

Kotter's Eight –Stage Process of Creating Major Change

SOURCE: Adapted from John Pkotter , “ Why Transformation Efforts Fail, “Harvard Business Review (March-April 1995):61.

1 ESTABLISHING A SENSE OF URGENCY

- Examining the market and competitive realities
- Identifying and discussing crises, potential crises, or major opportunities

2 CREATING THE GUIDING COALITION

- Putting together a group with enough power to lead the change
- Getting the group to work together like a team

3 DEVELOPING A VISION AND STRATEGY

- Creating a vision to help direct the change effort
- Developing strategies for achieving that vision

4 COMMUNICATING THE CHANGE VISION

- Using every vehicle possible to constantly communicate the new vision and strategies
- Having the guiding coalition role model the behaviour expected of employees

5 EMPOWERING BROAD-BASED ACTION

- Using every vehicle possible to constantly communicate the new vision and strategies
- Having the guiding coalition role model the behaviour expected of employees

6 GENERATING SHORT-TERM WINS

- Planning for visible improvements in performance, or “wins”
- Creating those wins
- Visibly recognising and rewarding people who made wins possible

7 CONSOLIDATING GAINS AND PRODUCING MORE CHANGE

- Using increased credibility to change all systems, structures and policies that don't fit together and don't fit the transformation vision
- Hiring, promoting, and developing people who can implement the change vision
- Reinvigorating the process with new projects, themes, and change agents

8 ANCHORING NEW APPROACHES IN CULTURE

- Creating better performance through customer and productivity- oriented behaviour, more and better leadership, and more effective management
- Articulating the connections between new behaviours and organisational success
- Developing means to ensure leadership development and succession

COINNS

The COINNS framework is designed to provide a structure for professional development and action planning

<p>Challenges What are my key leadership challenges? Think of one or two</p>	
<p>Opportunities What opportunities are available to me for support, development, new roles etc</p>	
<p>Ideas Brainstorm with your partner some ideas of how your challenges might be addressed, generate options, explore possibilities</p>	
<p>Needs What do I need to turn vision into reality? Who might help me? Who might stop me? Do I need resources, time, more knowledge, skills...</p>	
<p>Next Steps How do I turn this into an action plan? Be specific, think of three or four short and long terms actions, that will help support your leadership development, career planning and meet your challenges. Specifically, what, will you do as soon as you get home.....</p>	

Resilience and emotional intelligence

Complete Mind Tools resilience questionnaire

www.mindtools.com/pages/article/resilience-quiz.htm

Emotional intelligence: my strengths and development areas

	Self (personal competence)	Others (social competence)
Recognition	Self awareness	Social awareness
Regulation	Self- management	Relationship management

Leadership theories and approaches

Adapted from table in McKimm and Liefh chapter on Educational leadership, in Dent and Harden(eds) A Practical Guide for Medical Teachers 5th edition (2017)

Leadership theory	Key features	Indicative
Adaptive leadership (complex)	<i>This leader facilitates people to wrestle with the adaptive adaptive challenges for which there is no obvious solution .</i>	<i>Heifetz et al, 2009</i>
Affective leadership	<i>Involves expressed emotion, the 'dance of leadership'. Leaders rapidly assess the affective state of the other, analyse their affective state and select the appropriate affect to display in order to achieve the desired (or best achievable) outcome.</i>	<i>Denhardt & Denhardt 2006, Newman et al 2009</i>
Authentic leadership	<i>Extends from authenticity of the leader to encompass authentic relations with followers and associates. These relationships are characterized by transparency, trust, worthy, objectives and follower development.</i>	<i>Luthans & Avolio 2003</i>
Charismatic leadership	<i>Hero leader, strong role model, personal qualities important, 'leader as messiah' .</i>	<i>Maccoby 2007</i>
Narcissistic leadership	<i>Organization invests a lot in one person, often seen as rescuer, doesn't recognize human fallibility. Leader fails to distribute/share power and can lead organization to destruction.</i>	
Collaborative(shared collective) leadership	<i>Ensure all those affected are included and consulted. Work together (networks, partnerships) to identify and achieve shared goals. The more power we share, the more power we have.</i>	<i>Archer & Cameron 2013 West et al.2015</i>
Contingency theories	<i>Leadership varies according to (contingent on) the situation or context in which the leader finds him - or herself (includes situational leadership) .</i>	<i>Goleman 2000</i>
Destructive (toxic) leadership	<i>Leader's personalities make them less effective or inappropriate as leaders</i>	<i>Kaiser et al 2015 , Furnham et al 2013</i>
The Dark Triad	<i>Extreme personality traits lead to highly toxic behaviours: triad is combination of psychopathy, Machiavellianism and Narcissism</i>	
Dialogic leadership	<i>Promotes inquiry and advocacy practices in order to explore possibilities and stimulate creative thinking.</i>	<i>Isaacs 1999</i>
Distributed, dispersed leadership	<i>Informal, social process within organizations, open boundaries, leadership at all levels , is everyone's responsibility</i>	<i>Kouzes & Posner 2002</i>

