

Becoming an Instrument for Change: Assessing Self for Leading Change

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Being attentive to the need for change and building new and improved capabilities to lead change includes paying attention to *change capacity*, the existence of the skills of individuals and organizations to change and adapt as needed. Change usually starts with just one or a few doing a great deal of thinking about what might work in an area where a current state needs *something*. Or, perhaps contemplation occurs regarding the need for an added personal or organizational capability (Turner & Crawford, 1998). Change capacity makes it possible to effectively change, whether it is a personal need or a need in one's organization.

Research in organization development (OD) and change literature has identified a mixture of personality traits, experiences, knowledge, relational skills, competencies, etc., important to leading change (Burke, 2008; Worley, Rothwell & Sullivan, 2005). In addition, the need for abilities in the psychological aspects of leading change (influencing skills, intrapersonal skills, and interpersonal skills) and competency skills (abilities in managing the consulting process, general consultation skills, and a general knowledge of OD theory) are also identified as important. A sense of obligation to 'do no harm' when leading change (and during consulting efforts) calls the OD person to, as noted by Eisen (2009, in press), focus first on self as an instrument-for-change. The leader of change must first look at self from the standpoint of needed individual change and development in order to more effectively lead and manage self and others during the change process.

The question asked in this writing is: How does a leader, wherever they are in an organization, grow personally to become a mature and effective leader of change? We see the element of "maturity" in this area as dependent on the experience, learning, and growth of the practitioner. Maturity of leadership makes it possible to become an effective instrument-for-change.

For this article, a "leader of change" includes both those who offer professional services as internal or external consultants to clients *and* those leaders and managers who are faced with being change agents and aspire to gain competence and confidence in effectively leading change. Based on the organizational reality of leaders being involved in fast paced and chaotic environments, the practitioner and manager must see themselves as *at all times* being leaders of change. Based on this reality, in this writing we seek to emphasize two points: 1) the change leader must stay mindful of the ongoing need for personal learning and development in the area of change (Stavros & Seiling, in press), 2) learning starts with assessing one's own leadership capabilities, and 3) the effective leader of change recognizes the presence of the use of self-as-an-instrument of change (Eisen, in press).

First, this writing begins with the agreement with Eisen that, for effective organizational change to occur, leaders must view themselves as being an instrument for change. Continuous

awareness of self-as-instrument is essential to effectively leading self and others. Thus, the starting point for effective leadership is the need to *know thyself*—the leader must first investigate the need for personal change. Second, Galpin's (1996, p. 70) "Key Attributes for Leading Change" are introduced and highlighted. These attributes relate to current literature interpretations of how to skillfully lead during times of change. Third, this paper provides a leadership self-assessment process to discover how one can, by knowing thyself, aspire to effectively make proactive improvements to one's ability to lead change. This change leadership self-assessment process has been used in our graduate course work since 2000 with favorable results. Unless noted, the terms "leader" and "practitioner" are interchangeable for the purpose of this writing as the change leader.

Self-as-Instrument While Leading Change

What people think, say, and do matters—especially for leaders in organizations. Rothwell and Sullivan (2005) refer to Anderson and Anderson's (2001) perspective on levels of types of change: *developmental change* ("improvement of an existing skill, method, performance standard, or condition that somehow does not measure up;" p. 34, italics in text), *transitional change* (*replaces what is with something entirely different;*" p. 35, italics in text), and *transformational change* (the most complex type of change, "the radical shift from one state of being to another, so significant that it requires a shift of culture, behavior, and mindset to implement successfully and sustain over time;" p. 39, italics in text). Although speaking of organizational change, one can say that developmental, transitional, and transformational changes are also relevant to personal change. For the leader with the desire to improve or develop, transition, or transform his or her ability to act as an instrument for change, it is assumed that the need to examine self is also pertinent to the successful change of their organization, department, or group. Individual change is also potentially relevant to the ability to recognize and adapt to circumstances and situations that may be important to continued organizational existence.

Tannenbaum and Eisen (2005) suggest that the term "self-as-instrument" reflects "the importance of the *being* of the practitioner in achieving effectiveness in the change process" (p. 585, italics in text). As the practitioner interacts with clients, he must be aware of the presence of personal meaning inside these exchanges. The only tool the consultant has in these interactions is "self."

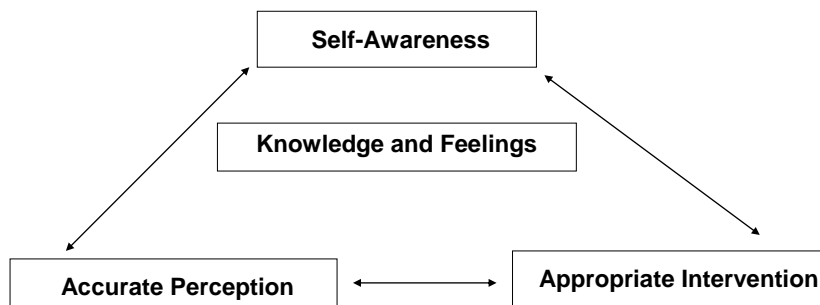
The change leader's ability to create meaning (in this case, the creation of alertness and action around a particular change process) and get things done is filtered through choices made through his or her own knowledge, motivations, and skills—and also impacts choices made by people around them whether they are peers or subordinates. These choices include (1) which decisions are made and how those decisions are made, (2) the choice to make decisions happen—or not, (3) the generation and acceptance of personal responsibility and accountability to and with others regarding what-we-have-to-do-together-to-make-this-work, and 4) the practitioner's and organization member's desire to "make a difference" in their organization.

