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**EXPLORING RELATIONSHIP AWARENESS IN ORGANIZATIONAL
CHANGE USING THE STRENGTH DEPLOYMENT INVENTORY**

**A Research Project
Presented to the Faculty of
The George L. Graziadio
School of Business and Management
Pepperdine University**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Organization Development**

**by
Angie Burwell Kerr**

August 2012

This research project, completed by

ANGELA BURWELL KERR

under the guidance of the Faculty Committee and approved by its members, has been submitted to and accepted by the faculty of The George L. Graziadio School of Business and Management in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE
IN ORGANIZATION DEVELOPMENT

Date: August 2012

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Abstract

Most planned approaches to organizational change specify a set of steps intended to apply to most change efforts, without recognizing contextual factors impacting the approach or the individual changes required to achieve organizational results. The purpose of this study was to determine if increasing personal awareness of self and others through the Strength Deployment Inventory may affect planned change actions, as well as individual thinking and beliefs about change. The study contributes to a greater understanding of a relationship-centered change model. The case study was conducted in the Organizational Effectiveness department of an insurance corporation. Differences in wants and needs in times of change surfaced and were shared during a workshop, shifts in thinking and planned behavior emerged in individual postworkshop surveys, and adjustments were made by the leadership team in their planned approach to change. All results suggest the importance of individual differences and relationships in driving organizational change.

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Chapter 1

Introduction

Managing change, change management, leading change, change leadership, and change agent are buzzwords that have been part of business pop culture for the past 30 years. In April 2011, Amazon.com cited 13,599 book titles for a “change management” search. As the field grows, so evolves the language: “continuous change,” “emergent change,” “transorganizational change,” and “transformational change,” creating “transformational leaders.”

As organizations try to survive and remain competitive, they reorganize, reengineer, downsize, right size, and implement new technology. In other words, they constantly try to change (Nikolaou, Gouras, Vakola, & Bourantis, 2007). And yet with all the changes and change expertise, most change efforts fail. Seventy to 80% fail to reach their strategic change objectives (Hughes, 2011; Pellettiere, 2006) and according to a frequently cited study by McKinsey consultants, leaders considered only one third of efforts successful (Meaney & Pung, 2008).

According to Higgs and Rowland (2010), enormous energy and resources are spent in a “paradox of apparent movement without achieving the intended change goals. There are numerous initiatives where the outcome is ‘stuckness’” (p. 371). Despite the best of intent, shared goals, conversations, and initiatives, there is no real progress, only “dysfunction, patchy implementation and frustration” (Higgs & Rowland, 2010, p. 371). Organizational change efforts are costly in terms of both time and financial resources. Change does not come easily, nor does it come cheap. Organizations are searching for

ways to make change successful and to ensure a return on their investments. The success of change and the speed of change are important.

Why do change efforts fail? Study after study cite symptoms of inadequate leadership as a lack of vision or strategy, felt need/motivation, trust in leadership, communication, top management commitment, resources, or change management or project management skills (Fuda, 2009; Higgs & Rowland, 2005; Karp, 2006; Kee & Newcomer, 2008; Lyons, Swindler, & Offner, 2009; McBain, 2006). Change is difficult. Change is expensive. There has been a lot of work invested in making change and a lot of research done on change, and while consensus exists on much of what is wrong, little exists on what is right.

Change books, articles, models, formulas and even change equations abound. Change is hard. If making change were simply about knowledge, everyone would be skinny, in great shape, never drink too much, or never do what they say they will not do. As hard as it is to make individual change, change is compounded when involving a whole organization of individuals. Kegan and Lahey (2009) likened the difficulty to the body's immune system: "At the simplest level . . . immunity to change provides us a picture of how we systematically work against the very goal we genuinely want to achieve" (p. 47).

In the evolution of modern business, corporations have treated humans as machines. Management and leadership theories use mechanistic language and models and create routines and structures to reengineer, maintain, and manage people (Morgan, 2006). However, humans are not machines and do not always work the same way or follow linear processes. Humans are rational beings and emotional beings. Humans are

unpredictable. Most organizational change theories treat change as a linear process, as if people going through change act or operate predictably and linearly. Models offer standardized approaches with leadership elements for all types of change:

Current thinking about planned change is deficient in knowledge about how the stages of planned change differ across situations. Most models specify a general set of steps that are intended to be applicable to most change efforts. . . . Considerably more effort needs to be expended identifying situational factors that may require modifying the general stages of planned change. (Cummings & Worley, 2009, p. 41)

In a MSOD lecture on complex transformations, G. Mangioficio (personal communication, January 17, 2012) noted, “Context is everything,” yet these generalized models apply for all types of change and to all types of people, rather than considering specific needs of individual styles and motivations. “Research dealing with organizational change has mainly focused on organizational factors, neglecting the person-oriented issues. Could this be one of the reasons change management programmes often fail” (Nikolaou et al., 2007, p. 292)? And yet, what motivates individual change is widely accepted as individual (Armenakis & Harris, 2009; Burt, 1996; Cameron & Quinn, 2006; Chrusciel, 2008; Dolan, Garcia, & Auerbach, 2003; Higgs & Rowland, 2010; Shaw, 2002; Smollan & Sayers, 2009).

Porras and Robertson did an extensive review and critique of planned change theory. . . . In particular, they noted that the key to organizational change is change in the behavior of each member and that the information available about the causal mechanisms that produce individual change is lacking. The information necessary to guide change is only partially available and that a good deal more research and thinking are needed to fill the gaps. (Cummings & Worley, 2009, p. 41)

Little academic research has involved examining individual motivation and personality as components of individual change within the context of organization change. But the way in which change leaders lead, and the way individuals accept or reject

change, varies based on individual preferences and on the relationship between those leaders and team members. Stacey, Griffin, and Shaw interpreted Kauffman, stating, “The fundamental dynamic in [change] is interactive cooperation, having the intrinsic capacity for producing novelty and coherence” (as cited by Mangiofico, 2012).

Individual Preferences and Relationship

The field of psychology involves studying people and seeking to understand and make sense of their thoughts, emotions, and behaviors. In so doing, a significant body of work has developed in creating instruments to type or classify people based on certain aspects of personality or behavior. Perhaps the most famous and widely used is the Jungian-based Myers-Briggs Type Inventory (MBTI), typing people based on cognitive, behavioral preferences. Other instruments frequently and widely used in business include FIRO-B, DISC, Strength Deployment Inventory (SDI), Situational Leadership, Bar-On EQ, and the Thomas-Killman Conflict Mode Instrument. Each of these offers a different view, or lens, into personality and the mind. The mind is such a complex phenomenon, it is difficult even for scientists to define. Siegel (2010) told a story of his realization that mental health professionals “have pursued their fascinating investigations without defining the mind that they were attempting to study” (pp. 51-52). Each of these various instruments offers merely one viewpoint on the multifaceted human mind.

One of these instruments, the SDI, focuses on motivation and on interpersonal relationships. Elias Porter, creator of the SDI, was inspired by Erich Fromm’s work on motivation in terms of adults’ need for relatedness and the nonproductive behaviors associated with those needs evolving from Freud’s work.

Porter, in his work with Carl Rogers, came to view human nature as fundamentally positive, rather than negative, and his statement of Relationship

Awareness Theory and authorship of the Strength Deployment Inventory reflect this historical development of the theory of human motivation. (Scudder, 2008, para. 4)

The SDI differs from many other instruments by focusing on motives rather than behaviors. One SDI workshop exercise asks why people eat. The potential reasons are numerous: because of hunger, dinnertime, emotion, the food is there, to be social, and so forth. “And yet the behavioral element, the key thing which is visible, is simply eating. People could, and often do, look through their own lens and interpret behavior, rather than getting to the motivation underneath it” (Scudder, 2006, p. 26). Observations may or may not have meaning, and may not have the meaning ascribed to them, like the person eating. Only upon inquiring as to the reasons why (i.e., the motivation behind the behavior) can anyone else truly know what makes someone else choose his or her behavior. Because all individuals are motivated to choose, or change, behavior for different reasons, the SDI may offer some insight into motivating organizational change efforts that rely on individual behavior choices, and what organizational change does not?

Research Purpose and Significance

Because individuals are motivated by different needs, and value different elements in relationships with one another, people often choose to relate to and motivate others as they would like to be motivated, assuming their view of the world is similar to the way others see the world. If change leaders are spending the bulk of their time motivating in a certain style or because of their own preferences, how much of the population they are attempting to lead are they losing? How much faster, or more thoroughly, could they motivate change that sticks if they adapted their style to accommodate preferences beyond their own? The purpose of this study was to determine

if increasing personal awareness of self and others through using the SDI may affect planned change actions, as well as impacting individual thinking and beliefs about change. The study contributes to a greater understanding of a relationship-centered change model.

What is most important, perhaps, is not so much an overall formula for change, or characteristics of change leaders or even of the change recipients, but rather the intersection and interaction between the two. “Leadership always implies a relationship between leader and led, and that relationship exists within a context” (Maccoby, 2007, p. xvii). The magic lies in the relationship and the interaction. Maccoby (2007) noted leaders need to understand the personalities of the people they seek to mobilize and need intellectual tools for understanding these qualities. Maccoby (2007) called this “Personality Intelligence” (p. xviii). Self-awareness and the recognition of differences between individuals is a key component for success for leaders wishing to gain willing followers.

Most change models and literature treat change as linear, with formulas and plans to step through a process where one size fits all. Yet change is ultimately an individual choice. And organizational change is about a lot of individual choices. “Deep change at the collective level requires deep change at the personal level” (Cameron & Quinn, 2006, p. 116). And at the personal level, one size does not fit all.

Research Questions

With that in mind, what would leaders do differently if they knew the motives and values of their team members and what those individuals wanted and needed in times of change? Would their thinking and beliefs about change be different? This study seeks to

answer the following questions: What is the impact of an SDI workshop on individual thinking and beliefs about change? And what is the impact on a leadership team's planned approach to the change?

Brief Description of Process for Gathering and Analyzing Data

The research was conducted as a case study, working with the Organizational Effectiveness (OE) department of a large insurance corporation currently embarking upon a transformation. The SDI was administered to all department members, who participated in a workshop to learn more about their individual and team results and to explore and share differences in wants and needs in times of change. A survey was conducted with all individual team members to gather data to answer the first research question. To answer how the workshop impacts a leadership team's planned approach to change, pre- and postworkshop focus groups were held with the members of the leadership team.

Thesis Outline

This introduction demonstrated the need for further research taking a complexity theory-founded approach to organizational change that involves exploring individual differences and personality in change leadership, where the role of relationships is more dynamic and centric than in past models of organization development (OD) where the individual and relationships are acknowledged but not fully included. In addition, it explained the purpose of this study and described the value the study adds to the limited field of research exploring individual needs and interactions in leader-member relationships in times of change.

Chapter 2 contains a review of existing research and relevant literature on change leadership and individual preferences. Chapter 3 contains an outline of the research design specifics, such as workshop and focus group protocols, survey questionnaires, and data analysis procedures.

In the final two chapters, the research is completed and the implications explored. Chapter 4 contains a description of the findings and an analysis of the quantitative and qualitative results. Chapter 5 includes the conclusions of the study and how the use of the SDI and the related workshop impacted individual thinking and the leadership team's planned approach to the change. Recommendations, study limitations, and implications for further research are also discussed.

Chapter 2

Literature Review

The purpose of this chapter is to summarize existing literature on the subject of the following research questions: What is the impact of an SDI workshop on individual thinking and beliefs about change? And what is the impact on a leadership team's planned approach to the change? The chapter includes (a) a brief review of organizational change models; (b) an overview of change and the individual; (c) a look at change leader research; (d) a look at change recipient research; (e) an overview of relationship awareness theory and the SDI; and (f) linkages between personality theory, the SDI, and change research.

Organizational Change History

Kurt Lewin pioneered one of the earliest models of planned change in 1951, in which he presented change as involving unfreezing, moving, and refreezing. Lewin's (1951) Force Field Analysis tool showed those forces striving to maintain the status quo against those pushing for change so that a change agent could be strategic in supporting motivating forces and removing restraining forces. Since Lewin's work, change management and change leadership models have abounded, many building on Lewin's original, linear approach. For example, Bridges's (1991) transition model offers change as a time-sensitive period of endings, a neutral zone, and new beginnings, and Kotter's (1996) popular model expands the linear progression through eight key steps to drive change. Research in change has shown that many elements of change are predictable, such as resistance (Lewin, 1951; Maurer, 1996), and can be anticipated, which means people can attempt to manage change after the elements manifest themselves or even

preempt them through upfront planning and efforts, whether directed as resistance, setting a vision for a desired future and moving to it, or focusing on leader behaviors. “OD literature has directed considerable attention to managing and leading change. Much of the material is highly prescriptive, advising managers about how to plan and implement organizational change” (Cummings & Worley, 2009, p. 163). And yet, despite all the research and all the efforts, most change efforts fail.

Within the past 15 years, change theorists and researchers have begun to challenge and question the traditional models. A study by Dunphy and Stace in 1993 showed that the traditional linear OD models were not representative of how change in many contemporary organizations was actually made (as cited in Burt, 1996). And several researchers are questioning the value of “simplistic models, stating ‘there is no simple prescription on how to lead change’” (Karp, 2006, p. 9), recognizing that “a change agent can never be sure what works in one organization will be appropriate” (Armenakis & Harris, 2009, p. 131), that change is not “one size fits all” (Burt, 1996, p. 92), and that “cause and effect, linear, top-down, hierarchical, command-and-control styles of management and large-scale company-wide changes may not be able either to predict or effect real change” (McBain, 2006, p. 21).

The vast majority of existing models depict change processes as linear, but, in fact, change itself, and change initiatives, are not linear (Cummings & Worley, 2009; Karp, 2006). New models and theories are developing, focused on new sciences of complexity theory and chaos theory. McBain (2006) noted, “Complexity theory argues that change efforts fail because they often seek to impose top-down, transformational change” (p. 21). McBain continued,

The argument is that organizations are like complex systems in nature: dynamic, non-linear systems whose members can shape their present and future behavior through spontaneous self-organizing which is underpinned by a set of simple order-generating rules. The organizations, as natural systems, the key to survival is to develop rules that are capable of keeping an organization operating on the edge of chaos. (p. 21)

McBain offered the idea that simplistic models are less effective in most scenarios than more complex models, like an emergent approach. Higgs and Rowland (2005) noted,

Both qualitative and quantitative data indicated that change approaches that were based on assumptions of linearity, were unsuccessful, whereas those built on assumptions of complexity were more successful. Approaches classified as emergent change were found to be the most successful. (p. 121)

Karp (2006) added,

If leaders accept chaos and emergent principles as a way of leading, as well as the fact that order emerges out of chaos, patterns of change may be found—patterns which form the DNA of transformation in the organization. By taking a systemic as well as a whole person view of people in their organization, leaders may discover the organization-specific DNA of change leadership. (p. 18)

Organization Change and the Individual

A whole-person view of people ties closely to another critical theme of past change theories and approaches: most large-scale change approaches treat all people as being the same (Block, 2008; Burt, 1996), and yet one common belief is that change is an individual phenomenon (Nikolaou et al., 2007), the importance of the “belief that the change is beneficial to the change recipient; there is something of benefit in it for them” (Armenakis & Harris, 2009, p. 129), and “all change begins at an individual level and must be considered in terms of individual impact (HRD Press, 1995)” (Burt, 1996, p. 55). In comparison to the body of organizational change research, thus far, very few OD researchers have devoted much attention to dealing with the individual differences in change, such as willingness to change, ability to respond to change, or impact of

personality in change (Armenakis & Harris, 2009; Burt, 1996; Nikolaou et al., 2007).

