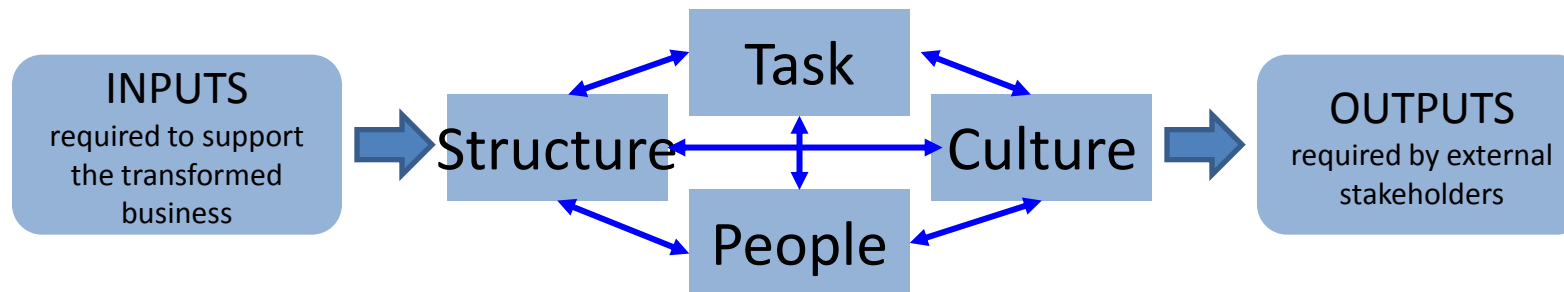
1. Focus for change effort
2. Locus for change: who will manage the process?
3. Sequence of steps in the change process
4. Role of change agent

1. Focus for change efforts

With incremental change the aim is to **improve the alignment** between existing organisational components in order to 'do things better'



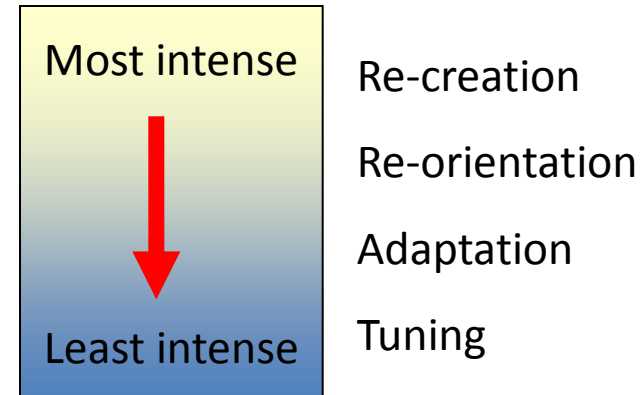
With discontinuous/transformational change the aim is to seek **a new configuration of organisational components** that are aligned to external circumstances. The outcome may be that the firm 'does things differently' or 'does different things'



2. Locus for change

The intensity of change (indicated by the stress, dislocation and trauma associate with change) affects the point in the organisation where the leadership for change is located.

Discontinuous change is more intense than incremental change, and reactive change tends to be more intense than anticipatory change



Locus for change