The first choice, above, is made by organization leaders in designing how decisions are made in the organization. The second and third choices are made by the individual member and

are reflected in the use of *self empowerment* as a tool for responsibility and accountability to self and others. The fourth choice, to make a difference, is also related to self empowerment. Self empowerment is the result of organizational commitment and perseverance “driven by the desire to make a difference ... the bigger the difference, the deeper the commitment” (Hamel & Prahalad, 1994, p. 35). The desire to make a difference in one’s role is something that is present in everyone at a basic level of the motivation to contribute. It is pertinent to repeat: included in all judgments and contributions is each person acting as an instrument of personal choices.

Eisen (2009, in press) suggests that the “personhood of the practitioner” is under emphasized as a key variable in achieving professional effectiveness in practice. He adds that “there are three elements that must interact appropriately in your leading change process: *awareness, perception, and behavior*” (p. 586, italics in text). These elements are emphasized as relating to the knowledge and feelings that are basic to effective performance as a change leader (Figure 1).

Figure 1: A Model of Self-As-Instrument



R. Tannenbaum with S. Eisen (2005) in *Practicing Organization Development, 2nd Edition*, p. 586. Used with permission.

Performance as a good, technical leader, that is, *knowing* and *doing* the role of leader of change, cannot occur without balancing personal *cognitive strategies* (knowledge) with *feelings* (emotions) that provide the capacity to perceive accurately and fully what is going on around the leader. Tannenbaum and Eisen (2005) suggest the central role of feelings, stating, “Having feelings is a basic aspect of being alive: feelings give color and dimension to our thoughts and actions” (p. 587). Interventions are inevitable in organizations, causing concern and loss, making it necessary for the leader to intervene (or design interventions) empathically but an eye on the achievement of change. Leader perceptions must be as accurate as possible and reached through the eyes of self and others. Elements unknown to your self can strongly influence your view of data, decisions taken, the nature of your motivations, your actions, and more—with the right hand not knowing what the left hand is considering or doing. In such circumstances, you are at the mercy of your not-knowing, of your being unaware and vulnerable.

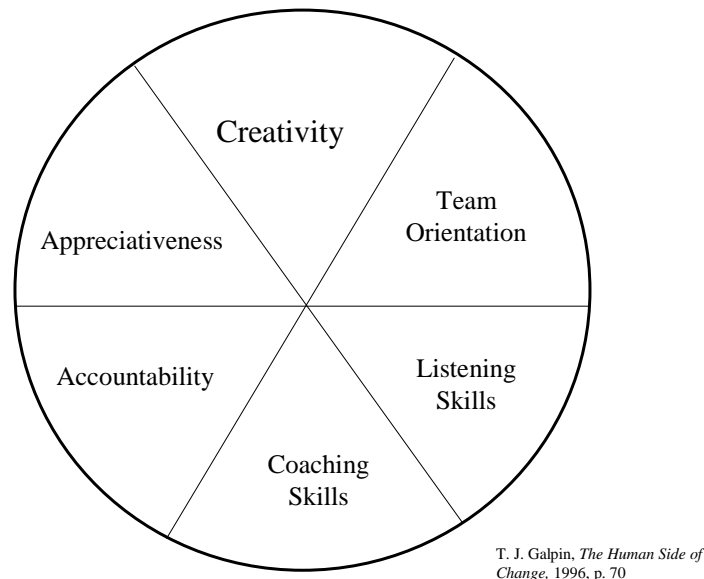
It must be continually recognized that the instrument (leader) has limitations. And, as noted by Eisen (2009, in press), “needs periodic adjustment and calibration.” Personal limitations are ever present requiring the change leader to be willing to make learning changes that bring not only improvement in skill but the willingness to call to self’s attention perceptual liabilities that require adaptation of behaviors. Elimination of *blocks*, noted by Quade (2005) as “barriers that we have erected to protect the vulnerable parts of our selves,” and personal *mindsets*, making it possible to “expose that soft spot of vulnerability,” (p. 609) is important to making change-of-self possible. This requires attention to pertinent leader attributes for leading change.

Leader-Practitioner Attributes for Leading Change¹

Galpin’s (1996, p. 70) model of key attributes for leading change can be useful to identify areas for potential improvement for the change leader. Galpin’s model (Figure 2) indirectly suggests that the leader is mindful of the *working with* approach (cooperation and collaboration) in making change happen, instead of insisting that the members *work for* the leader, representing control, in bringing change.

Figure 2: Key Attributes for Leading Change

Key Attributes For Leading Change



The italicized words that follow are Galpin’s description of the key attributes in Figure 2 and are used for descriptive purposes (1996, pp. 71-73).

“Creativity, the first key attribute of change leaders, includes openness to the creativity of others.”