Karp (2006) noted,

Human beings in organizations are not the rational actors leaders wish them to be, and they behave and react to change in a number of unpredictable ways. One single “magic” change management strategy or psychological trick will therefore not do the job with respect to difficult “people issues.” (p. 5)

Culture change leaders Schein and Cameron and Quinn agreed that the key to organizational cultural change is individual change. “Culture change, at its root, is intimately tied to individual change. Unless managers are willing to commit to personal change, the organization’s culture will remain recalcitrant” (Cameron & Quinn, 2006, p. 6).

Karp (2006) advised the only way an organization can grow is to change the way people think and act, which requires alignment with or an inner shift in values:

Each person has an internal mental model of his/her world; a dynamic model that guides his/her thinking and behavior that changes as a result of the consequences of that person’s actions and of the information exchanges. This is how organizations as a whole adapt to changes and it is why leading and controlling change is extremely difficult. (p. 5)

Bridges’s transition model, which including endings, neutral zone, and new beginnings, made a case for the importance of personal individual change. Bridges proposed organizational change as an external event, and transition as a period of internal adjustment. “Bridges suggested that when organizational efforts fail, the most common cause is the transition did not occur at an individual level” (Burt, 1996, p. 23). Burt (1996) hypothesized and results showed that “different people prefer different options in making their choices to unfreeze, move, and refreeze” (p. 25).

A few OD researchers have begun to explore more aspects of individuals and individual change related to organizational change. Within that, a few threads of study

have emerged: change leaders and their traits, skills and behaviors, change recipients, and personality type and change.

Change Leader Research

Perhaps the widest area of study on individuals in change has involved looking at characteristics of change agents and leaders. Change leaders are expected to provide vision, motivation, leadership, communication, evangelization, and commitment; facilitate processes; and empower and enable trust by those who follow (Armenakis & Harris, 2009; Chrusciel, 2008; Lyons et al., 2009; McBain, 2006; Nikolaou et al., 2007; Smollan & Sayers, 2009).

Leading change is a big job, particularly since the work change agents and leaders do is often in addition to their other day-to-day responsibilities (Armenakis & Harris, 2009; Higgs & Rowland, 2005). The most universally agreed upon important characteristic of change leaders is their credibility, which enables trust and may come from longevity, being members of the group, and other factors. Because “organizations have well-developed immune systems aimed at preserving the status-quo” (Karp, 2006, p. 10), others cite the leader’s willingness to challenge the status quo and being politically astute, optimistic, and flexible with “an ability to ‘work in the moment’, and an ability to remain in tune with the overall purpose of the change as critical” (Higgs & Rowland, 2010, p. 369; see also Chrusciel, 2008; Kegan & Lahey, 2009; Lyons et al., 2009; McBain, 2006; Nikolaou et al., 2007).

Higgs and Rowland (2010) revealed that in order to encourage and inspire change in others, the self-awareness of the leader, and the leader’s willingness to change himself or herself matters. “Leaders’ self-awareness provides a significant basis for equipping

them to develop a capability to understand the systemic challenges and avoid the traps that lead to ‘stuckness,’ or even the creation of more significant problems” (Higgs & Rowland, 2010, p. 383). And, the need for self-awareness in leaders goes even further beyond knowledge of themselves to their effect on others:

They also need to understand how, as individuals, are influenced by, and interact with these systems, to either maintain or shift the current state. To do this, the leader needs to have a good level of self-awareness in order to understand the extent to which their own behavior is contributing to either ‘stuckness’ or movement. (Higgs & Rowland, 2010, p. 371)

Finally, Higgs and Rowland found that change leaders need support, and “interventions designed to enhance individual self-awareness, such as coaching, provision of feedback, etc., could lead to an improvement in capability to lead change in a productive manner. This in turn can lead to more successful change implementation” (p. 384).

Karp (2006) highlighted the importance of individual leader change by sharing a quote by Leo Tolstoy: “Everyone thinks of changing the world, but no one thinks of changing himself” (p. 12). Karp suggested that when leaders start a new way of working, they become a role model for change.

Kegan and Lahey (2009) noted the value of having individual goals connected to the group’s goals when working with a team and cited numerous case studies where leaders and their teams jointly worked on personal goals within the professional environment, which gave the ability to self-reflect and grow. Kegan and Lahey value differences between individuals and often use the MBTI to help teams see the differences between them as individuals, which can result in interpersonal relationship challenges.

Chrusciel (2008) explored the motivation behind why an individual willingly adopts a change leadership role. What are the motivational traits that inspire them?

Chrusciel noted the desire for sentiments of approval from supervisors and organization management and the interest to reaffirm one's importance or worth in the organization are key. Chrusciel concluded,

The Strategic Change champion is neither a rising nor a superstar performer. Instead, they derive reward from the team success and believe that the change transformation is beneficial for the organization. The champion must have the personal self-drive and willingness to take action in promoting the initiative while working with others. They are recognized as being team players having a preference in seeking to increase their value and respect through group accomplishments. Perhaps the most significant trait of the strategic change champion, which may also be seen in early-adopters, is an intrinsic value provided by the change initiative. The value may be self-defined and personal, but most importantly, it is accomplished through team efforts. The intangible benefits outweighed any tangible reward. (p. 158)

Nikolaou et al. (2007) looked for appropriate personality characteristics and skills constituting a recipe for success for a person to be a change agent in an organization, because the "success of a change effort lies in the skills and dispositional motivation of individuals within an organization" (p. 306). Nikolaou et al. found "resilient employees consider themselves more ready to accept and apply change, as opposed to change-related skills which seemed to predict only task performance and not acceptance of change" (p. 291). In other words, traits matter more than skills. The team believes, "Ideally, every employee of the organization involved in the change management effort should be able to act as a change agent" (Nikolaou et al., 2007, p. 292).

Change Recipient Research

Leaders and leadership behaviors link to successful change, but what about the change recipients? Change readiness has recently become a more popular area of application and study. In conducting a study on the importance of different leadership behaviors for improving change readiness in personnel in a U.S. military organization,

Lyons et al. (2009) noted, “Results indicated that change leadership from senior executives was most predictive of individuals’ reported change readiness for military” (p. 459). This was even more important than change leadership of direct supervisors.

Armenakis and Harris (2009) described their work on change recipients as a “quest to understand the bases for individual motivation to support change efforts” (p. 128), recognizing “since changes must ultimately be implemented by change recipients, understanding their motivations to support organizational changes or not provides very practical insights into how to best lead change” (p. 128). Armenakis and Harris (2009) sought to discover what change recipients are considering when making their decision to embrace or reject a change effort. The work describes a set of five beliefs recipients need to hold: (a) discrepancy—a belief change is needed; (b) appropriateness of specific change for the situation; (c) efficacy—a belief change will be successfully implemented; (d) principal support—a belief leaders are committed to success; and (e) valence—a belief change will be beneficial to the recipient (p.129).

Armenakis and Harris (2009) noted that most organizational scholars take a leader-centric focus and they have “chosen a change-recipient, employee-centric path. The two paths are not mutually exclusive and cross each other frequently, and the questions asked and insights offered are often very similar” (p. 128).

Several researchers (Armenakis & Harris, 2009; Smollan, 2006; Smollan & Sayers, 2009; Van Dijk and Van Dick, 2009) cited the importance of emotion in reaction to change. McBain (2006) offered a good summary of the philosophy of these numerous researchers: “Subjective responses to change of individual members of the organization must also be taken into account. Unsurprisingly, people’s emotional reactions are an

important contributor to the failure or success of change attempts” (p. 22). With all the talk about emotion, Chrusciel (2006), Fuda (2009), and Smollan and Sayers (2009) have looked at emotional intelligence for a correlation to change leadership. Recognizing that change often creates conflict for those involved, the Thomas-Killman Conflict instrument has also been used (Burt, 1996).

Smollan and Sayers (2009) found importance in the congruence of recipients’ values with those of the organization, and seeing congruence resulted in a more positive response.

Change is fundamentally about feelings. Companies that want their workers to contribute with their heads and their hearts have to accept that emotions are central to the new management style. . . . The most successful change programs reveal that large organizations connect with their people most directly through values—and that values, ultimately, are about beliefs and feelings (Duck, 1993, p. 113). (Smollan & Sayers, 2009, p. 435)

Intense emotion resulted from cultural change, and “when emotions were acknowledged and treated with respect, people became more engaged with the change” (Smollan & Sayers, 2009, p. 435).

Karp (2006) devoted a section of his work to people issues, stating,

In most cases, the only way an organisation can grow organically is to change fundamentally the way people think and behave across the organisation. This will mean changing the culture, competencies, values and behaviour throughout most of the organisation. This is a most ambitious undertaking, entailing changing the minds of many people—a transformative way of changing. Successful organic growth in organisations will therefore need to combine the “inner” shift in people’s values, aspirations, mental models and behaviours with “outer” shifts in process, strategy, practices and systems. (p. 6)

Karp highlighted the suggestion, “Most social science work seems to have missed a possible blind spot in this respect—‘the source’—that is the interior dimension of the individual (Scharmer, 2004)” (p. 7). Continuing,

It is the invisible and intentional territory that is the most important in creating conditions for transformative change. What therefore counts in transformational development is not only what people in a change process do and how they do it, but also the interior condition of the individuals; the inner place from which their actions originate (Senge et al., 2004). (Karp, 2006, p. 7)

Some might argue that the “inner place” is personality. Burt (1996) focused on change recipients, with a significant slant to personality type, as measured by the MBTI. Jessup (2002) noted that the needs of individuals vary by MBTI type. Armenakis and Harris (2009) talked about personality differences of the individuals being led and about an awareness of the emotions underlying the felt need for change.

Burt (1996) looked closely at the work done by Barger and Kirby, believing and showing that MBTI personality type preferences correlate with change-related desires and behaviors:

- “MBTI types may help target messages to the kinds of information and forms of transmission which would be most appropriate given the makeup of the employee group and the reality of different individual preferences for responding to change” (Burt, 1996, p. 22), for example, “while everyone has high information needs during a time of change, there does seem to be a difference in how people like to receive information they need and how they prefer to process it” (Burt, 1996, p. 52).
- “People who perceive in different ways will obviously have differences in how they decide on, plan for, and undergo change” (Burt, 1996, p. 53). This would include preferences for gathering information, involvement, and making decisions about organizational change.

- “Because the majority of organizational leaders are the SJ type, concerns important to other types are often overlooked, making change more difficult than necessary” (p. 55).

Burt (1996) discussed various activities and approaches that would correlate to type, concluding,

Data suggest that if individual preferences are considered in how change is addressed, then employees might be more responsive and productive and the organization could gain greater buy-in and shorten the transition time to make new processes and structures effective. (p. 103)

Relationship Focus

What about the interaction between change leaders and change recipients?

Armenkais and Harris (2009) mentioned, “The two paths are not mutually exclusive and cross each other frequently” (p. 128), alluding to the relationship. Within change work, noteworthy references to the relationship are made in discussing leader’s need for self-awareness. As to their impact on others (Higgs & Rowland, 2010), the connection offered via shared values (Smollan & Sayers, 2009), the trust required to overcome resistance (Maurer, 1996), and the use of the MBTI to see differences in individual styles that can result in relationship challenges (Burt, 1996; Kegan & Lahey, 2009). Models exist that explicitly rely on the leader–follower relationship, such as Blanchard and Hersey’s situational leadership, Maccoby’s strategic intelligence, and Graen’s leader–member exchange theory, but all are general leadership models as opposed to change-specific.

Maccoby’s (2007) strategic intelligence model specifically highlights the relationship within leadership, emphasizing “leaders are most effective when they and their followers become collaborators who share a common purpose” (p. xvii). Maccoby’s

theory specifically emphasizes personality, beyond the adaptation of style emphasized in the original situational leadership model, and Maccoby noted, “There are limits to behavioral plasticity, and when a leader is stressed, personality prevails. A CEO put it neatly when I asked his view of situational leadership: ‘Most of my interactions are taking place in chaos’” (p. 35). Maccoby and Scudder (2011) also specifically discussed conflict, advising “Leaders who manage conflict well tend to build trust and encourage future openness” (p. 9).

In change, “human interaction is the center of organizing behavior” (Mangiofico, 2012), and emergent change results from that organizing: self-organization will stem from a shared set of values (Dolan et al., 2003). Change happens in relationships (Daneke, 1997; Dolan et al., 2003; Griffin, Shaw, & Stacey, 1999; Keene, 2000; Shaw, 2002). What is most important, perhaps, is not so much characteristics of change leaders or even of the change recipients, but rather the intersection and interaction between the two. The magic lies in the relationship and the interaction. Self-awareness and the recognition of differences between individuals is a key component for success (Maccoby, 2007).

Humans connect because of relationships: shared values, motivations, and mutual respect of differences. And yet, there are competing values at play, contingent upon one’s underlying assumptions, and likely invisible until made visible.

Why is it so difficult to lead change in complex organizations? One word: people. In complex organizations and environment we recognize that interactive non-linear processes and relationship are difficult to define and defy meta-narrative understanding, since each of us potentially sees something different when we see organization. (Clegg & Hardy, as cited in Mangiofico, 2012)

Intense emotion results from cultural change, and “when emotions were acknowledged and treated with respect, people became more engaged with the change” (Smollan & Sayers, 2009, p. 435). Shaw (2002) advocated that people who get curious together work together to answer the questions and create the new reality through conversation. Organizations are complex networks of relationships (Griffin et al., 1999), and “the quality of those relationships will determine the quality of our reality” (Keene, 2000, p. 16). Highlighting differences between individuals as keys to success when they are encouraged and embraced, Keene (2000) noted,

Skills needed in the nurturing and building of relationships includes the ability to listen, communicate, and participate in dialogue which allows groups to surface their assumptions about each other and their notion of reality as opposed to that of others. (p. 17)

Formal academic research emphasizing a relational element in a context of change is limited too. Van Dam, Oreg, and Schyns (2008) correlated leader–member exchange theory with resistance to organizational change, and concluded “organizational changes stand a better chance of gaining employee acceptance in work situations that are characterized by close and supportive relationships between leaders and subordinates, and a climate that fosters continuous change and development” (p. 330).

Leading chaotic change by paying attention to relationships is an area of emphasis in Karp and Helgø’s (2008) work, where the authors suggest the solution is to “influence the patterns of human interaction. Change management in public services has to be centered on people, identity and relationships” (p. 94). Karp and Helgø emphasized involvement using dialogue as an approach to make meaning together and the importance of stories and symbols in driving change. Woodward and Hendry (2004) also referenced

the need for change leaders to identify what their teams need and renegotiate relationships to achieve effective change.

Relationship Awareness Theory and the SDI

Elias Porter developed relationship awareness theory in the early 1970s, having been influenced by Kurt Lewin's work on human behavior and motivation, Erich Fromm's work on the human need for relatedness and on nonproductive behaviors, and through his collaboration with Carl Rogers focused on human nature as being fundamentally positive and the value of a heuristic approach. Porter believed "the more personality theory can be for a person rather than about that person, the better it will serve that person" (Scudder, 2008, para. 12).

Porter and Rollins (1996) rejected the idea that behavior traits are conditioned responses or reinforced behaviors, and that they are necessarily based on past behavior, saying the view is "limited in its accuracy. It ignores, to some degree, free will and situational differences. People do act differently from time to time" (p. 15). Porter introduced relationship awareness theory as being like many psychological theories, ascribing to the human need for interactions and relationships with others to give the world meaning, with behavior being a manifestation of the desire for connectedness.

Relationship Awareness Theory is a Motivational Theory, which addresses the motives behind everyday behavior when we are relating to others. Like Freudian theory, Relationship Awareness assumes that there is meaning behind all behavior. By shifting our focus from only looking at the behavior to looking at the motive behind the behavior, we can gain a clearer understanding of others and ourselves. (Porter & Rollins, 1996, p. 13)

These motives are linked to individual values and are described in his theory as motivational value systems (MVSs) and based off Erich Fromm's 1947 hypothesis.

