

Transformational change and leadership



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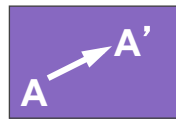
Issues

Transformational change

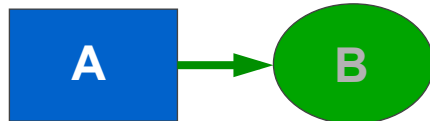
- Naturalistic Inquiring
- Appreciative Inquiring
- Action learning
- Choosing Deliberately
- Discovering Fixations
- Inter-acting
- Contextualizing

Personal and organizational Learning

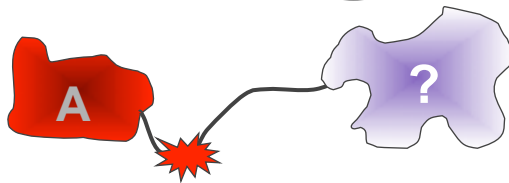
Levels of Change



1st level: Improvement

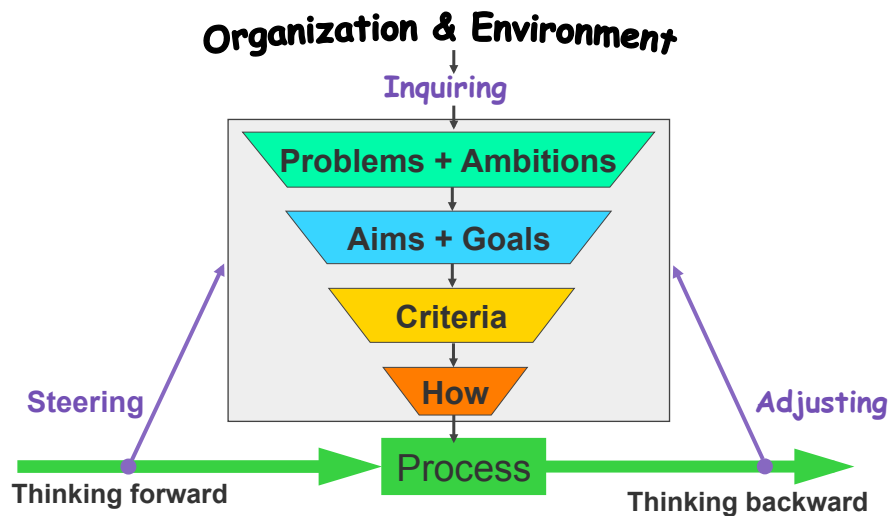


2nd level: Transition



3rd level: Transformation

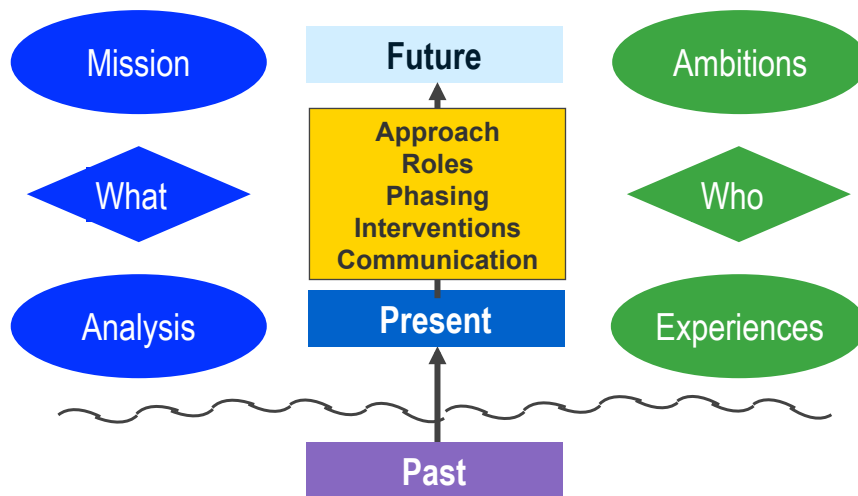
Managing Organizational Change

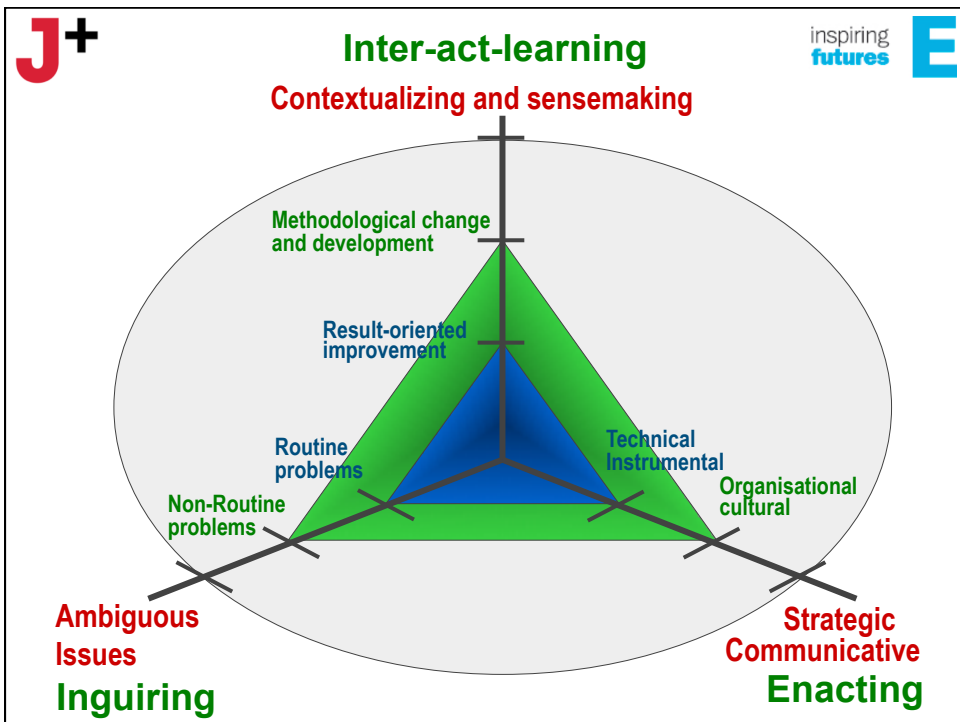
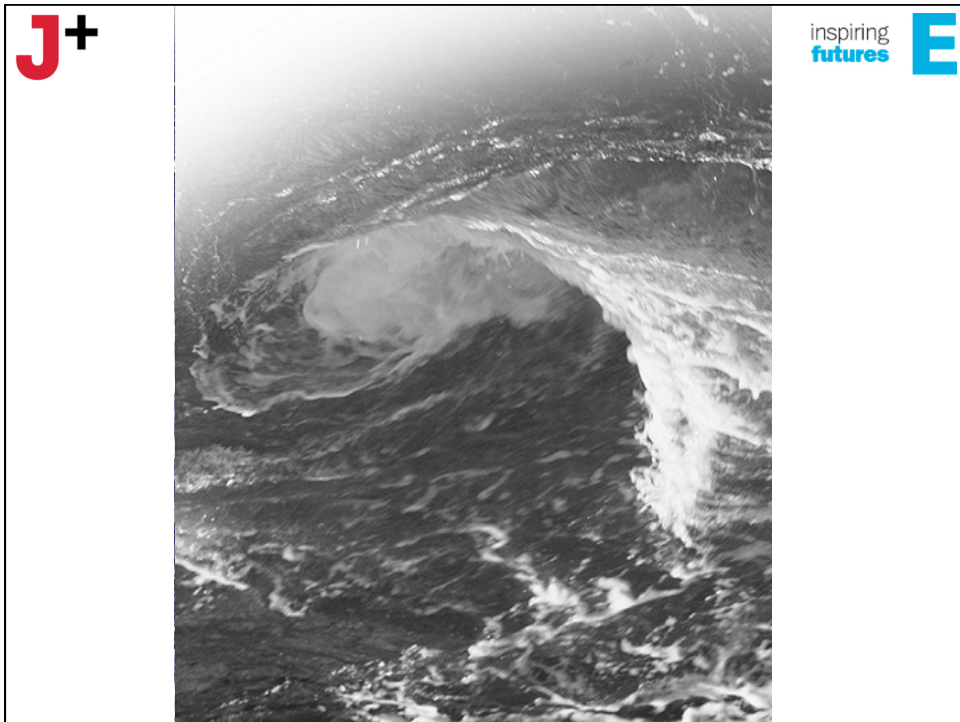