¹ The material in this section has been adapted from Chapter 7: Mindful Leadership Development: Assessing Self for Leading Change by Jacqueline M. Stavros and Jane Galloway Seiling in *Practicing Organization Development: A Guide for Leading Change* (2009) by Jossey Bass Publishers.

Encouraging the provision of new ideas and allowing people to “try things out” supports creativity in ways that encourage and enroll members in the activities of change. Creativity requires removal of mental and organizational blocks, making it easier for people to see how other, previously ignored, ideas and opportunities can be utilized in ways not considered in the past (Dominowski & Dallob, 1995).

*“**Team orientation** demonstrates a manager’s reliance on the help of others to make change happen.”*

Leaders cannot make change happen alone. The “normal” and “unique” ideas of leaders often happen because of the direct or indirect involvement of others. The ability of the group or team to work well together is vital to success. The team leader, as the prime mover of team development, helps to create belief that change through involvement can be beneficial (Sadler-Smith, 2006).

*“**Listening** is the attribute that communicates to others that their opinions are valued.”*

Active listening and communication are vital to nurturing and achieving change (Burke, 2008; Kotter, 1996; Palmer et al, 2009). Whether performing as a change leader or change participant, efforts to talk to and listen to others, and to have them willing to talk and listen, are important to creating practitioner legitimacy and change acceptance.

*“**Coaching** may be the most powerful attribute for effecting change.”*

Crucial conversations happen in the form of coaching conversations. Coaching is an art that uses ongoing developmental dialogue to help the person being coached to discover his or her own strengths, solutions, opportunities, and ways to move forward. Coaching is also a primary role of the change leader. Coaching abilities are important to achievement of change (Palmer et al, 2009).

*“**Accountability** in the context of change means taking personal ownership for the success of the effort.”*

In order for change to happen, all parties must have early and ongoing accountability for results, not just the change leader. This makes it important for the leader to be a partner, a catalyst, and a champion of the change effort, talking the language of change, taking part in the work, and demonstrating how he or she is also accountable for outcomes. A sense of being accountable in constructive ways on the part of those involved is important for accomplishment and sustainability of change.

*“**Appreciation** allows change leaders to recognize and reward employee efforts to make the change successful.”*

Cooperrider, Whitney, and Stavros (2008) define appreciation as “valuing—the act of recognizing the best in people or the world around us” (p. 4). The catalyst for members taking part in change is often appreciation (valuing) that has been demonstrated *in the past* for work well done. Organizational members want to be appreciated and feel valued for their ideas and contributions. Stavros and Torres (2005) suggest an *appreciative paradigm* for working together—“a perspective that invites us to attend to the positive dynamics in our relationships and communities” (p. 26).

As noted above, research in OD and leadership of change has identified a mixture of competencies, personality traits, experiences, knowledge, consulting skills, and relational skills seen as vital to the ability to lead change. Galpin's (1996) change leadership attributes relate strongly to current interpretations of how to skillfully lead during times of change. They are offered as a way to be mindful and self-aware about the need for leader skill development.

Know Thyself

The most basic competence of the change leader is located in identifying his or her ability to "know thyself" before leading others. Knowledge of change processes is located in the *head*. Self-awareness of one's role and capabilities in addressing the emotions involved with loss, concern for the member, and authentic caring for the people involved in the change is located in the *heart*. As a reminder, the following text uses the term "leader" as designation for either the practitioner/leader and the internal leader of change/change agent.

In order to legitimately and authentically lead, the leader must start first with looking at personal needs. At the end of the day, the leader should consider three questions:

1. How well did I lead today? What did I do that was meaningful?
2. How might I lead better tomorrow?
3. Why would anyone want me to lead him or her?

Taking these questions seriously requires awareness, reflection, and input from others, things that do not occur easily for some leaders. As noted by Hesselbein (2002, p. 4), "Just as leaders are responsible for understanding their organization's strengths and preparing for its future, we must assess our personal strengths and take responsibility for planning our own development." This requires leaders to do the hard self assessment and reflective thinking essential to make necessary personal changes. They must *step back* and examine their own basic understandings regarding their own values, vision (direction), and mission (purpose), and how these important elements impact their ability to lead others.

Leaders of change must understand their leadership style, their personal strengths, weaknesses, and aspirations, and then be willing to make changes to further develop their personal model for leadership. To take steps to continually improve one's personal leadership style shows others that being mindful of personal development is ongoing—especially as it pertains to leading others. While emphasizing personal development and change, every leader can build trust, confidence, and rapport with those he or she *works with* in the organization.

Kotter's (1996) research and his book with Cohen (2002) emphasize that highly successful change efforts reflect a central challenge of transforming behaviors (of leaders and others) in the direction needed to move the system to a most preferred future. Achievement of transformational personal change, as mentioned earlier, involves deep thinking and reflection, interviews, and writing. The remaining part of this paper introduces a self-assessment process that helps the change leader assess oneself as an instrument of change.

The Change Leadership Self-Assessment Process

Transformation is change that can be intellectually seen and perceptually experienced, in this case, in a person's leadership behavior. *Change* is a departure from the status quo. Thus, significant *transformational change* by a leader can also transform the nature of their organization and its members (Palmer et al., 2009). As noted in the beginning of this paper, developmental (increases in skills and practices) and transitional (adjustments and revamping) change are less visible while still making it possible for the leader to make intentional changes in leadership capabilities. ("Changes" is plural because all change extends into other activities.) Personal transformational change requires conscious, purposeful, visible change directed toward how one effectively leads both on a daily basis and during times of organizational change that is ongoing and sustainable.