Porter and Rollins explained,

We look at behavior the following way:

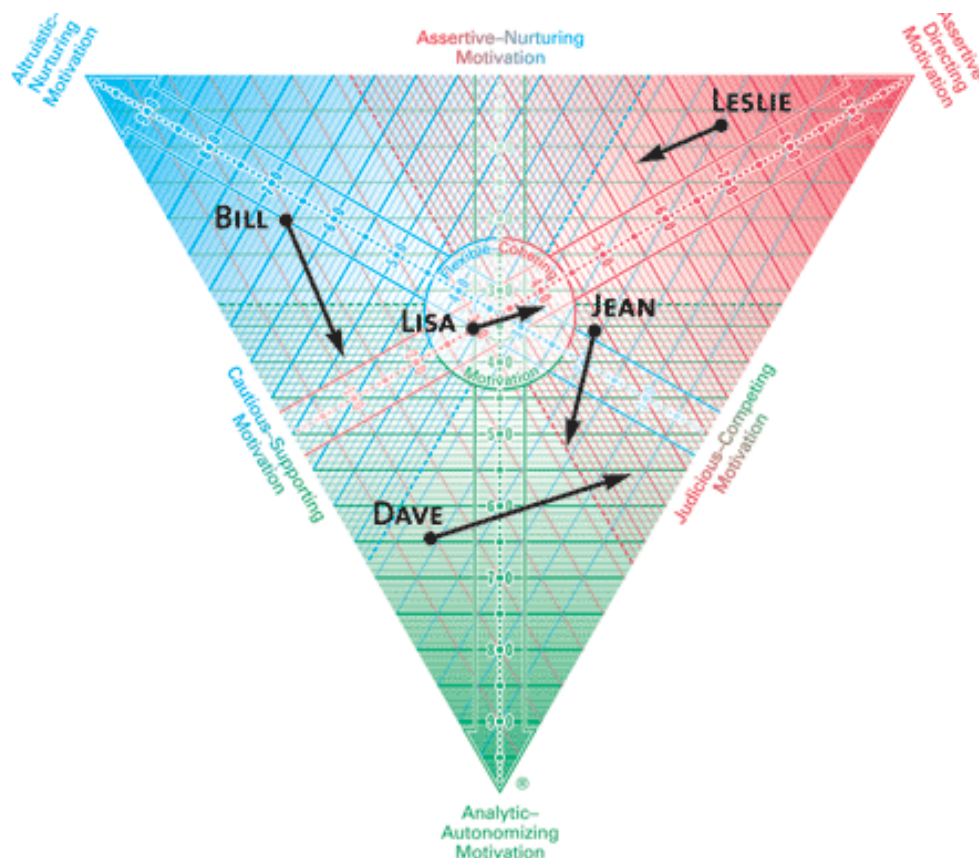
1. Behaviors are tools used to get some results or confirm our feelings of self worth.
2. Motives come from our wish to feel a strong sense of self-worth or self-value.
3. Our individual MVS is consistent throughout our life and underpins our behaviors...

Traditional writing about motivations describes motives as something that can be inspired in others. In Relationship Awareness Theory, motives are thought of as already present in every person and readily available to be tapped. . . . In Relationship Awareness theory, we look at motives as a basic antecedent of behavior. In other words, motives in this theory are the “why” of what we do. People are born with a predisposition for a particular motive set . . . the Motivational Value System is seen as unchanging over the course of a lifetime. (pp. 13-14)

The assessment used to determine MVSs is the SDI, which identifies seven general themes or clusters of motives or styles of relating to others. Certain behaviors are associated with each cluster, but not unique to it. Every individual has some quantity of each of the personal strengths in his or her makeup, but the degree varies, and thus the frequency of occurrence.

For example, one of the clusters has to do with a desire to be altruistic and nurturing. People who are motivated by this desire tend to exhibit behaviors that are seen by others as being helpful. Helpful behavior, though, can be exhibited by people who have other motive clusters. The difference is one of frequency. People who are motivated by a desire to be altruistic and nurturing are likely to behave more frequently in ways that are helpful to others than people who have other motive clusters. There is also more consistency over time in exhibiting helpful behaviors by those who are motivated by a desire to be altruistic and nurturing. (Porter & Rollins, 1996, p. 14)

The assessment is ipsative, recognizing that everyone is a blend, and results are represented via plotting on a triangle, as shown in Figure 1, and in more detail in Appendix A. The seven MVS styles and their associated color codes, by which they are referred to throughout the remainder of this thesis, as explained by the SDI, are as follows:



Note. From *SDI: Empowering People in Their Relationships*, by Personal Strengths, 2012, retrieved from <http://www.personalstrengths.us/index.php/en/sdi/about-sdi-an-overview>. Reprinted with permission.

Figure 1

Strength Deployment Inventory Triangle Illustration

1. Altruistic-Nurturing (Blue) – Concern for the protection, growth and welfare of others.
2. Assertive-Directing (Red) – Concern for task accomplishment. Concern for organization of people, time, money and any other resources to achieve desired results.
3. Analytic-Automizing (Green) – Concern for assurance that things have been properly thought out. Concern for meaningful order being established and maintained.
4. Flexible-Cohering (Hub) – Concern for flexibility. Concern for the welfare of the group. Concern for the members of the group and belonging in the group.
5. Assertive-Nurturing (Red-Blue) – Concern for the protection, growth, and welfare of others through task accomplishment and leadership.

6. Judicious-Competing (Red-Green) – Concern for intelligent assertiveness, justice, leadership, order and fairness in competition.
7. Cautious-Supporting (Blue-Green) – Concern for affirming and developing self-sufficiency in self and others. Concern for thoughtful helpfulness with regard for justice. (Porter, 1973, p. 7)

Relationship awareness theory has four guiding principles:

1. Motivation drives behavior. This has already been discussed in detail above, and is manifested in the triangle by the dot.
2. Motivation changes in conflict. “There are two distinguishably different conditions in stimulus that affect patterns of behavior” (Porter & Rollins, 1996, p. 10): when things are going well, and the efforts to preserve and restore areas of core value, which occurs when someone feels they are faced with conflict. “Conflict results in a defensive deployment of strengths” (Porter & Rollins, 1996, p. 23). This difference is manifested in the triangle with the tip of the arrowhead.
3. Personal weaknesses are simply overdone strengths. These can be overdone in terms of frequency, duration, intensity, or context.
4. Personal filters influence perception, which means a person’s view is impacted by their MVS, or what they value, and people tend to see what they look for.

The second premise, that motivation changes in conflict, is also gathered in the instrument and reflected on the triangle via the arrowheads. The MVS is the dot, the first stage of conflict is reflected with the arrowhead, and the conflict sequence reflected by the placement of the arrowhead on the triangle. Thirteen different conflict sequences exist and appear in Appendix A.

Conflict “occurs when a person is faced with a situation that threatens their sense of self-worth or value” (Porter & Rollins, 1996, p. 23), rather than being simple

opposition or disagreement. Conflict is “that feeling that occurs when another person or set of circumstances becomes an obstacle that inhibits your ability to live out your MVS” (Scudder, Patterson, & Mitchell, 2012, p. 209). According to Scudder et al. (2012), “When we’re trying to do the ‘right thing’ to maintain our self-worth, conflict can happen when our ‘right thing’ appears to be the ‘wrong thing’ to another person” (p. 208).

When in conflict, individuals are unable to call upon their full self and blend, which makes up the MVS. Instead, one takes precedence at each stage of conflict. Blue can be seen as accommodating, Green as analyzing, and Red as asserting. And, as conflict progresses without resolution, where the individual in conflict focuses his or her attention changes. Stage 1, which includes a focus on the self, the problem, and the other person, has one dominant color. In Stage 2, which includes a focus narrowed to self and the problem, the other person has dropped from attention and another color emerges as primary. Finally, at Stage 3, the focus is only on self and on the remaining color. Porter and Rollins (1996) called Stage 3 “the last stand” or “an all or nothing situation. The third stage is experienced as being so distressing and painful that great efforts are made to avoid it” (p. 25). An example of a conflict sequence would be as follows:

Blue-Green-Red would be expected to meet conflict first with efforts to maintain harmony and goodwill. If these do not succeed, the individual could be expected next to try to withdraw and avoid further intrusion by the opposition and logically understand what is occurring. If this does not succeed, the individual could be expected finally to turn to self-assertion in the form of fighting for their rights, but fighting would be a last recourse. Throughout the entire process of conflict, the individual is constantly trying to reestablish a higher level of relating with the ultimate goal being a non-conflict state where one’s MVS is operating. (Porter & Rollins, 1996, p. 25)

More on the stages of conflict sequence appears in Appendix A.

Linkages Between Personality Type, Relationship Awareness Theory, the SDI, and Change Research

Although researchers in the field of psychology have been studying human type and behavior for years, a small research segment in OD is the impact of personality style and preference within the change arena. Of the work done linking change to personality, most has focused on Jungian theories, such as the MBTI in Burt's (1996) dissertation, Jessup's article (2002), and Barger & Kirby's (1995) book. Kegan and Lahey (2009) and Schein (2010) also mentioned the MBTI. The prevalence of the MBTI is not surprising due to its seniority and stature in the field of psychological instruments.

Little has yet been done to connect relationship awareness theory or the SDI to change. Compared to an instrument like the MBTI, the SDI is in its infancy. Facilitators have used the SDI in workshops to help teams discuss wants and needs during change, and various conference presenters over the years have shared where and how they use the SDI in change, but there has been no formally published research on the SDI and change.

Summary

The review of the literature indicated the following:

- Communication and tailored leadership make a difference. One size does not fit all.
- Most theories are general rather than specific to individual styles and motivations, and yet individualism matters.
- Most theories present change as linear, although newer theories born from chaos and complexity theories suggest change is not linear. Complexity approaches seem to be more effective in leading complex change. One distinctive attribute of the newer

theories is that these are inclusive in terms of how change recipients are involved in the change.

- Self-awareness, along with an awareness of other types, motivations, and preferences, will help the change leader lead.
- Change is emotional and requires attention to both hearts and minds of recipients.
- Personality traits, as measured by the MBTI do predict what change recipients desire during times of change.

The emerging field of OD research is new and fragmented, with a small group looking to make the right links between individual preferences for change and the overall organizational change, and common themes have already emerged.

Adaptability, or flexing a style or approach to make that relationship connection, may be a key to success. Relationship awareness theory advises that behavior is a choice, and anyone can choose to borrow behaviors from other MVS groups to help achieve their desired objectives. As humans, people connect because of relationships: shared values, motivations, and mutual respect of differences. And that feeling of being connected, whether to the leader or to the core mission of the change, helps to motivate first steps to change. Perhaps knowing one's own SDI profile and the profile of others allows them to surface and work with individual and collective limiting assumptions, thus breaking out of the individual immunity and allowing the organization to do the same.

Higgs and Rowland's (2010) work, along with others, showed that change leaders need to be self-aware regarding the impact on themselves and the impact they can have on others. Relationship awareness theory and the SDI aim to offer just that, even providing a language of overdone strengths, something that is referenced as impacting

change efforts when leaders “over- or under-do certain things which impact individuals and the organizations” (Higgs & Rowland, 2010, p. 377).

Burt (1996) found that what individuals want and need in change varies and that variance correlates to MBTI type. This research aims to build on the emerging field of individual differences in change and to further the theories suggesting that flexing change leadership behavior will have a positive impact on the speed of individual, and thus organizational, change.

Chapter 3

Methodology

The purpose of this study was to determine if increasing personal awareness of self and others through use of the SDI may affect planned change actions, as well as impacting individual thinking and beliefs about change. The study contributes to a greater understanding of a relationship-centered change model. The research questions were as follows: What is the impact of an SDI workshop on individual thinking and beliefs about change? And what is the impact on a leadership team's planned approach to the change? The research was conducted in the OE department of a large insurance corporation, which consisted of 20 team members, including a leadership team of six.

This particular OE department had experienced significant change within the 18 months prior to the study. The OE department moved from residing within and serving information-technology-driven organizational change to residing with human resources and serving all types of change, thus scope of services, type of clients, and volume of stakeholders expanded. Almost 75% of the department was new within the last 18 months, the department lost the previous leader and promoted a new one, and new leadership team members were promoted and hired. The focus of the department through the transitional period was internal client service, after which the leadership team sought to reinvent the department by redefining its “purposes and outcomes as an organization—where and how we want to play,” as stated by the department head. This redefinition is likely to create other changes in terms of what the work itself includes and how the team performs client service and is likely to require additional team capabilities and tools.

And all of this is happening within the context of company-wide changes to foster growth. The leadership team is in the early stages of defining the new purposes and outcomes and has been conducting full department meetings to codevelop the purpose and outcomes statement.

This chapter includes a description of the study design, sample, data collection, instrumentation, and data analysis. Limitations of the research approach are also discussed.

Research Design

This action research case study consisted of a phased approach involving administering the SDI to individuals, participating in a workshop, pre- and postworkshop focus groups with the leadership team, and postworkshop individual participant surveys. Data were gathered from two distinct participant samples to answer the two research questions: the first was the entire OE department and the second was strictly the leadership team. Pepperdine University's Institutional Review Board approved the researcher's research design, and all training required by the Institutional Review Board was completed prior to conducting field research.

Data Collection Phase 1: Instrumentation

All team members were invited to participate by completing the SDI and joining the workshop. All 20 completed the SDI, which was administered using the Online Administration system. The instrument is a reliable, valid instrument developed by Elias Porter and owned by Personal Strengths Publishing, based in Carlsbad, California. The scale is ipsative, with 10 questions for "when things are going well" and 10 for "when experiencing conflict." Numerical scores are available across six dimensions, but are

typically categorized into seven different motivational value systems and 13 different conflict sequences. The assessment is ipsative, recognizing that everyone is a blend, and results are represented via plotting on a triangle, as shown below. Individual results were printed and shared with individual team members, along with interpretive guides, and group results were plotted on a group report and displayed as a wall chart during the workshop. See Appendix A for a summary of key elements of the SDI.

Data Collection Phase 2: Leadership Team Preworkshop Focus Group

The second research question asks what the impact of doing an SDI workshop is on a leadership team's planned approach to change. To begin, an understanding of what the team had planned prior to the workshop was necessary. A 1-hour focus group was held with all six members of the leadership team to learn more about the change, what had been done thus far with the team, and what the next steps and future plans would be. The focus group was semistructured, with the researcher working from a prepared list of questions, but selecting and asking them based on the flow of the discussion. See Appendix B for the questions. Handwritten notes were taken, and the session was audio recorded and transcribed for analysis. No SDI results were shared or interpreted prior to the workshop or focus group.

Data Collection Phase 3: SDI Workshop

All team members were invited to participate by completing the SDI and joining the workshop. All 20 completed the SDI, and only one was unable to participate in the workshop, held March 6, 2012. The workshop was a 4-hour interactive session in which participants moved around the room based on SDI results, discussing questions and flip charting and sharing responses with team members in other groups to uncover the

similarities and differences between groups. The session was designed to both help the team members understand their own and others' MVS and conflict sequences, as well as to gather and share data about wants and needs in times of change. The leadership team participated in the same capacity as other team members, joining the discussions and sharing results. No distinction was made between leaders and team members in any activities during the session. Flipcharts were gathered after the workshop and retained for the leadership team or other team members to reference in the future, as desired. See workshop agenda in Appendix C.