Change strategies

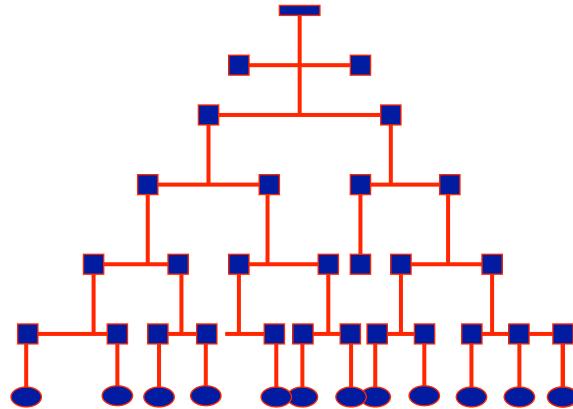
Power Strategy	Planned Strategy	Negotiating Strategy	Step-by-step Strategy	Learning strategy	Interactive Strategy
Forcing	Pushing	Exchanging	Developing	Learning	Discovering
Steered by top Goal oriented Position power Input controllers Linear process Pressure Tell & Sell	Initiated by top Solution oriented Expert power Input consultants Linear process Persuasion Convincing	Multiple actors Result oriented Position power Different coalitions Iterative process Negotiation Compromising	Transformative Problem oriented Seductive power Input employees Iterative process Participation Guiding	Active & reflective Transition oriented Informal power Input learners Circular process Action learning Coaching	Interactive Future oriented Visioning power Collaboration Cyclic process Mutual learning Dialoguing