Change also requires time, dedication, input from others, and a willingness to learn about *you* from others. People must be identified who can and are willing to participate openly in the process as *trusted advisors*. It is a futile effort unless there is a willingness of the advisors to talk authentically and a willingness of the leader to believe what has been heard. Finally, there must be a desire present to act on the assessment by taking intentional steps toward change. The following are key elements for assessing self.

Values

While Meglino and Ravlin (1998, p. 354) characterized values as "oughtness" and how one ought to behave, Feather (2003, p. 34) conceived of values as "general beliefs about desirable ways of behaving or about desirable general goals." Identifying one's personal values provides the foundation for writing vision and mission statements. Values identification helps to answer the following questions:

- What do I want to live and work by each and every day?
- How do I want to treat others?
- What do I stand for?
- What do I care about?
- How do I show I care about others?

Values are only "good intentions" unless you take time to consciously reflect on their impact on your actions each day—especially when making key decisions. (Satisfaction with decisions comes with making decisions while being mindful of your personal core values.) In identifying your values, you should be able to locate your *five core values* without much thought or hesitation. It is in reflection on why you have selected these values that supports identification of what will be important to you and where to focus in the future.

Table 1 offers an example of a leader's value set. She feels her *living* values are based on her history and experiences so it is also provided. Her values are bolded. The additional information is her descriptions/meanings of her values. (The full Values Listing is in Appendix A.)

Table 1. Values Listing

History: I grew up in a family of six in Detroit. We lived a simple life. There was plenty of love, a lot of sibling rivalry, and lessons learned while growing up. We lived in a flat above Grandma near a large automotive plant and next to a 76 gas station until my parents had enough money to move to the suburbs so we could attend public schools. Now my family and extended family provide unconditional love and support.

Family: In my family value, “family” includes close friends. For family to be real, it includes connection and belonging, feelings of acceptance and feeling like my presence matters to those I care about.

Integrity: It provides the basis for living. We all have purpose in life. And, we need to model our purpose through being genuine and honest in our relations with self and others to gain trust and respect. Living with integrity makes it easy to sleep at night!

Respectful-Kindness: I strive to see a “sense of worth” in people and situations. In doing so, I strive to use consideration and kindness no matter how tough or frustrating the situation may get. This allows me to be honest with people and help them grow.

Energy: I value the energy that I awaken with each morning and the opportunity to renew it when I go to sleep at night. In order to live my values and take care of my family and career, I need a balance of physical, emotional, mental, and spiritual energy. If you find your passion and define your vision based on what you are passionate about, energy is fueled. You need energy to go after your dreams! I live my life trying to make sure that I have a full energy source.

Humor, Health, and Humility: Mental health (along with the field that I work in) requires that I live with the presence of ambiguity and uncertainty. My life never fails to give ample opportunities to encounter ambiguity. Laughter is healthy and I use it to diffuse situations. I try to bring humor and laughter into my life every day.

This change leader’s organization’s values are: teamwork, integrity, excellence, respect, and sustainability. There is a connection between her core value of “integrity” and her organization’s value of “respect,” plus, although not an exact word match, the values of “teamwork” for her organization and her “family” value connect. The leader sees an alignment of her values with her organization’s values that enables her to effectively lead change.

Vision

One’s vision is an extension of his or her personal values. Leading scholars and practitioners have stated that *vision* is a key differentiating factor when comparing leaders to managers (Bennis and Nanus, 1985; Kotter, 1996; Buckingham, 2005). We study values because they enable one’s vision to happen—how we create our futures and (impact the) futures of those we lead in our organizations (Boyatzis, 1997). Consider the following questions in preparation for writing your vision:

- Think of a future you feel strongly about. What do you want your “ideal self” to be experiencing in this future? How does vision relate to your ideal future?
- What is your organization’s vision? Is there alignment?
- How can your vision act as an instrument of alignment for others?
- How does your vision reflect your values?
- How could you communicate this vision to others?
- How could your vision be an instrument-for-change in your organization?

Having a vision is about providing the power to take action toward reaching that future. Leaders use their vision as a mental image to provide the power (energy) to fulfill their leadership roles and responsibilities and to inspire self and others. According to Kotter,

The direction setting aspect of leadership does not produce plans; it creates a vision and strategies ... it is ... simply a description of something (an organization, a corporate culture, a business, a technology, or an activity) in the future, often the distant future, in terms of the essence of what it should become (1990a, p. 36).

Thus, the impact of a powerful personal vision is that it provides a clear direction that *motivates movement forward*. This view is also supported by Tichy and Devanna (1986): The vision is the ideal to strive for. It releases the energy needed to motivate the organization to action. It provides an overarching framework to guide day-to-day decisions and priorities and provides the parameters for playful opportunism” (p. 123).