Data Collection Phase 4: Postsurvey to All OE Team Members

To answer the first research question, What impact will an SDI workshop have on individual team members' thinking and beliefs about change and change management, a brief qualitative survey was administered the weeks following the workshop. The survey gathered demographic information on team members, as well as their learning about themselves as individuals, their team, shifts in thinking about change, planned behavior changes, and views on the leadership team's ability to guide them through the change process. Respondents were offered confidentiality of their individual responses, with only the researcher knowing who the respondents were. In addition, they had the opportunity to add anything else they wanted to share with the researcher and asked for willingness to follow up if any questions arose from their response. No further follow-up was done. The survey was administered via e-mail, and 18 of the 19 workshop participants responded within 3 weeks of the session in varying degrees of detail.

All leadership team members completed the same individual survey, and several of them wrote about their reflections on their planned approach to the changes within their individual responses. See survey in Appendix D.

Data Collection Phase 5: Leadership Team Postworkshop Focus Group

In order to determine the impact of the SDI workshop on the leadership team's planned approach to change, a 1-hour focus group was held with four of the six members of the leadership team immediately following the workshop. The other two attempted to dial in, but a connection could not be established. The focus group was semistructured, with the researcher working from a prepared list of questions, but selecting and asking them based on the flow of the discussion. See Appendix E for the questions.

Handwritten notes were taken, and the session was audio recorded and transcribed for analysis. One e-mail was exchanged with the department leader 2 months after the workshop asking for any updates on progress and impact.

Data Analysis Procedures

Once responses from the research participants were gathered, the qualitative data from the surveys were analyzed and summarized. Responses to questions were categorized for similarities, and differences among respondents were also noted. The SDI type and quantitative demographic data, such as years of service, were matched with responses to look for patterns among answers by MVS type to explore whether any meaning could be attributed to or within the patterns of response. For example, would a response of "no learnings about myself in times of change" align with a response of "no new thinking or beliefs about change," and would this relate to a specific MVS type or color? The SDI scale is ipsative, offering participants a choice to allocate 10 points

between three statements for each question. The sum of these offers a total numerical rating for each color. These numerical ratings were used to conduct analysis of variance (ANOVA) tests for significance of response to self-scoring of MVS values. Leadership team focus group data were transcribed and then summarized to gather detailed themes on any changes to their approach for defining and implementing change, specifically looking for changes to be made because of learning from the SDI workshop.

Limitations of Study

The most significant study limitation was the duration of the workshop, which was only 4 hours. The ideal length would have been 6 to 8 hours. The compressed time was the choice of the leadership team, recognizing the limitation imposed but acknowledging their current situation. The impact was that the session was rushed to fit all design elements within the compressed time. Three participants noted a desire for a longer session in their individual survey responses, and some responses reflected confusion regarding the connection between conflict and change, which may have been alleviated with more time in the session. Finally, as with any case study, the results are limited in that they are representative of only one group within one organization and are therefore not generalizable without further research.

Summary

This chapter included an outline of the research design, population, data collection, instrumentation, and data analysis to determine the impact of an SDI workshop on a planned approach to change and individual beliefs about change. Chapter 4 will detail the data gathered as well as the overall research results.

Chapter 4

Findings

The purpose of this study was to determine if increasing personal awareness of self and others through use of the SDI may affect planned change actions, as well as impact individual thinking and beliefs about change. The study contributes to a greater understanding of a relationship-centered change model. The research was conducted in the OE department of a large insurance corporation in the early stages of a planned change. This chapter contains a description of the findings.

Workshop Results of Similarities and Differences in Change

All 20 team members completed the online SDI, and team results are displayed in Table 1 and Appendix F, indicating a strong tendency for higher Blue scores within this OE team, as shown via the group plot on the triangle. In addition, the group shares higher scores in the Blue and Green, first and second stage, conflict sequences, with no expressed preference for Stage 1 Red, again visible based on the location of the arrowheads on the group plot on the triangle.

Table 1

Summary of OE Department MVS Scores

SDI Motivational Value System (MVS) and Associated Color	Entire Team Count	Leadership Team Count
Blue – Altruistic Nurturing MVS	7	3
Red-Blue – Assertive-Nurturing MVS	5	0
Red-Green – Judicious-Competing MVS	2	1
Blue-Green – Cautious-Supporting MVS	3	1
Hub – Flexible-Cohering MVS	2	1
Total participants	19	6

Corporate tenure of the group ranged from 2 months to 24 years, with a mean of 5.5 years and median of 2.33 years, and departmental tenure ranged from 2 months to 13 years, with a mean of 3.4 years and median of 2.17 years. Team members were categorized by various internal clients they serve: Claims, Human Resources, Law & Regulation, and Protection, which reflected their typical work groups and reporting relationships. Six group members were male and the remaining 14 were female. None of the above demographics significantly correlated with any other study results.

Nineteen team members participated in the workshop, including the six members of the leadership team. See Leadership Team SDI results displayed in Table 1 and in Appendix G. In addition to allowing the participants to experience the living triangle to learn more about their own MVS and that of others, specific questions were asked about their wants and needs in times of change to see what similarities and differences arose based on MVS type. Participants recorded their responses on flipcharts and shared with the rest of the group. Table 2 shows points of similarity for all groups with respect to what was most important.

Table 2

Most Important Factors During Change by MVS

During Times of Change, The Most Important Things (For Us + For an Organization) Are	Blue	Red-Blue	Red-Green	Blue-Green	Hub
Vision for change	X	X	X		X
Why – reasons for change	X	X	X		
Impact on people	X	X		X	
What is different and the scope of the difference	X			X	
Time and space to process	X		X		
Path/ roadmap to get there		X	X		

Note. X = this MVS group included this response on their flipchart during the workshop when asked what was most important in times of change.

While the group shared views on what was important, either for them or through awareness of the needs of others, there were also a number of differences by MVS.

Differences by MVS are most simply illustrated by comparing the two most opposite groups within the session: the Blue and the Red-Green MVSSs, highlighted in Table 3.

Table 3

Comparison of Change-Related Workshop Responses Between Blue and Red-Green MVSSs

	Blue MVS	Red-Green MVS
During times of change, the most important things for us...	<ul style="list-style-type: none"> ▪ Talking about how I feel ▪ Time and space to process change ▪ Know that the “people side” was considered ▪ Have some clarity around why the change 	<ul style="list-style-type: none"> ▪ Vision ▪ Big picture ▪ The why behind the change/ thought process for change ▪ Visible signs of commitment – by seeing this we believe the change is really going to happen
For an organization/ the OE... ^a	<ul style="list-style-type: none"> ▪ Time and space to process ▪ Clarity around why change ▪ Understanding everyone’s needs ▪ Make sure needs have been addressed ▪ Understanding what is different and what that will look like 	<ul style="list-style-type: none"> ▪ Space to talk about things ▪ Personal connection ▪ Roadmap – clarity where we’re going and how get there ▪ Support – not just talk about change but other support
We positively influence others by....	<ul style="list-style-type: none"> ▪ Making it safe to share feelings ▪ Giving voice to needs not being expressed from the group ▪ Focus on the people side of change 	<ul style="list-style-type: none"> ▪ Creating/ ensuring plan ▪ Surfacing the “why” ▪ Creating direction ▪ Provide logic, steps, path
We feel most motivated (moved to action) and secure when...	<ul style="list-style-type: none"> ▪ When supported, feel safe, ▪ There is a clear direction/ vision ▪ There is an inspiring leader driving the change – charisma, puts direction out there, but able to be vulnerable as well – doesn’t have to always have answers ▪ Clear individual expectations – where we’re headed with that inspired leader at the helm 	<ul style="list-style-type: none"> ▪ Positive change – moving direction that looks & feels good / vision exists ▪ Confidence in person leading the change ▪ The “why” makes sense to use – rational, logical ▪ Ask for my say/ opinion throughout the process ▪ We’re not drinking the Kool-Aid

^a During the workshop, the Red-Greens reported “looking at each of the other MVS colors and flipcharts to determine what to put here.” The Blues said they only thought about what they wanted, illustrating another difference in type.

Responses from the Blue-blend MVS types reflected some similarities to both the Blue MVSs' emphasis on people: "understand how it effects people" (Red-Blue) and "who is most impacted and how big of a change for those people" (Blue-Green). The Blue-Greens stated they feel most secure when "we have a deep understanding of the details, so we can see an opportunity to help others," reflecting the Green and Blue motives in interactions. The Hub MVS focused responses on "staying grounded and calm" within what can be chaos, along with "ensuring all have a voice" and "maintaining direction, managing distractions." See comparison of workshop responses in Table 4.

Table 4

Comparison of Change-Related Workshop Responses Between Other MVS Types

	Hub MVS	Red-Blue MVS	Blue-Green MVS
During times of change, the most important things for us...	<ul style="list-style-type: none"> ▪ Determine what needs a reaction vs. staying calm/ anchored in the "swirl" 	<ul style="list-style-type: none"> ▪ Understand the "why" of change ▪ Have personal connections ▪ How it effects people ▪ Believe in the change 	<ul style="list-style-type: none"> ▪ Know what is different and how different it is
For an organization/ the OE...	<ul style="list-style-type: none"> ▪ Maintain direction ▪ Manage distractions 	<ul style="list-style-type: none"> ▪ Understand why we can leverage strengths ▪ Right people "on the bus" ▪ Connect to our vision ▪ Discussion 	<ul style="list-style-type: none"> ▪ Who is impacted ▪ How big a change for them ▪ Individual needs
We positively influence others by...	<ul style="list-style-type: none"> ▪ Modeling groundedness and calmness 	<ul style="list-style-type: none"> ▪ Role model ▪ Create enthusiasm ▪ Connect WIIFY ▪ Open lens to other perspectives ▪ Motivation ▪ Empathetic & inclusive 	<ul style="list-style-type: none"> ▪ Highlight path to new state with empathy
We feel most motivated (moved to action) and secure when...	<ul style="list-style-type: none"> ▪ Being able to have a voice/ being heard ▪ Hearing others' perspectives 	<ul style="list-style-type: none"> ▪ We are influencing ▪ Connect the dots ▪ When nothing important is missing 	<ul style="list-style-type: none"> ▪ Details of the change/ deep understanding ▪ See opportunity to help others (how)

Similarly, the study looked at what would "trigger conflict for me in change" and again, results reflected points of similarity for all groups, summarized in Table 5.

Table 5

Conflict Triggers by MVS

What would trigger conflict for me in change	Blue	Red-Blue	Red-Green	Blue-Green	Hub
Lack of clarity or direction	X	X	X	X	X
Decisions that don't consider the Impact on people	X	X	X		
Lack of information/ being kept in the loop		X		X	X
No clear "why"		X			X
Not feeling heard		X	X		

Note. X = this MVS group included this response on their flipchart during the workshop when asked what would trigger conflict during times of change.

And again, other responses differed across a range of responses closely linked to the common needs of the MVS, such as an expression of “change for the wrong reason, like enhancing one person’s political power or control” from the Blue MVS, “hypocrisy in the change, or those pushing the change not modeling it” from the Red-Blue MVS, and “cold/abrupt communications” from the Blue-Green MVS. One Red-Green MVS offered the following: “One of the biggest things that causes tension and conflict within me is not being shown a vision or leadership with a change. I’ve been in changes the last many months and was uncomfortable because of such a high degree of uncertainty. I would hear things like “we’ll use the wisdom in the room” or “flex to what makes sense.” However, I don’t always trust the “wisdom of the room” as being the best solution. Also, it is critical the leader of the team fully aligns with the vision anyway, so they should have a clear and direct voice on the change. Otherwise, their leadership behavior will vary from the vision anyway, which creates confusion and lack of trust in leadership.”

Participants gained an understanding of conflict, as defined by the SDI as “experiencing a threat to self-worth or values” as opposed to traditional definitions that

may include simple disagreement. Participants explored their stages of conflict and then were asked what were the best and worst things for them when experiencing their Stage 1 conflict. Table 6 showcases examples. The theme of asking and inquiring and including people was a thread across multiple MVS types and first stages of conflict.

Table 6

Examples of Best and Worst Things to Do in Stage 1 Conflict

Best	Worst
<ul style="list-style-type: none"> • Ask... what I think, how I'm doing, what concerns I have...be clear where you can & can't respond and why • Include me • Explain why • Acknowledge feelings • Be upfront about what boulders we will face • Make it "safe" to be in conflict – role model it • Offer vision • Communicate, communicate, communicate • Give me space to process 	<ul style="list-style-type: none"> • Don't ask for it if you don't want to know or aren't going to do anything with/ about it • Only include formal leaders • Ignore the people impacts of the change • Avoid difficult conversations and "run for cover to make people feel better" • Believe there's no conflict because you can't see it • Be aggressive in communicating this is "right" • Patronize • Not communicate updates and progress Go too slow

Impact on Individual Thinking and Beliefs about Change

Of the 19 team members who participated in the workshop, 18 responded to the individual postsurvey about their learning from the workshop, any plans to change their behavior, and whether they experienced any shifts in thinking as a result. Table 7 summarizes these responses.

Table 7

Summary of Individual Survey Responses by MVS

MVS	n	Learn about yourself related to change?		Learn about team related to change?	Do differently as it relates to change?		Any shifts in thinking about change?	
		Yes	No	Yes	Yes	No	Yes	No
Blue	6	5	1	6	6		5	1
Red Blue	5	4	1	5	5		2	3
Red								
Red Green	2	2		2	2		2	
Green								
Blue Green	3		3	3	1	2		3
Hub	2	1	1	2	1	1	1	1
Total	18	12	6	18	15	3	10	8
		66.7%	33.3%	100%	83.3%	16.7%	55.6%	44.4%

Of the six participants who said no, the comments indicated “nothing new about themselves,” or that they “didn’t see the connection of what they learned to change.” However, five of these six cited learning about themselves in conflict. For example, “My takeaway was around how I and others not like me respond differently to conflict. I didn’t have any personal takeaways around change.” Two specifically stated they needed more time with the materials. All three in the Blue-Green MVS responded no.

Learn about your team. All 18 participants responded with new learning about the team, demonstrating the potential value of a workshop with an intact team using the SDI. Comments reflected noticing similarities in the type of people they worked well with or struggled with, a suspicion and confirmation about the “feeling” nature of the group, surprise regarding differences with others or how they handle conflict, thoughts on

how to lead others through change, and to voice and challenge themselves to face possible conflict and have “tough conversations.” Examples are summarized in Table 8.

Table 8

Sample Comments on Learnings About the Team

- I suspected that most of the group is more to the “feeling” side of whatever scale you put them up against. This confirmed that. It was interesting to see how most of the blues in the group reacted to stress.
- The people that I prefer to work with all had the same color codes as I did, and those that I didn’t prefer to work with all the same color code.
- I was less similar to some people than I thought. I was surprised by how many people on our time internalize conflict.
- I learned how the different styles [SDI types] respond differently when in a change situation and when in conflict. I gained a better appreciation for the Altruistic-Nurturing which includes a large number of team members—the focus on thinking about the impact on individuals and giving extra attention to individuals who need extra help with the change. As I lead others through change, I need to consciously put more focus and articulate the importance of this to gain support and help others. I also gained significantly more insight into a couple team members who I felt I understood less well and wasn’t as “close” with. As no surprise, they tended to have styles that were direct opposites.
- The team needs to know WHY a change is required, and what the vision is for the future state. It’s important that they feel their voices are heard in the process. Many of us go to blue first in times of conflict, so we may not be saying what we need to say, or what’s really on our minds related to the change. This could make it more challenging to have open dialogue about change and support the group through a change. The leadership team, with ONE exception, goes to blue first in times of conflict—so we need to pay attention to this during the change and challenge ourselves to have tough conversations when we don’t agree.
- Majority of team has strong “altruistic” tendency. Saw very little analytic tendency which is interesting as the group strongly advocates “fact base analysis” I found the low “Green” tendencies very interesting as I often hear many “Green” responses.
- I learned that we in some ways have similar reactions to change—which can support us or can also impact how quickly we are able to move through it. Even though we have some similar styles, there are also differences that we need to leverage and use to support each other.

