Changing Behaviour

Transtheoretical Model
&
Change in organisations

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Exercise: Tornado scenario

- Tornado scenario:

  - A tornado has hit an area of houses. Many buildings were destroyed and a lot of families lost their homes. Almost forty people are unaccounted for. The city's response is terribly inadequate both in preparation and execution of the flawed plan. Central resources (state and federal) exists but are not adequately mobilised.

- How do you react?

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Exercise: Tornado scenario

1. People could be dying under the rubble and need help immediately. We should go to the nearby park right now and try to help the rescue efforts. Even if we can't help them, there are probably children who need care and could use our help.

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Exercise: Tornado scenario

2. We need to get on city hall's case right away, and see what is keeping the authorities from doing their jobs. We know they could get the state and the feds in here right away. There are systems in the city and we need to make sure everyone has tried all the options.

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Exercise: Tornado scenario

3. We need to get people together to plan an action about all the needs that aren't getting met. What can the churches do? What can the Rotarians and the Chamber of Commerce do? We should bring the people who are suffering and allies together to put pressure on government to change the situation.

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Exercise: Tornado scenario

4. We can't let the government abuse people like this! Where's the governor and mayor? We need to raise our voices so they and the public can hear our outrage! Let's go camp on the state capitol grounds until the governor asks for a disaster declaration and gets the disaster relief funds flowing. We'll dramatize the loss of homes by setting up tents right where he has to look at them every day!

Exercise: Tornado scenario

- Move to the dedicated corners
- Discuss – why are you in this corner?
- Why not in the other?
- What annoys you about the other corners?

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Exercise: Tornado scenario

1 ...help the rescue efforts...	3 ...put pressure on government to change the situation.
2 ...we need to make sure everyone has tried all the options.	4 ...dramatize the loss of homes by setting up tents right where [the governor] has to look at them every day.

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Exercise: Tornado scenario

● The four roles in change

1. Helpers – Hands on helpers

2. Advocates – Use what already exists, enforce the plan

3. Change Agents – "What can we do to improve?"

4. Rebels – Make noise to enforce (radical) change

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About the presenter

- Henrik Zätterman
- Worked with software and organisational development since 1996
- CSP, CSM, CSPO
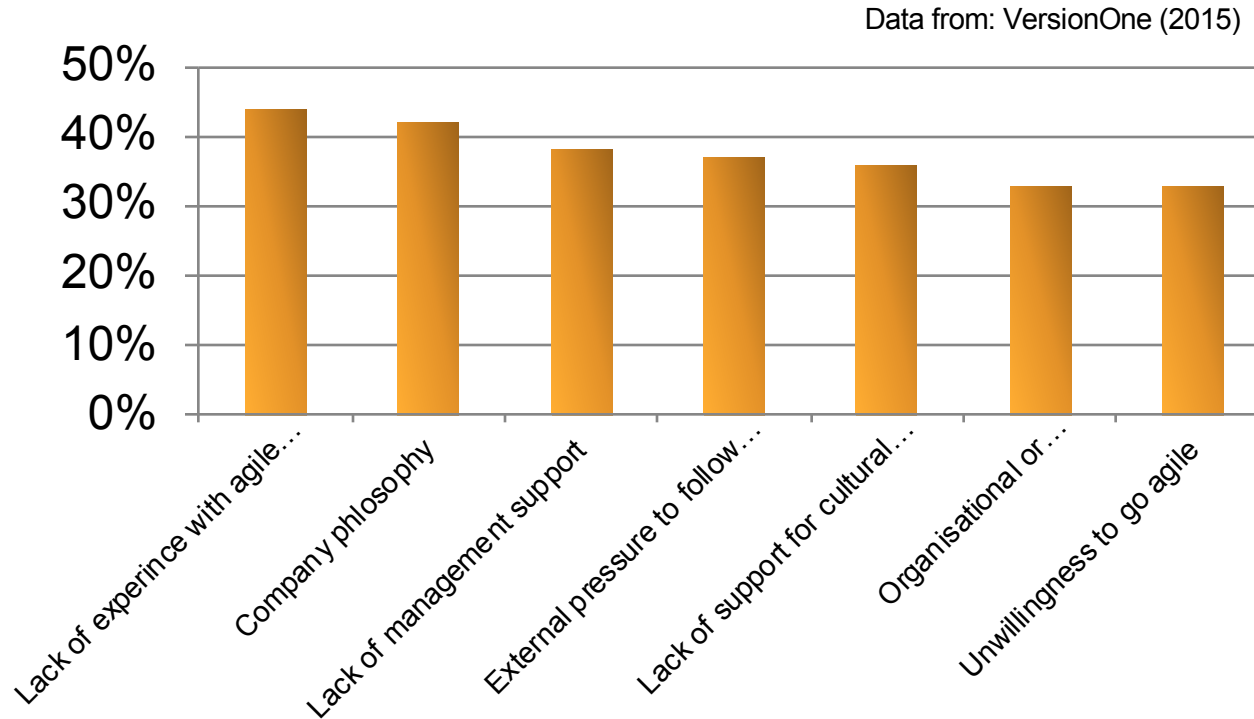
- MScEE (medical technology, space craft engineer)