This statement is no less true about the need for a personal vision statement. In an organization, visioning is a process of creating and communicating the direction of the organization as it impacts every stakeholder, especially the employees and customers. A process of education, training, questioning, communicating, and inspiring must be used to bring the vision to life for each organizational member. The vision statement found in the strategic plan, a website, or on the wall must find a way into the behavior, attitudes, purpose, and heart of the people. For the self, visioning provides internal direction setting that, without question, impacts the actions of the leader and, potentially, those around the leader.

Returning to our example, the leader’s organization’s vision is “to take a leadership role in preparing our students to be global leaders while achieving a just and sustainable society.” The president’s vision is “to create a more human and sustainable world community by global thinkers and leaders.” There is alignment of the president’s vision with the organization’s shared vision. And, the change leader’s vision is “to strive for authentic simplicity and engage in energizing relationships with a meaningful and sustainable purpose.” Her vision aligns with the president’s and the organization’s vision. There is a shared direction.

A person can have visions for different parts of his or her life, but a person’s dominant vision can change/adjust other visions at any given time. Be aware of the alignment between them. Not to do so can create damaging disconnections between the multiple visions, creating a dilemma of contrast that can be difficult to work through. Again, having a meaningful personal vision provides “the ideal to strive for” and a basis for action in other domains of life. Being mindful of one’s personal vision is critical to it having an impact on one’s work and life.

Identification and communication of a set of core values and a vision (both personally and organizationally) is a strong first step. Yet, a vision is only effective if actions taken reflect the meaning of that vision. The next step in the process of personal assessment is to identify one’s personal mission that stimulates action.

Mission

Mission is purpose. It focuses and stimulates what you do each and every day to *live* by your values and strive for your vision. A mission statement helps you to focus on what should be done. It can energize the highest and most creative energies to execute a strategy and attain set goals. This suggests the benefits of writing a good *personal* and *professional* mission statement. Mission statements, like vision statements, take time to write and require deep reflection to achieve alignment across one's values, vision, and mission. Consider the following as a place to start in writing a personal mission statement.

My **mission (statement of purpose)** is to _____ (use action verbs) for what: _____ (principal or cause) to/with or for (whom) _____

The question to be considered: What is the guiding purpose that pulls you closer to realizing your vision? Continuing with the above change leader illustration, the organization's mission is "developing leaders through innovative and agile programs that focus on the sustainability issues for organizations." *Sustainability* is defined as including the whole system in efforts to collectively consider human and environmental capital as it relates to profit that can result in a better world for this generation and generations to come.

The president's mission is "develop and deliver distinctive and innovative management programs that maximize student human potential." This change leader wrote a mission that is simple yet parallel to the organization's and president's mission. Because she is a faculty member that serves the students, her vision is "learn and serve with others to create a sustainable future for the students, myself, and my organization." There is alignment of the faculty member's mission to both her leader's and organization's mission.

Finally, one's mission statement is at the center of the process of knowing what you should be doing today (and tomorrow) as a leader of personal and group change. Thus, there are practical implications for being fully engaged in writing a meaningful mission statement. In order to get beyond just writing the words to design what Quinn (1996, p. 9) calls "rules of operation," one must be able to closely identify with and be continually mindful of the behaviors and actions that are reflected in the written statement. Because change, for our purposes, includes hearing the input of others, writing your mission statement (which can have plural elements) and as a step toward change can be a fearful activity. Yet, according to Quinn (1996, p. 9), "Knowledge accumulates, assumptions are made, values formulate, competencies develop, and rules of operation are established." A person's rules of operation are best based on *written* vision and mission statements that gain full commitment by a determined writer.

Identifying your values, vision, and mission statements takes awareness, dedication, reflection, and concentration on the task. Next, you will think about leadership competencies because competencies influence and make possible the formation of your values, vision, mission, and the ability to lead effectively.

Leadership Competencies

A leader's competencies will manifest themselves in demonstrated actions. The areas where a leader is strong will receive more attention (action) and show through—whether or not they are beneficial competencies. A study by Stavros (1998) shows that outstanding capabilities come to the surface as the change leader functions with organizational members. Skills, like oral communications, networking, self-confidence, initiative, and attention to detail, may be the hallmark of a particular leader's activities. In her studies of leaders, the ability to take the initiative in creating a new vision, communicating the vision to others, giving attention to detail, feedback, and having the confidence to move forward demonstrated the essence of effective leadership skills. These are noted as the competencies required in an organization for leadership of transformational change to happen. For identifying your leadership *core competencies*, Table 2, "Leadership Competencies to Effectively Lead Change" (Boyatzis, 1998) provides terms and definitions.

Table 2: Leadership Competencies to Effectively Lead Change

Efficiency Orientation

The ability to perceive input/output relationships and the concern for increasing the efficiency of action.

Planning

The ability to define goals/objectives, strategy, tactics, and resources to be used to meet the purpose (mission).

Initiative

The ability to take action to accomplish something, and to do so before being asked, forced, or provoked into it.

Attention to Detail

The ability to seek order and predictability by reducing uncertainty.

Flexibility

The ability to adapt to changing circumstance, or alter one's behavior to better fit the situation.

Networking

The ability to build relationships, whether they are one-to-one relations, a coalition, an alliance, or a complex set of relationships among a group of people.

Self-Confidence

The ability to consistently display decisiveness or presence.

