Culture Change - Presentation
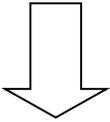
Based on Edgar Schein's work
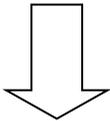
Conditions for Culture Change

Disconfirmation

Something happens that surprises you; your world isn't as stable as you thought
- Events – accidents, trouble
- External Pressure – law, bishop
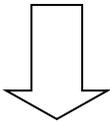- Recognition – things are not as good as they might be

Survival Anxiety (guilt)

Might be "guilt" – you are not achieving in some way that is important to you

New Way of Working

Because something is not going "right" – new ways are introduced. That brings "learning anxiety"

Learning Anxiety

Survival anxiety is not enough in itself to motivate change. Prospect of learning something new arouses sources of resistance -- Resistance to change grounded in "learning anxiety"
1. Identity – when learning something new
2. Competence – feelings about being temporarily incompetent
3. Membership – fear of being expelled from your group
4. Pain of unlearning what is comfortable
5. Fear of being punished for loss of productivity during the transition

If the **Learning Anxiety** is *greater than* the **Survival Anxiety** …

Defense mechanisms appear –
- Denial - of the disconfirming information
- Dodging - the relevance of the information to oneself
- Scapegoating – blaming others; requiring them to change first
- Bargaining – "what's in it for me to learn this new way?"

Overcoming resistance to change

1. Survival anxiety must be greater than the learning anxiety
2. Increasing survival anxiety only produces more resistance
3. Strategy – reduce the learning anxiety by creating "psychological safety"

TEN REQUIREMENTS FOR CULTURE CHANGE

1. A COMPELLING POSITIVE VISION OF A NEW "WAY OF WORKING"	If I learn this new way how will I be better off?
2. FORMAL TRAINING	What new things do I need to know?
3. PARTICIPATION IN DESIGNING THE LEARNROCESS	Can I deal with my own learning style and overcome my own anxiety and resistance by designing my own learning process?
4. INFORMAL TRAINING	Will I get the "know-how" and skill of handling the new and possibly ambiguous situations? Someone, in the field with you, to help integrate a new skill/behavior in the situation.
5. POSITIVE ROLE MODELS AND EXAMPLES: EXAMPLES AND CASES OF WHAT NOT TO DO	Will I observe co-workers and managers all the way up the line walking the talk and setting positive examples? Will they send consistent signals? Need to remove leaders who will undercut
6. A PRACICE FIELD AND COACHES	Can I try my hand in situations where mistakes are OK and I can learn from them? Will there be coaches around to tell me whether I am doing OK and how to do better?
7. CORRECTIVE FEEDBACK	If I take some action will someone tell me whether I did it right or wrong; if I am doing it right will I be told and rewarded?
8. SUPPORT GROUPS IN WHICH LEARNING 'OBLEMS CAN BE AIRED	Where can I talk out problems and issues with co-workers and learn from their experience
9. AN INCENTIVE. REWARD AND DISCIPLINE SYSTEM CONSISTENT WITH THE NEW LEARNING	if I or others do it right will we get consistent rewards, and if l or others are failing in some way, will we get appropriate feedback; if others are violating the new rules, will I observe them getting appropriately disciplined? AND - Find places in the organization that have solved the problems – come up with new ways. Reward them. Make them heroes.
10. AN ORGANIZATIONAL STRUCTURE CONSISTENT WITH AND SUPPORTIVE OF THE NEW SYSTEMS AND PROCESSES	Are roles and responsibilities in my own job and the jobs of others around me re-defined in a way that is consistent with the new ways of working and new values.

Note – many fail because they do not act on #9 and 10