Designing change

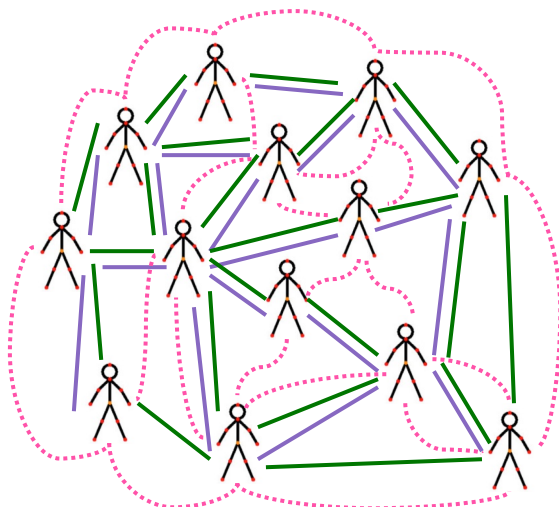




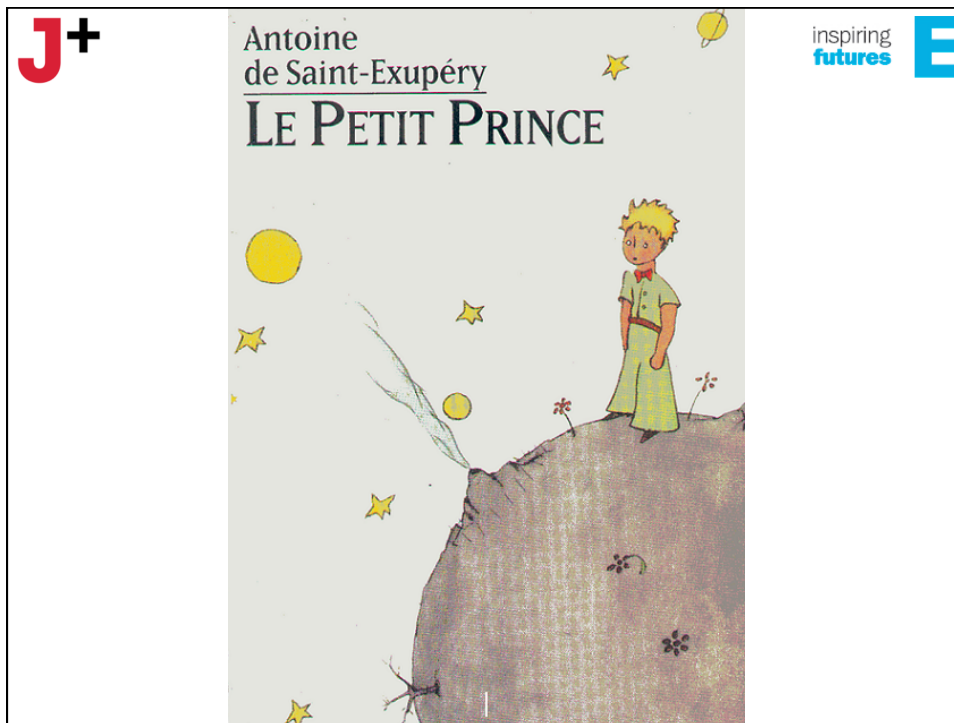
Positional organizing



Transformational organizing



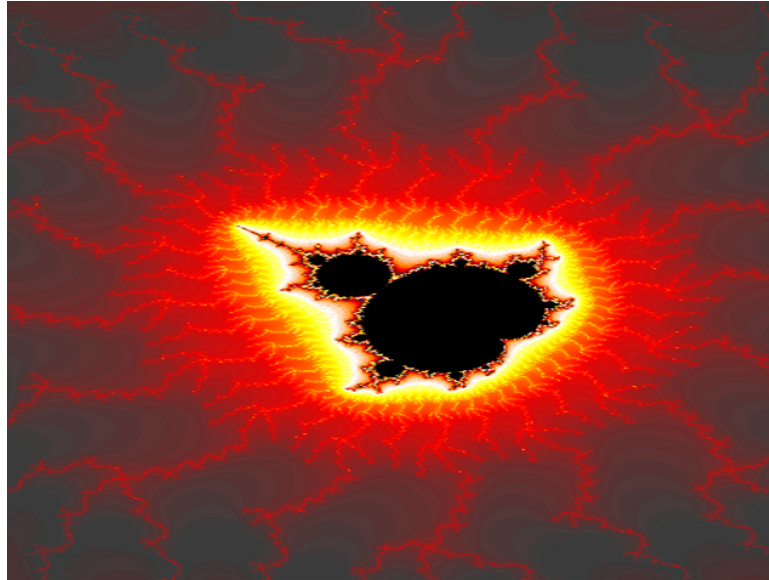
- Value added activities
- Interweaving activities
- Relationships
- Trust and collaboration
- Creation of meanings
- Innovative culture
- Open system



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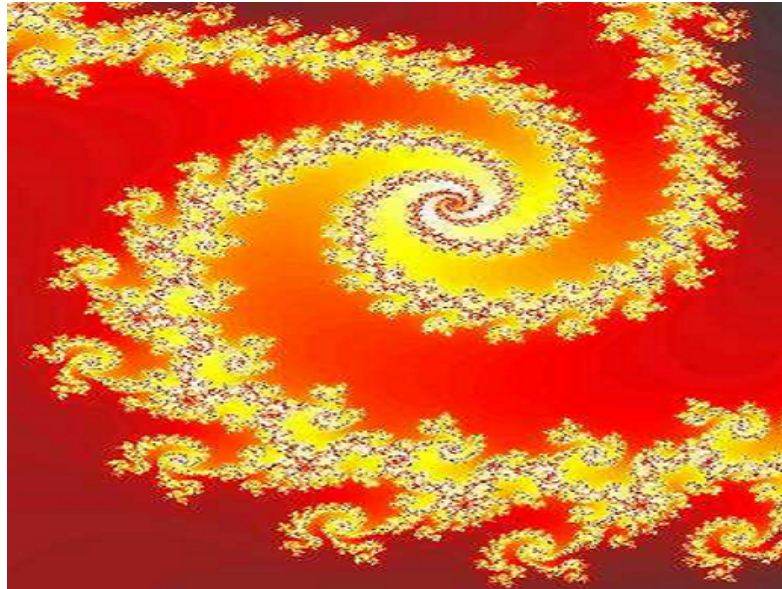
Naturalistic inquiring

- Inquiring with an open mind
- Identifying ambiguous issues and tensions
- Not solving problems or defining solutions
- Postpone own opinion and views
- Opening up possibilities
- Stimulate multiple voices
- Keep space for multiplicity



Appreciative inquiring

- Exploring new experiences in zones of discomfort
- Grounded observation: The best of what is
- Collaborative visioning: What might be
- Continuous reconstructing: What should be
- Collectively experimenting: What can be
- Learning form other places and cultures