Group Management

The ability to stimulate members of a group to work together effectively.

Developing Others

The ability to stimulate someone to develop his abilities or improve his performance toward an objective.

Oral Communications

The ability to explain, describe, or tell something to others through a personal presentation.

Pattern Recognition

The ability to identify a pattern in an assortment of unorganized or seemingly random data or information.

Social Objectivity

The ability to perceive another person's beliefs, emotions and perspectives, particularly when they are different from the observer's own beliefs, emotions, and perspectives.

The above listing of core leadership competencies and their definitions are not meant to be all encompassing. Nonetheless, they can be significant to one's ability to lead change in organizations. Competence in leadership, especially during change, can become more possible through assessment and *purposeful* developmental actions with attention to Galpin's (1996) attributes (character or characteristic) of leadership during change are valuable tools for achieving personal change. One should not merely list that "I have 'x' competencies" but should take time to identify illustrations to demonstrate each personal competency as it relates to a characteristic of leadership as offered by Galpin. Doing so can identify vital areas for need for improvement as well as areas of current strength. Once you have identified your leadership competencies, discovery of your most effective leadership *style* takes place.

Values Orientation (Attitudes) While Leading Change

A value orientation displays one's attitudes toward others (as in orientation) and is useful to the leader seeking to identify areas of change. It is also useful to those experiencing the leader's actions to identify what can be expected of the leader over time. (It should be noted that often people fall back on less desirable behaviors when they are experiencing stress.)

Identifying Your Values Orientation (Attitude) for Leading Change

As you know, values are based on beliefs and our attitudes towards ourselves and other people. A person's values also affect how they perceive or interpret events and circumstances (attitudes). A set of values as discussed earlier forms a value orientation. There are three basic value orientations involved in management (Boyatzis, 1992) and we add another value orientation:

1. Economic Value - a pragmatic concern
2. Intellectual Value - an analytic concern
3. Human Value - a caring concern
4. And we add: Combination of Values

Economic Value Orientation appears to be based in philosophies of utilitarianism, pragmatism, or consequential. With a dominant economic value orientation, a person will tend to determine the worthiness of an activity in terms of its measurable utility toward desired ends, or objectives. If the ends, or objectives, are not clear, or if the measurability is difficult, the activity will be less valued by someone with a dominant economic value orientation. Although financial variable provide a convenient measure, a dominant economic value orientation does not imply that the person is focused or preoccupied with money.

Money may merely be the measure he/she uses to assess the relative inputs and outputs. The central issue underlying a dominant economic value orientation is a pragmatic concern.

Human Value orientation appears to be based on philosophies of humanism and communitarianism. The central issue underlying a dominant human value orientation is caring for others. With a dominant human value orientation, a persons will tend to determine the worthiness of an activity in terms of its affect on specific other people and its impact on the quality of the relationship he/she has with specific others. Although intimacy and friendship may be of primary importance to someone with a dominant human value orientation, a concern for others and relationships may occur in the context of work or other types of settings.

(Boyatzis, 1992, p.4)

Intellectual Value Orientation appears to be based in a philosophy of rationalism, and possibly in the abstractions of mysticism. With a dominant intellectual value orientation, a person will tend to determine the worthiness of an activity in terms of its conceptual contribution to understanding something. Creating a cognitive map, or a framework describing what we know about something, is at the heart of this value orientation. The central issue underlying a dominant value orientation is an analytic concern. (Boyatzis, 1992, p.4)

Combination Value Orientation can be a combination of two or all three orientations. One is dominant over the others and is the fallback value when fear, anxiety, or stress forces the leader to take action without time to deal with other approaches or other approaches have not “worked” and they are seeking to have their own way.

Interviewing Your ‘Trusted Advisors’

Regarding being an effective leader, Quinn (1996) suggests that personal change that is meaningful and deep, and that influences one’s leadership style, is important to successfully working in today’s more complex environments. There are more demands on leaders today. This statement may not make sense when we have moved into an era of “sharing leadership”—a term that can send some leaders into a catatonic state. Sharing leadership is tougher than being the controlling, do-it-this-way leader. There exist so many more ‘pulling’ roles that could be ignored in the past. The leader has to pull out *real* communication; the leader has to pull out the willingness to *really* be a team member; the leader has to pull out *real* energy for doing; the leader has to pull out the *real* willingness to be accountable with others during the work instead of after the work is done. The leader has to pull out *real* adaptive behavior. The pulling instead of pushing behaviors requires a trust in others that was often ignored in the past. These behaviors may require a leader to look at certain peers, superiors, subordinates, and friends as *trusted advisors*, people are willing to tell you the truth and tell it directly when needed. They are people who are willing to tell you when deep change is needed. Trusted Advisors are people you respect

and admire, people who have known you for a good while, and people with whom you have (whether now or in the past) had frequent interactions. This can include a current or former boss, colleagues, a family member, good friend, and/or someone on the fringes who has observed your activities for a good while.