Do differently or change in behavior. Participants were also asked, “What will you do differently as it relates to change as a result of this session?” to determine whether there might be behavioral changes, even if those did not materialize as changes in

thinking and beliefs. Fifteen of 18, or 83% of participants, reported things they expect to change in their own behavior or do differently as it relates to change. Of those, the most significant comments centered on choiceful behavior to flex their style (73%), self-awareness (67%), conflict (60%), and noticing others (40%). Forty-seven percent talked about more self-awareness in conflict and in terms of choosing behavior:

As a result of this workshop I will be more aware of people's behaviors to offer me clues to determine if they feel they are in conflict. I need to practice and revisit the material to remember how to appropriately respond in a way that helps bring out their best.

I now have a better idea of how to effectively communicate with them [team members] when there is stress or a tight deadline or conflict. I will be more patient and definitely ask more questions before jumping to conclusions. I also need to ask if it's an ok time to discuss for them. I like to address things right away, but have learned some people need time to process and digest information.

Being more conscious about my behavior with conflict and change so that I can choose to act differently to help lead others with change and get results. I can choose a wider range of responses at the beginning of conflict and I can be more discerning about where to pick my battles. I can also start to experiment with different behaviors and seeing what outcomes I get.

People with a First Stage Blue in conflict responded with comments such as the following: "Pay more attention to what is happening for me when I am faced with conflict so I can moderate and understand my movement from blue to green to red. Lead differently." And, "My main takeaway is to challenge myself to lean into conflict and dial up more of my other colors, as opposed to trying to smooth things over and make everyone happy."

Three respondents (17%) indicated "nothing." Two of those three respondents were in the Blue-Green MVS. Comments from two of the three across multiple questions indicated a need for "more time with the material to digest/ better answer/ better understand before responding."

Shift in thinking. Ten of 18 respondents (56%) reported a shift in their thinking or beliefs about change and change management to varying degrees. The most frequent responses (six out of 10, or 60%) were reflections on the differences between individuals in terms of how they deal with change and this tool and workshop heightening their awareness:

- “It reinforced for me the importance of understanding where individuals and groups are in terms of how they deal with change.”
- “Our collective styles were somewhat similar there were unique differences even within the styles.”
- “Really helped identify that people internalize change and conflict in different ways—I cannot assume others are feeling the same way I am.”
- “Made me think differently about how various styles go through change. I need to realize other types value cooperation and so not assume they are thinking about change like I am.”
- “Why they might be behaving differently than me.”
- “I hadn't thought about the things they need through the changes and how different those needs are.”

Three indicated that the workshop reminded, resurfaced, or reinforced what they already knew from the past, but had not been “paying attention to in the way that I needed to,” as one leadership team member expressed. Three commented on the relationship between change and conflict. One in particular stated, “It’s interesting to me to think of change and conflict as integrated concepts; but it struck me during the workshop that change, even when perceived positively, can evoke conflict and we need

to be better prepared to address that.” Three talked about the need to “really check in with others, see what they need to support them in change, and then really support them,” making sure not to “assume others are feeling the same way I am” and to “get curious and really inquire and listen.”

Of the 44% reporting no real shift in their thinking, two respondents commented that while it did not shift how they think about change, it did broaden their perspective on how different people react to conflict. And one offered, “I had a graduate conflict management course for my Masters in OD that was similar, which affected my thinking a few years ago.” All three Blue-Green MVS respondents answered no shift.

Summary of Individual Change Results

In analyzing the demographic data gathered for correlation to a shift in thinking, no factors were significant. Shifts in thinking did not correlate to leadership team membership, years of service, or primary client groups served. Some relationship appears to exist regarding MVS type to response. All three respondents in the Blue-Green MVS responded “no new learnings about self” and also “no shift,” and two of the three reported “no behavior changes.” Running a one-way ANOVA on each of the self-scored MVS sets showed that the people who responded no to each of the three questions scored themselves higher on the Green or analytic-autonomizing scale. See further detail comparing these results in Table 9.

Table 9

Differences in Self-Score Scales Related to Yes/No Responses for Green MVS Totals

	Learn About Self	Do Differently or Change in Behavior	Shift in Thinking
Yes	21.50	23.40	21.90
No	36.67	42.33	32.38
<i>p</i> value	.017	.019	.097

Note. Column 3 total on page 4 of SDI.

The individuals who responded no to whether they learned something new about themselves in times of conflict as a result of the SDI workshop self-rated themselves higher on Green and lower on Blue MVS scales than those who responded yes. See further detail comparing these results in Table 10.

Table 10

Differences in Self-Score Scales Related to Yes/No Responses for Learn About Self

	Green MVS (Column 3 total)	Blue MVS (Column 1 total)
Yes	21.50	49.17
No	36.67	35.67
<i>p</i> value	.017	.052

Individuals who responded no with respect to whether they would do anything differently or make changes in their behavior in change as a result of the SDI workshop self-rated themselves higher on Green and Green in Conflict and lower on Red in Conflict than those who responded yes. See details comparing these results in Table 11.

Table 11

Differences in Self-Score Scales Related to Yes/No Responses for Do Differently or Change in Behavior

	Green MVS (Column 1 total)	Red in Conflict (Column 5 total)	Green in Conflict (Column 6 total)
Yes	23.40	24.53	37.27
No	42.33	9.67	46.67
<i>p</i> value	.019	.012	.007

There were also strong chi-square test results indicating dependency between responses of yes and no to each of the three questions. Chi-square results showed a correlation of responses to learn about self and change behavior with $p = .007$, as shown in Tables 12 and 13; a correlation of responses to learn about self and shift in thinking with $p = .001$, as shown in Tables 14 and 15; and a correlation of responses to change

behavior and shift in thinking with $p = .034$, as shown in Tables 16 and 17; as might be expected, these three were related. See detailed statistical results in Appendix H.

Table 12

Learn About Self * Change Behavior Cross-Tabulation

Change Behavior	Learn About Self		Total
	Yes	No	
Yes	12	3	15
No	0	3	3

Table 13

Learn About Self * Change Behavior Chi-Square Test

	Value	df	p value
Pearson chi-square	7.2	1	.007
Likelihood ratio	7.902	1	.005

Table 14

Shift in Thinking * Learn About Self Cross-Tabulation

Shift in Thinking	Learn About Self		Total
	Yes	No	
Yes	10	0	10
No	2	6	8

Table 15

Shift in Thinking * Learn About Self Chi-Square Test

	Value	df	p value
Pearson Chi-Square	11.250	1	.001
Likelihood Ratio	13.917	1	.000

Table 16

Shift in Thinking * Change Behavior Cross Tabulation

Change Behavior	Shift in Thinking		Total
	Yes	No	
Yes	10	5	15
No	0	3	3

Table 17

*Shift in Thinking * Change Behavior Chi-Square Test*

	Value	<i>df</i>	<i>p</i> value
Pearson Chi-Square	4.500	1	.034
Likelihood Ratio	5.635	1	.018

Impact on the Leadership Team's Planned Approach to Change

The leadership team is currently working to redefine the purpose and outcomes for the department as a whole: “where we play in the organization now that we serve the entire organization.” The redefinition is likely to create other changes in terms of what the work includes, how the team serves clients, and what additional team capabilities and tools are required. The leadership team also expects to address a wider variety of changes, issues of greater complexity, and higher expectations in terms of business acumen.

Prestudy. In starting its own work on purposes and outcomes, prior to beginning the SDI study, the entire team spent a half day together working to define its purpose and outcomes, but struggled to gain clarity and agreement. The session was confusing and created some frustration and conflict in the team. As a result, the leadership team worked with a consultant who encouraged them to create the purpose and outcomes themselves and offered the vision for the group. Creating the vision, purpose, and outcomes was in process at the time of the workshop.

Pre- and postworkshop focus groups. In the preworkshop focus group session, the leadership team talked about its planned approach to change, successes, and challenges. These are highlighted in the left column of Table 18, along with summarized

future changes in the right column, as discussed in the focus group immediately following the workshop.

Table 18

Summary of Planned Approach and Anticipated Changes

Summary of Planned Approach	What Has or Will Change as a Result of the SDI Workshop?
<p>What they plan do to:</p> <ul style="list-style-type: none"> ▪ Department leader to articulate or write her vision or purposes and outcomes. ▪ Leadership team session to come together on it and discuss approach to creating roadmap. ▪ Whole team session on 3/27—tell and sell—make sure they understand (this is a shift from the past because usually cocreate everything). ▪ Leadership team session in April to continue our own forming and growth. ▪ Create a roadmap “if this is our purpose and outcomes, how do we get there?”—like a change journey map to include capabilities, client service delivery tools to create, and tools and processes to develop. Cocreate with team members. 	<ul style="list-style-type: none"> ▪ Reinforced the need to tell/sell and offer the team direction from leaders. <p>In addition:</p> <ul style="list-style-type: none"> ▪ When we tell/ sell, offer people a voice—not to change it, but to process and understand and work together on the “what it looks like when we live into this.” ▪ Get very clear about the change. What are we asking people. What do we really mean? What is it? What isn’t it? Need to articulate deliberately. Clarity is key. ▪ So is “why”—huge need from workshop. Always explain why. ▪ Revisit the outputs from this workshop at leadership team planning meetings. ▪ Pay more attention to the diversity on our team and leverage it as we evolve through this change.
<p>Expected challenges:</p> <ul style="list-style-type: none"> ▪ Tend to “go go go”—need to make the time to really process. ▪ Get ahead of ourselves. ▪ Team is used to cocreating in the past—how will they do with tell/sell. ▪ Is the team ready to become self-aware and work on themselves? ▪ We are a newly forming leadership team and need to make the time for us. 	<p>Additional challenges from workshop:</p> <ul style="list-style-type: none"> ▪ How do we make sure we “drive forward” when so few “reds” on the team—watch out for getting stuck in feeling or overanalyzing. ▪ Think team will try to avoid conflict—how do we encourage them to give voice to concerns and not just be accommodating and go along with it. ▪ Conscious process in place to how to bring up and work thru conflict—starting with ourselves as leadership team. ▪ We need to prioritize and hone our focus more—my sense is that we have a pattern of wanting to do a lot and wanting to do it very quickly, so we’re doing a lot of rushing around when we could be laser focused on a few key items that will move us forward.

Postworkshop changes. Even in the focus group immediately after the workshop, the leadership team talked about feeling a heightened awareness about themselves and the larger team. They felt that the SDI workshop reinforced the plan to create the vision itself and then share back from the team, as they heard a strong desire for a vision and

clarity. They recognized the need for them to increase the level of detail and clarity and always to explain the why.

Further discussion within the team following the workshop led to the conclusion that the team members needed to become far more purposeful about their communications strategy by “being much more intentional about why, when and how to involve people.” They realized they needed to ask for volunteers to help work on both the roadmap and communications. They also determined that they should check in with team members individually, rather than just in group settings, because of the team’s strong tendency to accommodate when they are individually experiencing conflict. While individual check-ins may still result in accommodation, they would give people the opportunity to voice concerns.

The leadership team retained copies of all the flipcharts from the workshop and also obtained scrubbed versions of detailed individual survey responses to questions on potential conflict triggers in change, best and worst things that can be done, and whether the team believes the leadership team “has what it takes to successfully guide them through the change.” The team reported spending time reviewing the responses together and including the data as input to a conversation about how they are operating as a team. They were struck by the confidence in them reflected in the responses, the diversity on the team, and the need for them as leaders to leverage the diversity, a reminder that “the appearance of no conflict doesn’t mean there is no conflict,” and there were

no real surprises . . . more that there were a few things that reminded us of what to pay attention to as we go forward, comments that made us wonder more, and saw a few patterns around mixed styles, diversity, communication flow, and not wallowing in inaction, creating a mix of views and perspectives.

The workshop also reinforced the value of straight talk and being open and honest with the team members about what they do and do not know, which the team knew had been a strength in the past. The workshop also highlighted the need to be really intentional in communications, to bring more inquiry to their discussions, and to “probe, inquire about the context, their feelings and reactions, etc.” They suggested, “We [leadership team] have to remind ourselves that we may have the knowledge/information/readiness to move forward but the folks on the team are ‘behind.’ . . . Remember the marathon effect!”

Conflict has been an interesting learning for the team as a whole and the leaders. In the preworkshop focus group, team members discussed the team’s “tendency to avoid confrontation at the risk of hurting people’s feelings.” They recognized that they are willing to have the tough conversations, but the problem may be a matter of when they have them—sometimes later or in side conversations. “We have trouble going through the muck and really hashing it out.” They reflected back on the whole team meeting in December where things did not feel quite right and realized many team members likely were in Stage 1 or 2 of conflict, analyzing or accommodating, which is part of what kept them from accomplishing their task and explains some of the confusion and frustration.

Two months after the workshop, the team reported the following:

We actually have done three things:

We had an initial session with the team about our strategy . . . then we asked for volunteers to help us create a journey map to help us live into our purpose and outcomes. . . . We then used that same group to help prioritize our actions. . . . We then had another meeting to talk about our thoughts on the journey map and get input . . . and now we are in the step of identifying our first actions.

We got much more purposeful about our communications strategy and we have been much more intentional about why, when and how to involve people.

We are also planning a second leadership team “offsite” next week—part of our conversation is to talk about how we want to lead the team given our strategy—and in light of what we know about our styles, how we deal with conflict, etc. We are intentionally bringing what we learned in the session with into the design of that discussion.

The language has already allowed us to talk more intentionally about conflict.

The SDI workshop was enlightening for the leadership team members to see that all of them either become accommodating or analytical in conflict Stages 1 and 2 and that the rest of their team does the same, with the exception of one team member, who is either analytical or assertive. The session made them realize just how important and how difficult voicing and working through conflict will be, both for them and for the team. The leadership team wants to take on the task of doing the conflict work themselves and model well-handled conflict for the rest of the team, and plans to revisit the conflict activities from the SDI workshop within their small group, discuss real instances of conflict they have experienced, and create an agreement on how they will name conflict and address it in a way that works for them. How can they model both disagreeing without conflict and naming conflict and working through conflict when it can be done constructively at Stage 1, before it goes deeper into Stage 2 where conflict becomes harder to address? Leadership recognizes its newness as a team, the need to come together further, and how working through conflict together will help them grow individually and collectively and as practitioners.

Summary

This chapter involved outlining the results of the study of an SDI workshop on a planned approach to change and individual beliefs about change by comparing similarities and differences in workshop responses from different motivational value

system and conflict sequence results; looking at learnings, changes in behavior and thinking, and correlations between those; and considering the effect on the planned approach to change, as reported by the leadership team. Chapter 5 will contain a summary of the conclusions and an opportunity for future research.

Chapter 5

Conclusions

The purpose of this study is to determine if increasing personal awareness of self and others through use of the SDI may affect planned change actions, as well as affect individual thinking and beliefs about change. The research took place in the OE department of a large insurance corporation, which consisted of 20 team members, including a leadership team of six. The study contributes to a greater understanding of a relationship-centered change model. What if leaders knew team member wants and needs and adjusted and adapted their own style and change approach to motivate in a way that meets all motivation needs, knowing one size does not fit all? In addition, the study laid the foundation for further research using the SDI as a vehicle for organizational change.

Discussion, Conclusions, and Implications

The speed and style of change in organizations is fast. The more linear, mechanistic styles for planned change are giving way to more emergent approaches founded in complexity theory. Many researchers highlight the need for a change approach to be situation specific and contextual (Armenakis & Harris, 2009; Cummings & Worley, 2009; Higgs & Rowland, 2005; Karp, 2006; Mangiofico, 2012; McBain, 2006; Nikolaou et al., 2007). This study indicated one key aspect of context is the people involved in the change: their motives, their relationships, and their own wants and needs in times of change.