Background - The Agile transformation

- How would you describe your organisation's agile approach?

    - Pure Play ("By the book") – (21%)

    - Hybrid ("Mixing WF/Agile") – (39%)

    - Selective ("Sometimes WF, Sometimes Agile") – (25%)

    - Waterfall ("Big design up front") – (15%)

Data from: www.status-quo-agile.net (2014)

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Reasons for failing the agile transformation

Data from: VersionOne (2015)
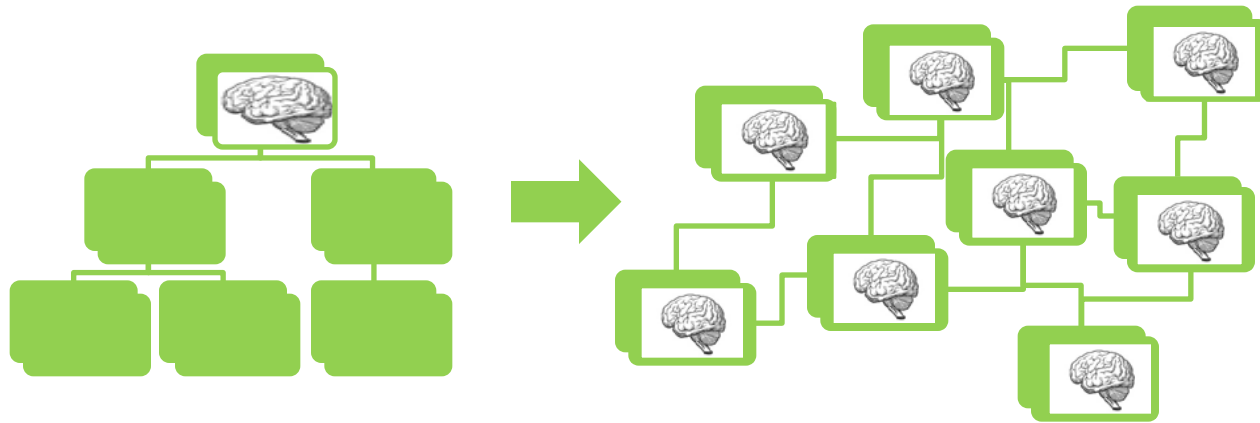

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What can you as a change leader do?

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What needs to change?

- Reporting structures
- Processes
- Measurement procedures
- Financial and nonfinancial rewards
- …

Must all be aligned with the change!

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What needs to change?

Organisations are groups of individuals

Why is it so hard to change?