The interviews will be different from past conversations. (See Appendix B for sample interview questions.) You will request time and straight forwardness in each conversation, whether a personal interview or, as some have done, by email (giving them time to think and get even more direct) with three to five trusted advisors as to what they perceive as your values, vision, mission, management style, and leadership competencies. These are developmental conversations focused on both the past and the future—the leader’s future. Are you on track to being a self-as-instrument for leading change? These interviews are the anchor point of this process and are to be approached with the intention to identify change issues. The advisory participants must also take this process seriously. They are partaking in a serious endeavor for change. An introduction of the concept of self-as-instrument can provide traction with achieving serious input to the process. If taken seriously by all involved, these conversations can deepen relationships, deepen the outcomes, and deepen personal determination to move toward a more useful and successful leadership style, both in daily practice and during change. (Suggested interview questions are attached as an Appendix.)

During and after the interviews, taking the time to write out “serious notes” is an important step. These notes can provide opportunities to return to a trusted advisor with additional questions and discussions. These notes can also provide opportunities for future learning and reality checks for continued improvement at future intervals. Returning for checks for continued improvement with the same trusted advisors over time can also be useful. Asking the question, “How am I doing?” is important for deepening one’s strength of commitment to the process of personal change.

Writing Your Leadership Self-Assessment

After the interviews, the final step in the Change Leadership Self-Assessment process is to finalize your values, vision, and mission and write a narrative that is a personal message to yourself as an instrument of change. Each element of the process for development is included in the written part of the assessment, including outcomes of each part of the self-awareness process. The written report should minimally include:

1. The values, vision, and mission of your organization. Is there alignment with your values, vision, and mission statements? If not, what can you do to reach alignment?
2. Your values, vision, and mission statements. It should include why you chose the five values. Comments by trusted advisors’ perceptions of your vision and mission statements are invaluable. What do they see as the true reality, and why? Include why you are doing this assessment? What do you hope to accomplish? Why is this goal important—to others?
3. A report and commentary on your interviews regarding your leadership competencies and the evidence provided to support these competencies (a matrix can be helpful). What was most important to you, and why? What competencies identified by your advisors

surprised you? Which ones disappointed you? What were the strongest areas of development? What are your thoughts on process and what are your thoughts on what your advisors said about your leadership competencies?

4. Flags for improvement. According to your trusted advisors, what must you be constantly mindful of regarding performance as a leader? What developmental areas must you attend to and how will you do it?
5. Make a commitment—and mean it. Write a commitment describing how you will *specifically* use the information from the interviews and the collected materials from the process. What *specifically* will you do in the next week, the next weeks, and the next months to achieve your vision and mission? How will you expand your leadership capabilities for your performance as a change leader?
6. Finally, find a coach. Choose a person or persons, potentially from your advisory group, you can use as a coach and observer-of-improvement. A person or people you are willing to be accountable to for your activities of development—people who are willing to stand tall and ask you, “What do you think you are doing? Get back on track or pay the consequences of staying the way you are right now as a leader.” Meet regularly with your coach(es) and follow through with your commitment to become an example of self-as-instrument for change.

Of importance is to, throughout the self assessment process, remain alert to Galpin’s leadership attributes and your quest for improvement regarding those attributes. Question 6, above, to do this exercise effectively includes, even requires, the determination to continue the journey. This journey is never done.²

Conclusion

This paper provides materials to support change capacity—a change leader’s self-development journey to become a self-as-instrument of change. The goal in this writing is to make sense of the possibilities that can arise from the learnings achieved from self assessment. Effective development, transition, and/or transformation require an authentic investment by the leader into the strange territory of self-assessment. The dynamics and effects of this process can be burdensome. Yet, this journey is especially significant to achieving the role of self-as-instrument of change.

For those who do not have change capacity, the effort dispensed toward assessment will be “a gesture toward change” that is superficial resulting in little, if any, change. But for those with change capacity, this change leadership self-assessment can result in transformational change, gaining the maturity to lead. Living an effective and mature life and developing attributes for leading change requires leader’s to listen to the messages of “shoulds” and encouragements offered by trusted advisors. Experiences, thinking, and reflection, coupled with the personal development efforts offered by this process can provide future opportunities for leadership during change not currently available.

² If you would like an example of a Change-Leadership Self Assessment, please email either of the authors.

To become an effective self-as-instrument requires the leader to be mindful of how to successfully utilize these should-messages. Messages of “should,” as filtered through personal values, vision, and mission, are worth listening to *and* attending to. During times when leaders are reacting to or anticipating how to best lead and manage effective and sustainable change, knowing thyself is the first step to achievement of personal, then organizational, change.

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Appendix A:

Values Exercise

The objective of this exercise is to help you clarify your values, or belief, at this time. Since our values and beliefs change from time to time, after reflection or certain events, it is useful to review and consider our values and beliefs regularly. Values are the basis from which we make decision, behave and create a vision. This exercise is adapted from numerous instruments used to assess one's values based on the ideas of M. Rokeach, described in *The Nature of Human Values*, New York Free Press, 1973. Since 2000, these values have been expanded based on participant results in our classes. This is an exercise that needs to be revisited every five years or at times when there is a significant life event to see if your core values have shifted.

Attached is a list of over 55 values, beliefs or personal characteristics. The following steps should help you identify which are most important to you as guiding principles in your life.