The SDI was used as a vehicle to surface and discuss differing values, wants, and needs in times of change. The differing MVS types and their responses appeared in Tables 2, 3, and 4. Although the sample size was limited, the study seemed to parallel Burt's (1996) results using the MBTI, where he showed that "there are differences in how individuals prefer to deal with organizational change and a need exists for different approaches in dealing with change in organizations" (p. 104). OE team member responses to the individual surveys reflected their awareness of differences between team member responses grouped by MVS.

One of the key research questions was as follows: Did an SDI workshop with an emphasis on change have an impact on individual thinking and beliefs about change? Participant responses showed that all (100%) learned something about their team, most (83%) will change something in their own behavior, many (67%) learned something new about themselves as it relates to change, and about half (56%) experienced a shift in their own thinking. Diving deeper into these responses, the workshop provided greater self-awareness of needs, conflict triggers, and needs within conflict, as well as what will help and hinder progress within those areas during times of change. Several team members talked about the need to be aware of what was happening with them internally when they were triggered and experiencing conflict, and many talked about adapting their style of interacting with other team members of differing styles or when in conflict. Behavior is a choice, and individuals can be more aware and intentional with their choices of interaction, whether specific to times of change or not. Given the reflections of participants, it appears that completing the SDI and the subsequent SDI workshop did have an impact on individual thinking, even in a short period of time.

The second research question was as follows: What was the impact on a leadership team's planned approach to change? In other words, would leaders do anything differently than they otherwise would if they knew the motives, values, conflict triggers, and behaviors of their team members and what those individuals wanted and needed in times of change? This question is challenging to answer, particularly in an emergent change process and without a control group to compare with the SDI-aware results. Did the workshop have an impact? Yes it did, according to leaders' reflections immediately after the workshop and 2 months later. The leaders clearly self-described changes they had already made in terms of team involvement, communication, both approach and content of those communications, and in their own language and awareness of conflict. The leaders have brought the lessons from the workshop to work on themselves intentionally as instruments of change, with a specific focus on how they address conflict, thereby becoming role models for the rest of the team.

The fact that leaders are working on themselves as instruments of change bodes well for this particular OE team. Research has shown that leaders need to be willing to change themselves to lead effective change (Burt, 1996; Cameron & Quinn, 2006; Higgs & Rowland, 2010; Karp, 2006; Kegan & Lahey, 2009; Maccoby, 2007).

Organizational change is fundamentally about people. People make their own individual choices about what they will and will not do, and the choices are typically aligned with their own values. Recent change literature highlighted the importance of giving people the opportunity to connect through values (Dolan et al., 2003; Karp, 2006; Smollan & Sayers, 2009). And while most literature is speaking of values for the organization itself, using a values-based tool to improve the relationships within the

organization and help the leaders understand the values and needs of their team makes sense as a tool for change. The SDI offers a useful paradigm to work through and give language to these values.

Conversation is fundamental in change. Complexity theorists believe that the only way change occurs is within conversation and genuine dialogue, with Shaw (2002) and Block (2008) as champions for a dialogue-centric approach. Shaw advocated letting go of the illusion of control created by detailed agendas, power points, and too many planned activities and advised letting the future emerge in conversation. True change happens at the edge of chaos (Shaw, 2002). Offering degrees of freedom helps to let go of the illusion of control. Dolan et al. (2003) discussed shared values as an approach, as these values are “organizers or attractors of disorder” (p. 23). Dolan et al. (2003) advocated to guide by behavioral parameters or values.

Many of the conversations are difficult and require courage, openness, and trust, which makes relationships key to create the space for those conversations. Conversations can be difficult because they can bring up emotion, and often, emotion is the result of competing values or approaches and can trigger conflict. SDI was shown to offer a language for values and conflict, as well as an awareness, both individually and collectively, that was not available to the OE team prior to this tool and workshop.

As noted by Shaw (2002), pure complexity theorists believe productive change occurs at the edge of chaos, when things are out of equilibrium. In a recent conversation about this work, colleague Gil Brady suggested that in Stage 1 of conflict as shown in the SDI, where the person experiencing conflict still cares about him or herself, the problem, and the other person is a space that could be akin to “the edge of chaos” (G. Brady,

personal communication, February 27, 2012). After an individual reaches Stage 2, and the other person has dropped from the line of site, conflict is less productive and harder to resolve because often the individual has reached an emotional state where he or she cannot access interest in the other person at that point in time. This may be akin to the hijacked amygdala experience Goleman (1996) first described.

During the evolution of this study, Mangioficio (2012) presented his 2007 layers of emergent consultative process in a Pepperdine MSOD lecture, shown in Figure 2.

Relationship Development
Context/ Issue Specific Change Initiative
Change Process Implementation

Figure 2

Layers of Emergent Consultative Process

The model captures the essence of this researcher's quest to showcase the importance of the relationship between the change leader and the change recipients, and those people both as individuals and collectively within the relationship. Although this study did not involve an attempt to corroborate the model, some parallels may be made with the results of this research. While this study highlighted relationship, it was not to say the specific issue or initiative did not matter: the issue does, as Mangioficio's (2012) model highlights, which correlates to the findings in this study of the common needs across MVS types for what the change is and why it is happening. The change process implementation, also shown here in the model, is critical to success, being an area where the best laid plans often fail or fester. And this study found that the relationship of the leaders to the team and greater understanding of one other, along with a language for values and for conflict, helped guide the change implementation plan to be a better fit for

the group. So these layers influence and bleed into one another, again, putting the relationship at the forefront of the success, which most change models to date do not reflect with this degree of significance.

Mangioficio's 2007 model (as cited in Mangioficio, 2012) allows room for context-specific change, giving the organization and change leader the ability to pull from what works for them for the how, allowing for it to emerge as appropriate, as one size does not fit all. Maccoby's (2007) leaders we need model also recognizes the need for context within a world of continual change. Maccoby offered insight into the importance of personality, self-awareness, and relationship as critical to success to engage willing followers.

Limitations and Recommendations for Future Research

Like all research, this study had limitations. As a case study, the population of 20 participants was small, and the results cannot yet be generalized to a larger or significantly different population, be the differences in individual and collective MVS profile, organization type, or department purpose, function and work, or type of organizational change and planned approach. Was the sample group perhaps too nice, or too Blue, and therefore biased based on the membership in an OE department or on MVS results? Only further studies of differing groups will tell.

The research method itself is certainly repeatable and could be conducted and data gathered in a variety of environments for comparison. In so doing, future researchers may want to consider one key element: the duration of the workshop at only 4 hours felt rushed and resulted in some participants commenting on a desire for more time.

During the workshop, participants focused primarily on themselves and their wants, needs, and triggers as change recipients. With the participant group being OE, and consulting internally on organizational change, what might be the impacts on them as change consultants in how they will work with their clients? And what might be the impact on the clients they serve? Further work would need to be done to find out. While this study did highlight some differences in wants and needs by MVS type, a larger body of work could be gathered and analyzed from a larger and more diverse population to be generalizable.

Leadership team responses regarding their planned changes to their approach suggest the SDI and workshop did indeed have an impact. And it would be interesting to conduct a similar study with a control group to compare with the SDI-aware group result to see how different the results might be. Although the groups would likely differ enough to raise questions about those implications, the experiment would offer further validity to the value of the SDI as an instrument in change initiatives.

Finally, the duration of the study was for only a brief snapshot in the earliest phases of change in this department, spanning only a few months from initial discussion until closure of the project. Where will the change go in the longer run? What will happen as the team moves into early phases of implementation? How will conflict show up and be managed within the leadership team and the larger team? How will the SDI awareness help the team move through this marathon it is only beginning? What more could be done on an ongoing basis with the leadership and the team members to continue to grow and leverage what was done here? While beyond the scope of this study,

extending the research through the change implementation is possible as a larger research agenda.

This study involved experimenting with one of many approaches to strengthen relationships and open dialogue to improve organizational change, recognizing the need for individual connection to the change and individual willingness to change. Is the SDI worth exploring further? Yes, as outlined above. Is the SDI the only way? No, most certainly not. Like Burt's (1996) conclusion on the MBTI, although the SDI "may not be the only schema for such consideration, it is certainly a proven way to view personality and provides a logical and useful model for dealing with organizational change" (pp. 102-103). Burt also suggested, "If individual preferences were considered in how change is addressed then employees might be more responsive and productive and the organization could gain greater buy-in and shorten the transition time to make new processes and structures effective" (p. 103). Burt recommended additional research on measuring said improvements, recognizing it is difficult to quantify.

Studies have already been conducted using the MBTI (Burt, 1996) and LMX (van Dam et al., 2008) as psychometric tools to improve organizational change. Maurer's (1996) approach includes individual interviews and focus groups to open dialogue about resistance to change, asking for whether team members understand the need for change, agree with the change, and believe their leadership is able to guide them through the change successfully. Maurer recognized the need for open conversation and trust. What would be the difference in impact in an approach like Maurer's versus one adding a psychometric like the SDI? How much more value does the SDI offer by giving a shared

language, MVS, triggers, overdone strengths, and conflict sequence rather than just pure dialogue?

Conclusion

Conversation is essential for enabling the dialogue needed to open the door to real change. The SDI and workshop offered language and awareness previously unavailable to this team, thereby opening doors to dialogue during the workshop and setting the stage for future conversations. And if change occurs within conversation, as Shaw (2002), Keene (2000), and Karp and Helgø (2008) noted, then the differing notions of reality explained via the SDI will help propel the current department change and other future change by changing the conversations.

Even though change is desired, change is difficult. Kegan and Lahey (2009) offered advice for overcoming immunity to change:

Messy and time-consuming as it might seem, designs that do not get to the constraints of participants' mindsets are relatively powerless to transform the way work is done . . . not forgetting that people bring their humanity to work with them every single day, and that until we find a way to engage the emotional life of the workplace we will not succeed in meeting our most important goals. (p. 319)

Maccoby (2007) confirmed the need for emotions in the workplace: "To understand people means to understand how they think and what motivates them, their personality. It's intellectual as well as emotional" (p. 178). The SDI offered the team a language for personality: a way to connect the intellectual and emotional, and even perhaps the humanity, within all.

According to Kegan and Lahey (2009), "Neither change in mindset nor change in behavior alone leads to transformation, but each must be employed to bring about the other" (p. 319). The SDI offered the team an increased awareness of both self and others

via a greater understanding of motives and their connection to behavior. One principle of relationship awareness theory is that motivation drives behavior. And behavior is a choice, once it comes into awareness. Awareness is fundamental to making a choice where a choice was considered unavailable beforehand. Change, too, is an individual choice, and organizational change consists of thousands of individual choices to align toward a larger cause. When organizational leaders ask their members to change, the members choose to change or not. This, too, is bounded by individuals' level of consciousness and self-awareness. Someone can be making a choice grounded in a limited understanding of self, reactions, the situation, how others are reacting, and the larger context, among other things. Choice without higher consciousness is not a positive thing. The SDI is one of many vehicles to greater self-awareness and thus to higher consciousness.

The purpose of this study was to determine if increasing personal awareness of self and others through use of the SDI might affect planned change actions, as well as affect individual thinking and beliefs about change. The study contributes to a greater understanding of a relationship-centered change model. This researcher asks that OD give relationship its due in models of managing change. OD researchers have always cared about people and relationships, but in the context of continuous change where complexity and chaos are the norm, the role of relationships is even more dynamic than in the past models of OD where it has been acknowledged but not fully included.

Change models, organizations, and consultants need to put relationship at the forefront of change, as suggested by Mangiofico (2012). Kegan and Lahey (2009) noted,

“Mindsets shape thinking and feeling, so changing mindsets needs to involve the head and the heart” (p. 318). Maccoby (2007) added,

People think the qualities of the heart are opposite to those of the head, that heart means softness, sentiment and generosity, while head means tough-minded, realistic thought. . . . The head alone can't give emotional weight to knowledge, and therefore, can't fire up courage based on knowledge. (p. 179)

Naming relationship as a key driver of change and giving relationship more explicit attention will require that change leaders challenge themselves to visibly be human, be courageous, and be patient. Offering clients undergoing change the tools emphasizing relationship, such as the SDI, and encouraging and providing space for dialogue, openness, and honesty, even when on the edge of chaos, may lead them to that moment of truth to create successful organizational change together.