Eco leadership	<i>Connectivity, interdependence and sustainability. Social responsive and accountable</i>	Western 2012
Emotional intelligence (EI)	<i>Comprises self-awareness; self-management, social awareness; social skills: can be learned.</i>	Goleman 2000
Engaging leadership	<i>Nearby leadership, based on relationship between leaders and followers. Effective style for public services.</i>	Alimo-Metcalfe & Alban-Metcalfe 2008
Expert leadership	<i>Has (1) inherent knowledge, acquired through technical expertise combined with high ability in the core-business activity (2) industry experience based on time and practice within the core-business industry(3) leadership and management capabilities</i>	Leithwood et al. 2005 , Goodall ,2012
Followership	<i>Followers are as important as (if not more than) leaders. All have different styles and behaviours that impact on leadership. A mix of followers is helpful: take care not to stereotype.</i>	Kalley, 2008 Collison 2006, Uhi-Bien et al. , 2014
Implicit leadership theories (ILTs)	<i>Beliefs and mental models about who leaders should be, what they should do are often unarticulated, culturally derived and out of conscious awareness- reinforces stereotypes , explains why some leaders struggle to 'fit'</i>	Offermann et al. 1994 Schyns and Schilling , 2011
Inclusive leadership	<i>Welcomes diversity, surfaces unconscious bias.</i>	Hollander, 2008
Leader- member – exchange (LMX) theory	<i>Every leader has a unique, individual relationship with each follower. These relationships differ in terms of the quality of the interactions based on whether the follower is part of the 'in-group' or 'out-group'.</i>	Graen & Uhi- Bien 1995 , Seibert et al 2003
Ontological leadership	<i>'Being ' a leader is central, in terms of process, actions and impact on others and self. Ontology refers to the lived reality of being a leader... being authentic, having integrity and being committed to something larger than yourself</i>	Erhard et al 2010 Souba,2012
Person-centred leadership	<i>Centred around knowing and sharing why you do what you do , encouraging others regularly and intentionally, operating from your strengths and allowing others to compensate for your weaknesses (reflects person centred care)</i>	Coghlan, 1993 Cardiff , 2014
Phenomenological leadership	<i>Similar to ontological leadership, emphasizes critical and reflective thinking about the process of being a leader through dialogue, discussion and debate Study of being , becoming and consciousness as processes separate from the world, examines the lived experiences</i>	Cunliffe ,2009
Relational leadership	<i>Emerged from human relations movement. Leaders motivate through facilitating individual growth and achievement</i>	Binney et al 2004

Servant leadership	<i>Leader serves to serve first, then aspires to lead: concept of stewardship is important</i>	<i>Greenleaf 1977</i>
situational leadership	<i>Leadership behavior needs to adapt to readiness or developmental stage of individuals or the group, e.g. directing, coaching, supporting, delegating.</i>	<i>Hersey & Blanchard 1993</i>
Spiritual leadership	<i>Paying attention to the spiritual, human needs of self and followers, Holistic approach considering body, mind, heart and spirit May refer to religious leaders but doesn't have to</i>	<i>Fry 2003 Sanders et al 2007</i>
Trait theory 'Great man' theory	<i>Based on personality traits and personal qualities, e.g. 'big five' personality factors : extraversion, agreeableness, conscientiousness, neuroticism, openness to new experience</i>	<i>Judge et al 2002, MacCoby 2007 a,b</i>
Transactional leadership	<i>Similar to management, relationships seen in terms of what the leaders can offer subordinates and vice versa. Rewards (and sanctions) contingent on performance.</i>	<i>Burns 1978</i>
Transformational leadership	<i>Leads through transforming others to reach higher order goals or vision Used widely in public services</i>	<i>Bass & Avolio 1994</i>
Value-led Moral leadership	<i>Values and morals underpin approaches and behaviours</i>	<i>Collins 2001</i>