First, please identify the 15 or so values, which are most important to you, and mark them with an asterisk or circle them:

Second, from this list, identify the 10 that are the most important to you and highlight them;

Third, from this list of 10, identify the 5 that are the most important to you; and

Fourth, rank each of the five from "1" being the most important value to you to "5" being the least important. In addition, please define/support why you have selected each value. You may select a value not on the sheet that follows like "energy."

List of Values, Beliefs or Desirable Personal Characteristics

ACHIEVEMENT	a sense of accomplishment, success or contribution
AMBITIOUS	aspiring to promotion or progress within career
ADVENTURE	new and challenging experiences
AFFECTION	love, caring
BEAUTY	aesthetics in nature, art or life
BROAD MINDED	open-minded
CHEERFUL	Joyful
CLEAN	tidy, sanitary
COMPETENT	capable, effective
COMPETITIVENESS	winning, taking risks
COMFORTABLE LIFE	prosperous or easy life
COOPERATION	working well with others, teamwork
CREATIVITY	being imaginative, innovative
DISCIPLINED	self-controlled, restrained
DIVERSITY	appreciates differences
ECONOMIC SECURITY	steady, adequate income
EQUALITY	egalitarianism in life, equal opportunity from all
EXCITING LIFE	a stimulating or challenging life
FAME	being famous, well known
FAMILY HAPPINESS	nuclear and/or extended family that is happy
FAMILY SECURITY	nuclear and/or extended family that is safe
FORGIVING	willing to forget a judgment of others

FREEDOM	independence, autonomy, free choice, self-reliant
FRIENDSHIP	close relationships, companionship
HAPPINESS	Contentedness
HEALTH	being physically and mentally well
HELPFULNESS	assisting others, improving society
INNER HARMONY	being at peace with yourself
INTEGRITY	honesty, sincerity, genuineness
INVOLVEMENT	participating with others, belonging
INTELLECTUAL	conceptual, abstract, or symbolic
LOGICAL	Rational
LOVING	affectionate, tender
LOYALTY	duty, respectfulness, obedience
MATURE LOVE	sexual and spiritual intimacy
NATIONAL SECURITY	protection from attack
ORDER	tranquility, stability, conformity
PEACE	a world at peace, without war or conflict
PERSONAL DEVELOPMENT	personal growth
PLEASURE	fun, laughs, an enjoyable, leisurely life-style
POLITE	courteous, well-mannered
POWER	control, authority, influence over others
RECOGNITION	social recognition, respect from others, status
RELATIONSHIPS	connections with or among others
RELIGION	strong religious beliefs
RESPONSIBLE	dependable, reliable
SALVATION	eternal peace
SELF-RESPECT	self-esteem, pride, sense of personal identity
SERVICE	work done to help others achieve
WEALTH	making money, getting rich
WISDOM	understanding life, discovering knowledge

Appendix B:

Suggested Interview Questions

Prior to your interviews, complete your values identification and your competency listing in order to have them available for use in your interview. Also prior to the interview, give the interviewee the values exercise, competency exercise and listing of leadership styles. Ask them to complete the first two exercises and consider the leadership styles before the interview is held. (Do not give them the emotional intelligence scale. That is to be filled out by you prior to writing your C-LSA.)

In completing this paper, you are required to “interview yourself” and then interview at least three other people such as a significant other, father/mother or children; and/or a mentor, supervisor, a colleague, a direct report, or classmate who knows you well. This is to get at least three other viewpoints of yourself as a leader. It is suggested that you take strong notes or record the interviews in order to have the information available for your writing.

Keep in mind that the following is a suggested interview process. If you have an alternative interview design that will get you the information you need for completion of your assessment, by all means, use it.

A statement you might open your interview with:

In order to write my Change Leadership Self-Assessment, I am interviewing three people regarding (1) my current capabilities in leadership and (2) to identify areas that others think I need improvement. We will be discussing various aspects of leadership that have been considered in my Change and Capacity Building class at LTU. The information you will be offering will help me assess and write a personal change leadership assessment for the class.

Values

1. I gave you a listing that helps to identify personal values. Please share with me the values you think I demonstrate in my work/everyday life and give me examples of how I demonstrate these values.
2. Compare your listing with the listing made by the interviewee. Discuss what are the same/differences. Discuss why they may be different.
3. Do others see you as demonstrating your values effectively? Offer examples.

Vision/mission

4. (Share with the interviewee your vision.) Share with the interviewee your vision. Questions: Does this vision demonstrate the values you personally listed? How will your values impact accomplishment of your vision/mission?

Competencies

5. Let's look at the listing you have completed previous to our conversation regarding the leadership competencies you believe I demonstrate and give me examples of those competencies that you have seen. Discuss.
6. Request the interviewee to rank your ability in the listed competencies. The core competencies can be ranked as 1) outstanding, 2) above average, 3) average, or 4) need to develop.
7. You may also discuss the ones that you do not have and how you will develop these.

Leadership Style...

8. Ask the interviewee to share the leadership style they feel you use as a primary and secondary style. Ask for examples.
9. Are your values reflected in your leadership style(s)? A story or example please.

Future Development

10. What suggestions can be offered for development of a beneficial style of leadership that enhances opportunities to achieve the previously discussed vision/mission both in your personal life and in leadership opportunities in your work life?

Adding your own questions will personalize the process.