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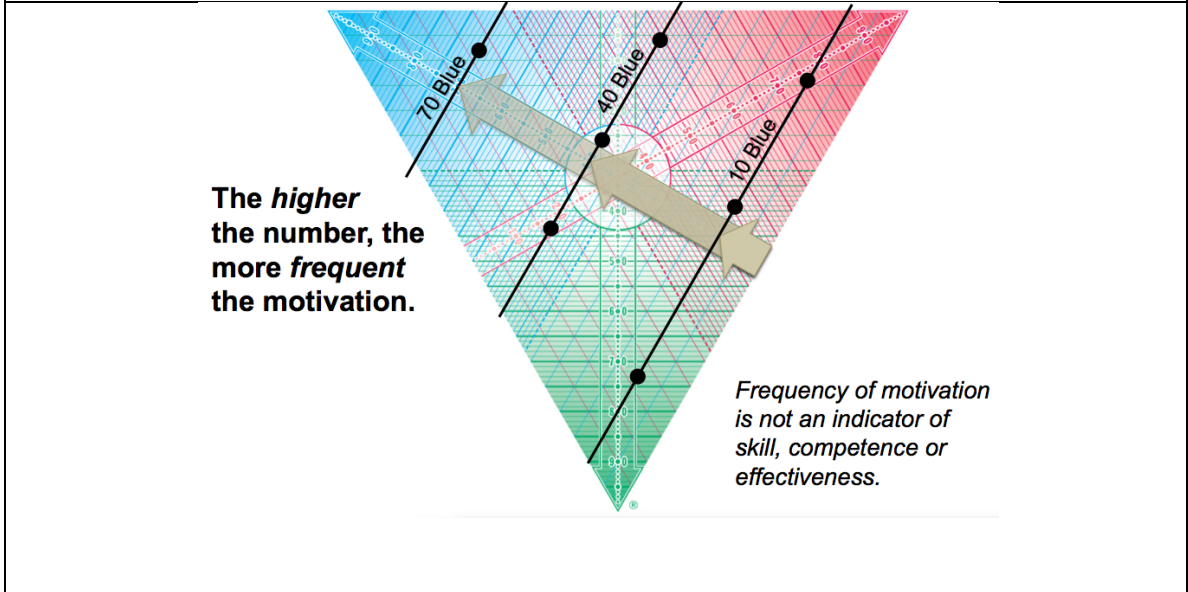
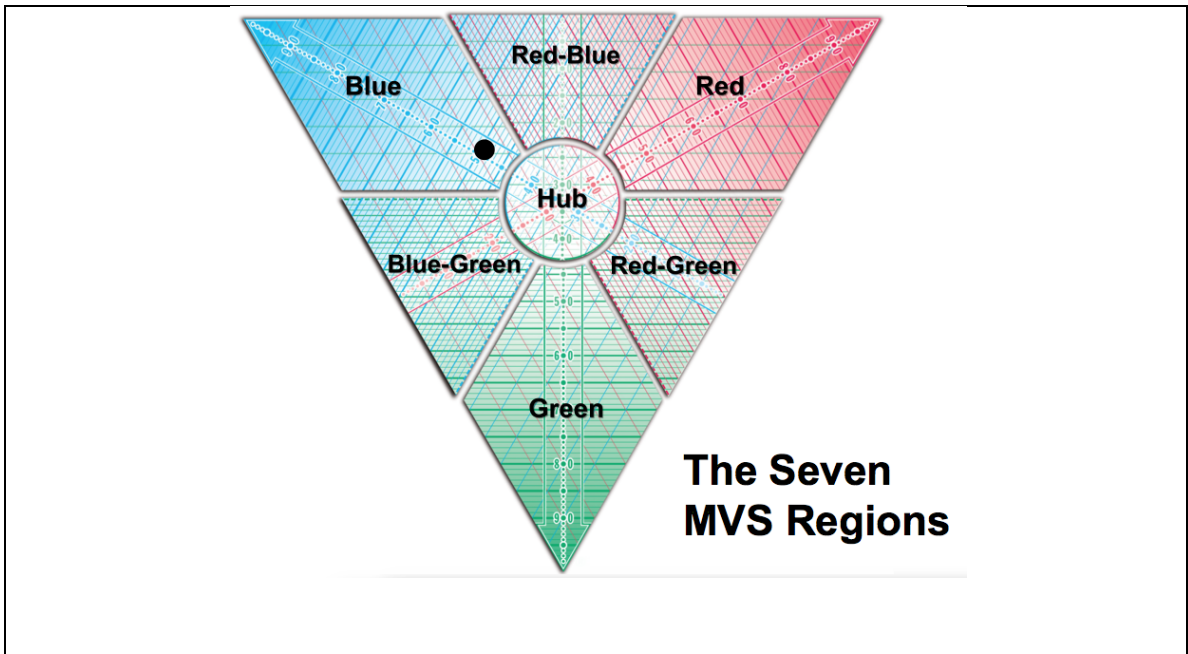
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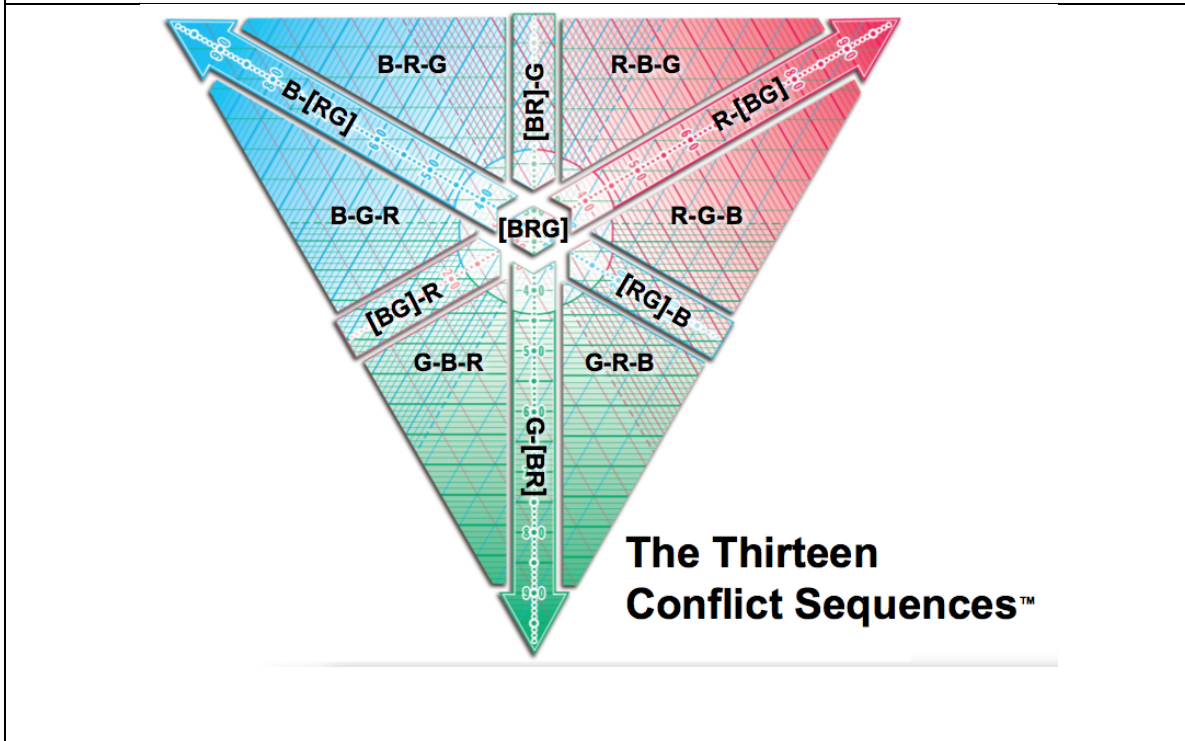
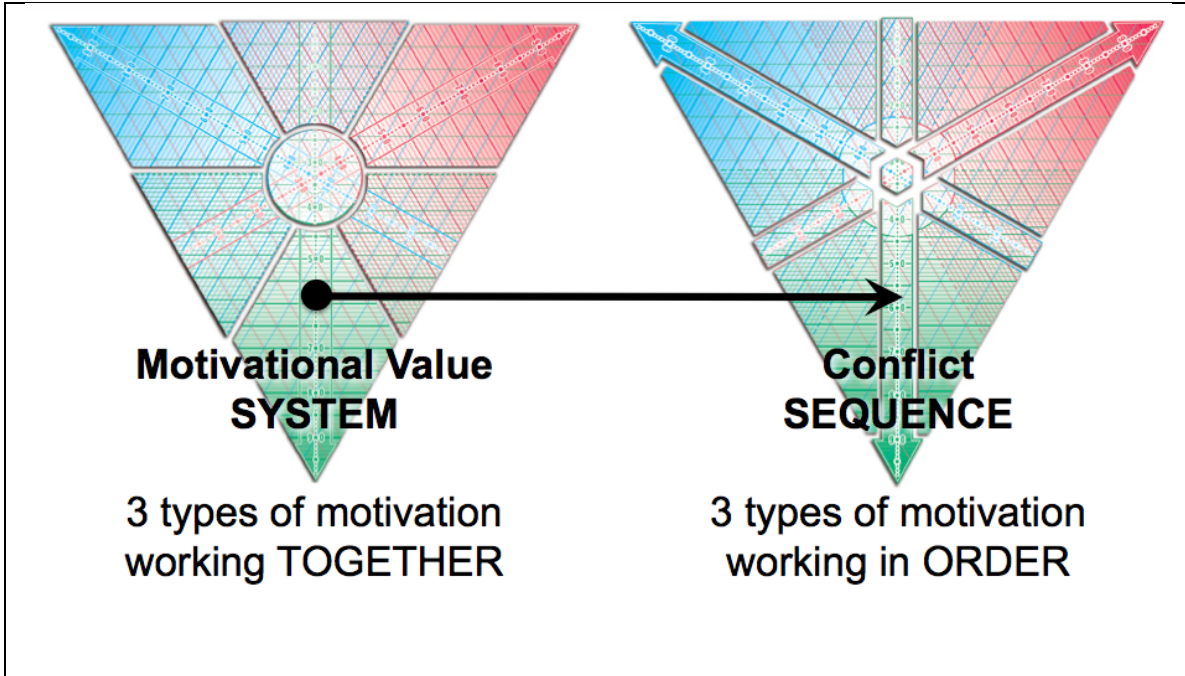
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Appendix A: Strength Deployment Inventory Summary of Key Elements



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CONFLICT STAGE	FOCUS ON	BLUE	RED	GREEN
1	Self Problem Other	Simply being accommodating to the needs of others	Simply rising to the challenge being offered	Simply being prudently cautious
2	Self Problem Other	Giving in and letting the opposition have its way	Having to fight off the opposition	Trying to escape from the opposition
3	Self Problem Other	Having been completely defeated	Having to fight for one's life	Having to retreat completely

Figure obtained from SDI, page 10, and is used with permission from Personal Strengths Publishing, Inc.

Appendix B: Leadership Team Pre-Workshop Interview Questions

- Describe the current changes your department is facing.
- How is this similar to and different from past times of change?
- What has worked successfully for you in past times of change?
- What has presented struggles?
- With that in mind, what is your planned approach to creating and implementing changes in your department? Can I have a copy of the current relevant documentation?
- How long do you anticipate this change process will be?
- What will be most difficult?
- What do you consider to be most important during times of change for you as leaders?
- What do you consider to be most important for your organization during times of change?
- What do you think your team most needs from you as its leader (s) to see it through a successful change?

Appendix C: SDI Workshop Design

Workshop Detailed Design

Note, will be about 25 participants, OE Leadership team + all OE department members.

The session will be approximately 4-5 hours, and will include the following:

- Welcome/ Intros
- Introduce underlying principles of SDI and 4 principles – use posters
- Share and allow participants to connect to individual MVS results and share group results (pre-plotted)
- MVS Living triangle to enable participants to understand self and others (7 groups), flipcharting responses to questions
- MVS Living triangle – During Times of Change...
- In addition to “typical” questions, include additional questions regarding wants and needs in times of change.
- Explain overdone strengths and conflict
- CS Living triangle -Start in 7 MVS groups - conflict triggers, Move to Stage 1, Stage 2 , and Stage 3, finally, back to MVS for positive results of conflict
- CS Living triangle – During Times of Change...
- Ask for key learning points and explain what will be done from here with the flipcharts and thesis study, explaining the post-workshop questionnaire

Appendix D: Post-Workshop Questionnaire

Demographics

- Name: _____
- Note, all responses will be kept confidential and only seen by the researcher. By providing your name, you allow me to add your SDI score. If you prefer not to provide your name, please include SDI results here:
 - Column 1 Blue: _____ Column 2 Red: _____ Column 3 Green: _____
 - Column 4 Blue: _____ Column 5 Red: _____ Column 6 Green: _____
- Which client group(s) do you currently spend most of your time working with? (e.g. Claims, HR)
- How long have you been with Allstate?
- How long have you been working in the OE department?

Impact of SDI workshop on your thinking about change...

- What did you learn about yourself related to change?
- What did you learn about your team related to change?
- What was the impact of this workshop on your thinking? Any shifts in your thinking about change? Please explain.
- What, if anything, will you change in your behavior/ do differently as it relates to change as a result of this workshop?

- What do you believe the impact will be if your leaders do what they said they will do differently as they lead this change in the OE group? On you? On the OE team?
- How will it change your relationship with the leadership team?
- Do you believe the leaders of your organization have what it takes to help you go through this transformation? Explain your answer.
- Anything else you'd like to add?

Appendix E: Leadership Team Post-Workshop Interview Questions

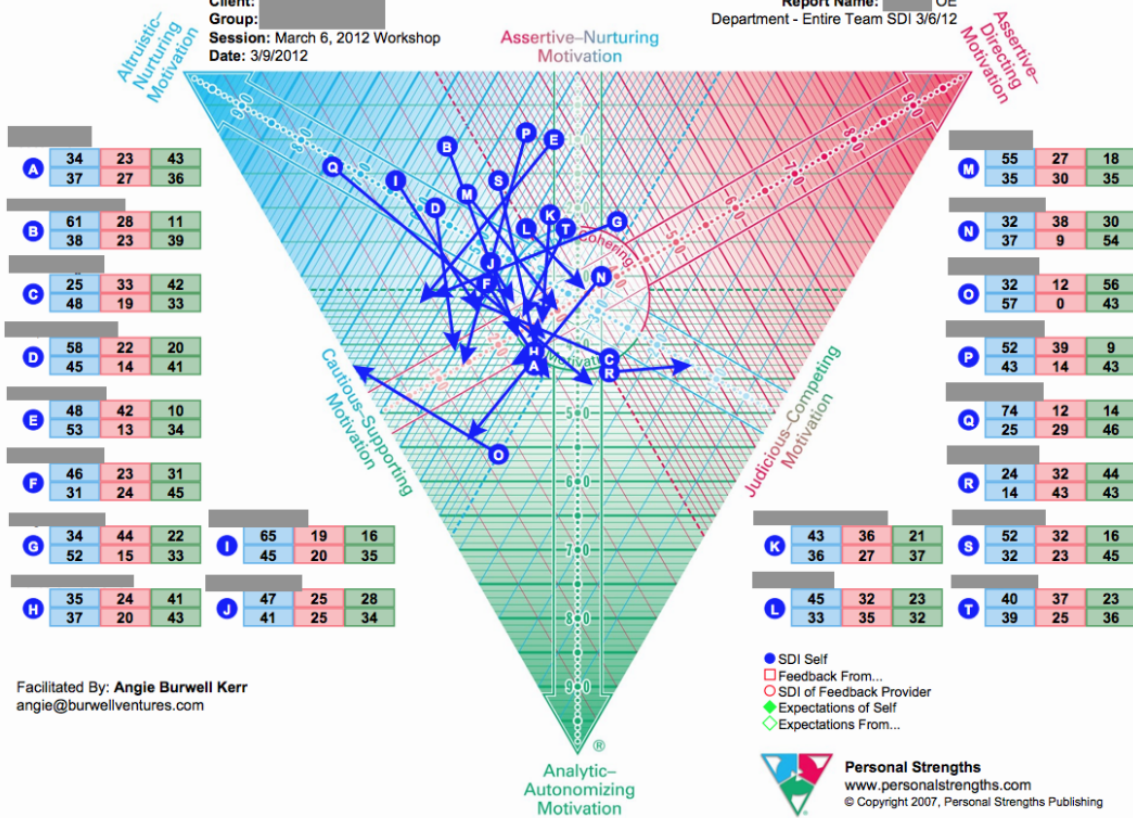
- What was the impact of the workshop on your thinking about your planned approach to change?
- What will be most difficult?
- What do you consider to be most important during times of change for you as leaders?
- What do you consider to be most important for your organization during times of change?
- What, if anything, will you change in your behavior/ do differently as it relates to change as a result of this workshop?
- What do you believe the impact on your team will be?
- How will it change your relationship?
- What do you think your team most needs from you as its leader (s) to see it through a successful change?

Appendix F: Organizational Effectiveness Department Profile

SDI - Group Report

Client: [Redacted]
 Group: [Redacted]
 Session: March 6, 2012 Workshop
 Date: 3/9/2012

Report Name: [Redacted] OE
 Department - Entire Team SDI 3/6/12



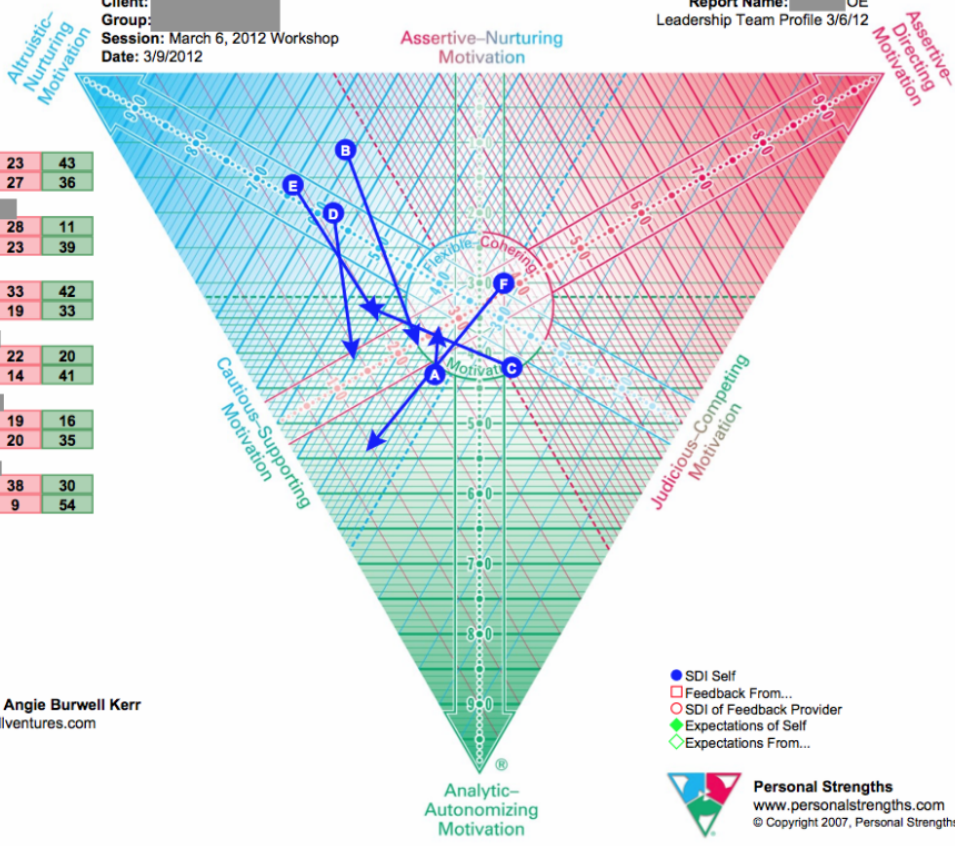
Appendix G: Organizational Effectiveness Leadership Team Profile

SDI - Group Report

Client: [Redacted]
 Group: [Redacted]
 Session: March 6, 2012 Workshop
 Date: 3/9/2012

Report Name: [Redacted] OE
 Leadership Team Profile 3/6/12

A	34	23	43
	37	27	36
B	61	28	11
	38	23	39
C	25	33	42
	48	19	33
D	58	22	20
	45	14	41
E	65	19	16
	45	20	35
F	32	38	30
	37	9	54



Facilitated By: **Angie Burwell Kerr**
 angie@burwellventures.com

- SDI Self
- Feedback From...
- SDI of Feedback Provider
- ◆ Expectations of Self
- ◆ Expectations From...