- **Old habits are hard to break and new are hard to form** because the behavioural patterns we repeat are imprinted in our neural pathways
- New habits are formed through repetition.
- Average 66 days to form a new habit (Lally et al. 2010)
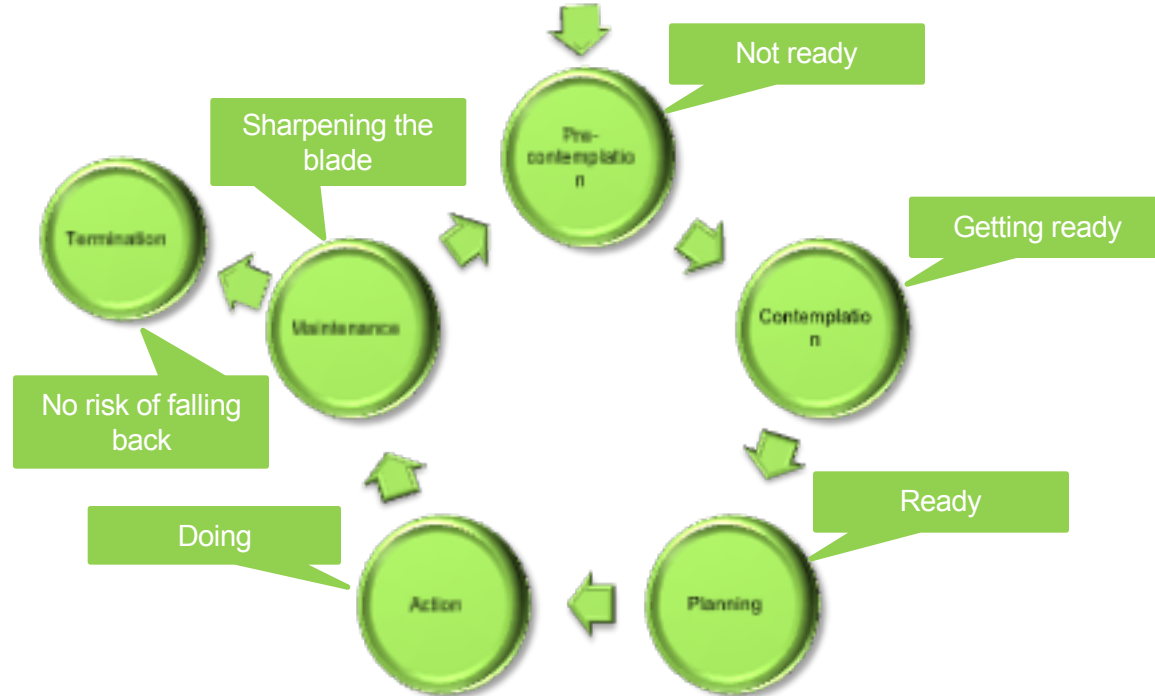
Habit or addiction?

- If a person has control over the behaviour, then it is a habit.
- If not, it is an addiction[*].

* Behavioural addiction is a form of addiction that involves a compulsion to repeatedly perform a rewarding non-drug-related behaviour despite any negative consequences to the person's physical, mental, social, and/or financial well-being.

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Habits based on Values and Beliefs

Stages of Change model (TTM)

James O. Prochaska and Carlo C. DiClimente -77

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Components of Motivational Strategies

- Giving advice
- Remove barriers
- Providing choices
- Decreasing desirability
- Practicing empathy
- Clarifying goals
- Actively helping

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Goals of the strategies

- Encourage and support in adopting new behaviours
- Identify what maintains the old behaviour including ambivalence about change

This should be done in a supportive way by reflecting views and opinions and not forcefully challenging them. The challenge should come from recognizing that there are alternatives to status quo.

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Physical effects of change

- Change lights up the prefrontal cortex, which is fast and agile. Overloading the prefrontal cortex can generate fatigue, fear and anger, because of the cortex's connection to the emotion centre of the brain, the amygdala.

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Principles (for how to do it)

- Express empathy

  - Active listening, trying to understand "their" point of view
- Avoid argument

  - **Not helpful to hear yourself rehearse arguments for not changing**
- Support self-efficacy (Perceived ability)

  - **Turn negative thoughts into positive – "I believe I can"**
- Rolling with resistance

  - Don't argue but challenge the underlying behaviour
- Develop discrepancy

  - Find and set goals (personal gap analysis)

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How to do it

- Establish connection
- Setting the agenda
- Assessing readiness to change
- Sharpening the focus
- Identifying ambivalence
- Eliciting self-motivating statements
- Handling resistance
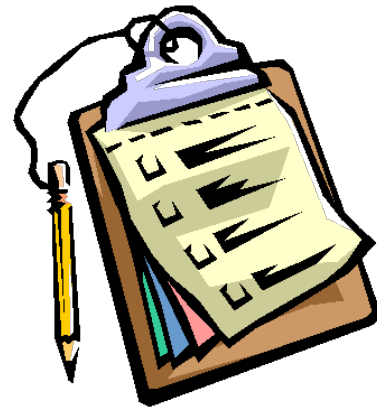- Shift the focus

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Establishing connection

- Build trust
- Don't impose a prescription of change
- Don't threaten (to withhold services or resources)
- Listen actively
- Be honest (and a good example)

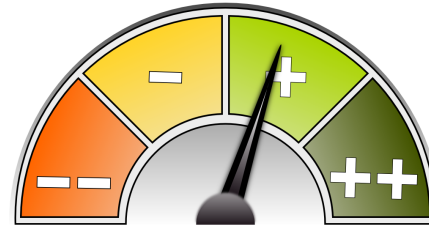- Visible leadership is important

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Setting the agenda

- The client(s) sets the agenda guided by the coach as to:

  - What the priorities are

  - What the difficulties are

  - How to achieve the goal given the available resources

- Imposed agendas are counter-productive!
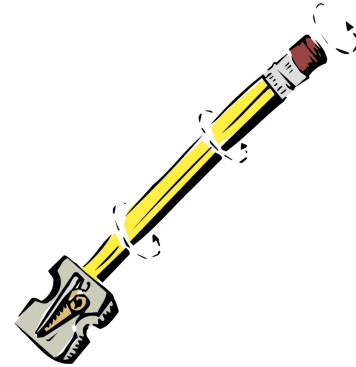- Revisit often!