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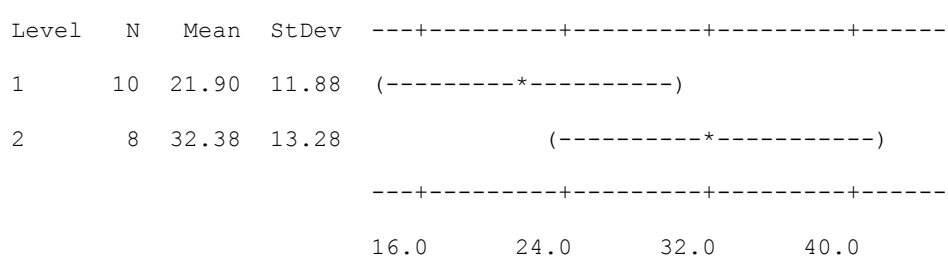
Appendix H: Tests for Statistical Significance

One-way ANOVA: Green MVS (Column 3) versus SHIFT IN THINKING

Source	DF	SS	MS	F	P
SHIFT	1	488	488	3.12	0.097
Error	16	2505	157		
Total	17	2992			

S = 12.51 R-Sq = 16.30% R-Sq(adj) = 11.07%

Individual 95% CIs For Mean Based on Pooled StDev

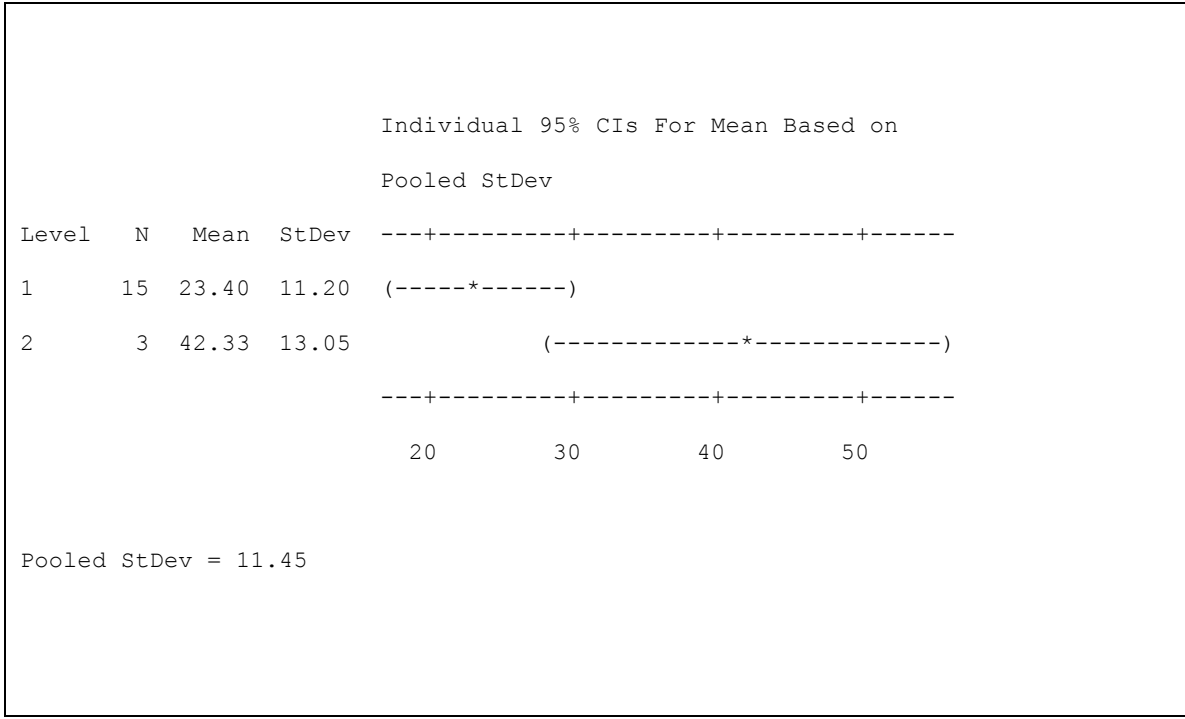


Pooled StDev = 12.51

One-way ANOVA: Green MVS (Column 3) versus CHANGE IN BEHAVIOR/ DO DIFFERENTLY

Source	DF	SS	MS	F	P
CHANGE	1	896	896	6.84	0.019
Error	16	2096	131		
Total	17	2992			

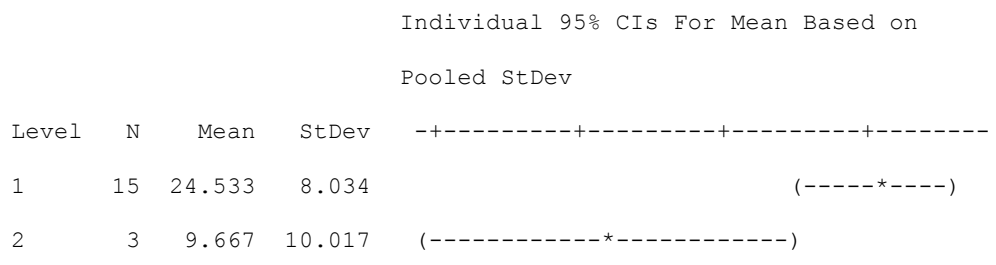
S = 11.45 R-Sq = 29.95% R-Sq(adj) = 25.57%

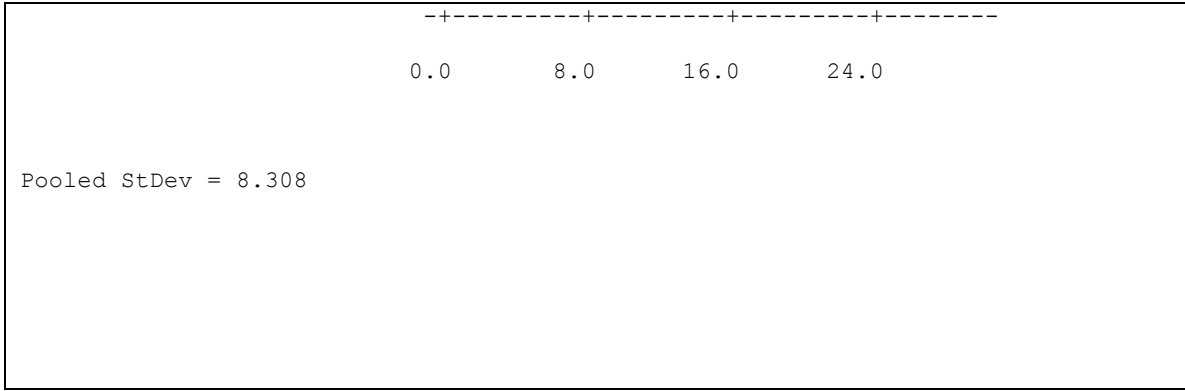


One-way ANOVA: Red in Conflict (Column C5) versus CHANGE IN BEHAVIOR/ DO DIFFERENTLY

Source	DF	SS	MS	F	P
CHANGE	1	552.5	552.5	8.00	0.012
Error	16	1104.4	69.0		
Total	17	1656.9			

S = 8.308 R-Sq = 33.35% R-Sq(adj) = 29.18%

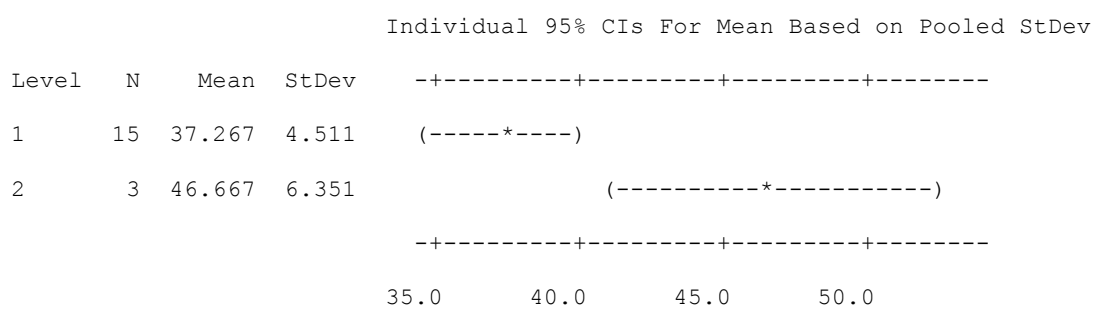




One-way ANOVA: Green in Conflict (Column C6) versus CHANGE IN BEHAVIOR/ DO DIFFERENTLY

Source	DF	SS	MS	F	P
CHANGE	1	220.9	220.9	9.67	0.007
Error	16	365.6	22.9		
Total	17	586.5			

S = 4.780 R-Sq = 37.66% R-Sq(adj) = 33.77%

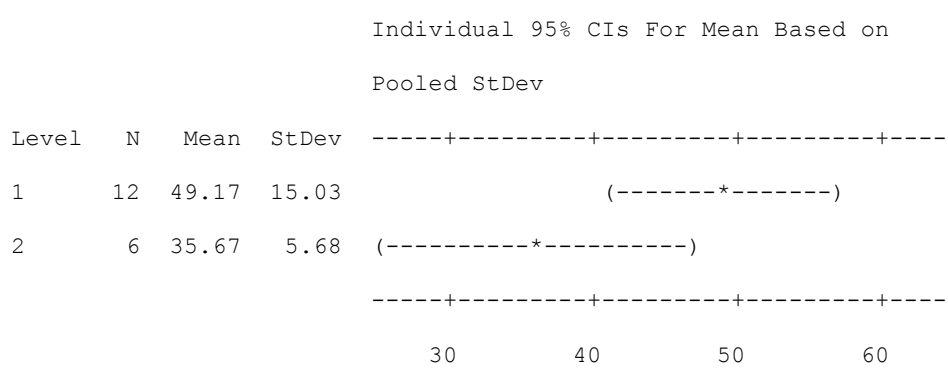


Pooled StDev = 4.78

One-way ANOVA: Blue MVS (Column C1) versus LEARNED ABOUT SELF

Source	DF	SS	MS	F	P
SELF	1	729	729	4.41	0.052
Error	16	2647	165		
Total	17	3376			

S = 12.86 R-Sq = 21.59% R-Sq(adj) = 16.69%



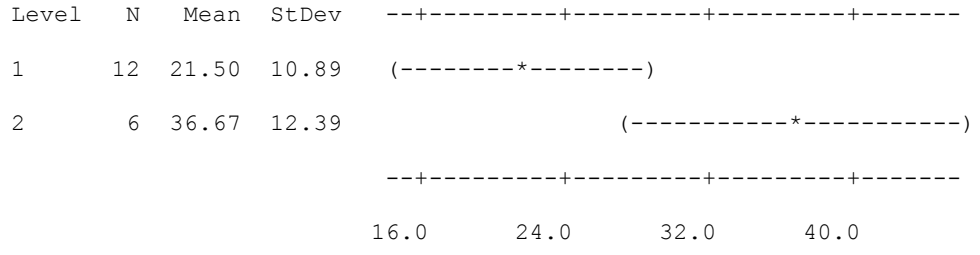
Pooled StDev = 12.86

One-way ANOVA: Green MVS (Column 3) versus LEARNED ABOUT SELF

Source	DF	SS	MS	F	P
SELF	1	920	920	7.10	0.017
Error	16	2072	130		
Total	17	2992			

S = 11.38 R-Sq = 30.75% R-Sq(adj) = 26.42%

Individual 95% CIs For Mean Based on Pooled StDev



Pooled StDev = 11.38

Tabulated statistics: CHANGE, SELF

Rows: CHANGE Columns: SELF

	1	2	All
1	12	3	15
	80.00	20.00	100.00
	100.00	50.00	83.33
	66.67	16.67	83.33
	10	5	15
2	0	3	3
	0.00	100.00	100.00

	0.00	50.00	16.67
	0.00	16.67	16.67
	2	1	3
All	12	6	18
	66.67	33.33	100.00
	100.00	100.00	100.00
	66.67	33.33	100.00
	12	6	18
Cell Contents:	Count		
	% of Row		
	% of Column		
	% of Total		
	Expected count		
Pearson Chi-Square = 7.200, DF = 1, P-Value = 0.007			
Likelihood Ratio Chi-Square = 7.902, DF = 1, P-Value = 0.005			
* NOTE * 2 cells with expected counts less than 5			
Cramer's V-square 0.4			

Tabulated statistics: SHIFT, SELF

Rows: SHIFT		Columns: SELF		
	1	2	All	
1	10	0	10	
	100.00	0.00	100.00	
	83.33	0.00	55.56	
	55.56	0.00	55.56	
	6.667	3.333	10.000	
2	2	6	8	
	25.00	75.00	100.00	
	16.67	100.00	44.44	
	11.11	33.33	44.44	
	5.333	2.667	8.000	
All	12	6	18	
	66.67	33.33	100.00	
	100.00	100.00	100.00	
	66.67	33.33	100.00	
	12.000	6.000	18.000	

Cell Contents:	Count
	% of Row
	% of Column
	% of Total
	Expected count

Pearson Chi-Square = 11.250, DF = 1, P-Value = 0.001

Likelihood Ratio Chi-Square = 13.917, DF = 1, P-Value = 0.000

* NOTE * 2 cells with expected counts less than 5

Cramer's V-square 0.625

Tabulated statistics: CHANGE, SHIFT

Rows: CHANGE Columns: SHIFT

	1	2	All
1	10	5	15
	66.67	33.33	100.00
	100.00	62.50	83.33
	55.56	27.78	83.33
	8.333	6.667	15.000
2	0	3	3
	0.00	100.00	100.00
	0.00	37.50	16.67
	0.00	16.67	16.67
	1.667	1.333	3.000
All	10	8	18
	55.56	44.44	100.00
	100.00	100.00	100.00

55.56	44.44	100.00
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10.000	8.000	18.000
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Cell Contents: Count
 % of Row
 % of Column
 % of Total
 Expected count

Pearson Chi-Square = 4.500, DF = 1, P-Value = 0.034

Likelihood Ratio Chi-Square = 5.635, DF = 1, P-Value = 0.018

* NOTE * 2 cells with expected counts less than 5

Cramer's V-square 0.25