Assessing the readiness to change

- Gives more information and raises interest in the process
- Questions like:

    ○ "On a scale 1-10, how keen are you?"

    ○ "Why 6? Why not 5 or 7?"

    ○ "Describe how you reasoned"

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Sharpening the focus

- Refine the plan
- Patterns are made up of components that needs to be identified

- Makes the task seem more achievable

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Identify ambivalence

- Identifying and explaining the concept of ambivalence is helpful
- Be non-judgemental
- Ambivalence is normal
- Mixed feeling are true

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Eliciting self-motivating statements

- **Changing the way people express themselves will change the way they think**
- "If I only could do…" should turn into "I'm keen on…"
- Stating it yourself makes you believe it

    - (Similar to "Power-Pose")

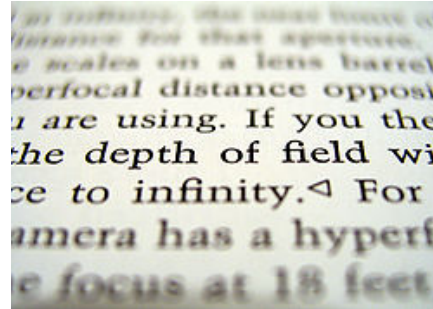ProAgile

Handling resistance

- Pay attention
- Do a root-cause analysis
- Avoid confrontation
- Stimulate self-reflection

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Shifting the focus

- Focus on what can be controlled
- Stop wasting energy on things that can't (at the moment) be changed

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Shortcut (?): Imitation

- Mimicking role models is a way of learning and changing behaviour
- Behaviour affects environment, environment affects behaviour

- Visible leadership is important

Shortcut (?): Fool the brain

- Many small changes instead of one big
- Ask for help instead of a change
- Competition instead of forced change

- The last two only works in the short run!

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Summary

- People involved in changes will take different roles
- Change is a process with 5 (6) stages
- Each stage requires different support
- Change takes time and you will fall back
- Each individual needs to be supported

Thank you!

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Exercise: Discussions

- Why do, in your experience, organisations fall back to old traditions/behaviours?

- Why do, in your experience, teams fall back?

- What can you as a coach/leader do in each of these situations?

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Exercise: Personal change with guidance

- In groups of four

  - Identify needed skills to be a change coach/leader

    - Be specific

  - Identify areas where you are weak or lacking completely

- In pairs

  - Who can support you to (in areas where you are weak/lacking)?

  - What specific request can you make to the people supporting you?

  - What can you do to take a step towards the goal?

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Exercise: Changing as a group

- Identify problem areas
- Write down selected problem areas

- Write down a simple action for each area
- Pass the paper
- Write down an improvement built upon the action on the row above/before
- …

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10 Strategies for the client(s)

1. Consciousness Raising

   ○ Increase awareness about healthy behaviour

2. Dramatic Relief

   ○ Feeling fear, anxiety, or worry because of the unhealthy behaviour, or feeling inspiration and hope when they hear about how people are able to change to healthy behaviours

3. Self Re-evaluation

   ○ Realizing that the healthy behaviour is an important part of who they are and want to be

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10 Strategies for the client(s)

4. Environmental Re-evaluation

    ○   Realizing how their unhealthy behaviour affects others and how they could have more positive effects by changing

5. Social Liberation

    ○   Realizing that society is more supportive of the healthy behaviour

6. Self-Liberation

    ○   Believing in one's ability to change and making commitments and recommitments to act on that belief

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10 Strategies for the client(s)

7. Helping Relationships

    ○   Finding people who are supportive of their change

8. Counter-Conditioning

    ○   Substituting unhealthy ways of acting and thinking for healthy ways

9. Reinforcement Management

    ○   Increasing the rewards that come from positive behaviour and reducing those that come from negative behaviour

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10 Strategies for the client(s)

10. Stimulus Control

   ○ Using reminders and cues that encourage healthy behaviour as substitutes for those that encourage the unhealthy behaviour