Action learning

- Inquiring processes and interactions with clients
- Collective questioning to enlarge possible futures
- Making room for self organizing and learning
- Stimulate experiences in local contexts
- Exchange experiences, insights and knowledge
- Create time and space for interactions



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Inter-acting

- Stimulate interactions in ongoing processes
- Include everyone who is involved in some issue
- Recognize and support differences
- Work with multiplicity to construct realities
- Utilize conflicts for creativity and renewal
- Recognize and clarify mutual relationships

The case of a group rape

- Irma (14 years) victim of group rape by four boys
- Irma goes home and told her mother of the group rape
- Mother and Irma went to police for declaration
- Two policemen take mother and child in police car to place of crime
- To collect proof Irma was taken to medical police officer
- Physician did internal inspection and cut a lock of hair to collect DNA
- Irma transported to victim support unit and had to tell her story again
- Irma was advised to go to public health care for tetanus and PEP
- Irma in the waiting room was invited by a nurse who spoke loudly: the girl from the group rape may come forward first
- Police collected enough evidence and accused the four boys
- Public prosecutor forgot to eliminate address of Irma from the charge
- Boys started threatening and stalking girl and her mother

The case of a group rape

- Mother and girl went to police and victim support without getting support
- Social welfare refer to social housing company for another house
- Social housing company was not willing to offer another house
- Irma separated from her mother by youth care and taken to safe place
- Mother went to local political party and ask an aldermen for support
- Mother and aldermen brought the case in city council
- City council and mayor decided to research this case
- The Urban Safety Committee agreed in doing an investigation
- The Child & Safety department accepted the task to do an audit
- One member of the committee called a researcher and asked for advice

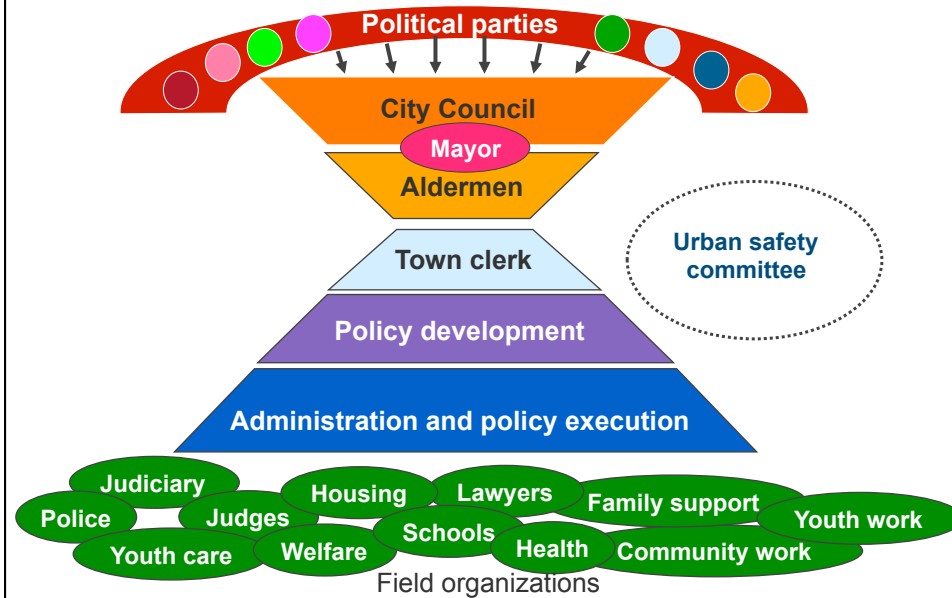
What kind of advice would you give?

What is a possible change approach?

Whom do you want to involve?

What ideas do you have about desirable outcomes?

Power and conflict in city government



Professionals involved

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Police officer ▪ Police medical officer ▪ Police victim support ▪ Public prosecutor ▪ Magistrate ▪ Public health ▪ Youth care ▪ School teacher ▪ Psychologist ▪ Team leader youth prison ▪ Resettlement | <ul style="list-style-type: none"> ▪ Housing cooperation ▪ Neighbours ▪ Neighbourhood care ▪ Neighbourhood policemen ▪ Psychiatrist ▪ Politicians ▪ Members city council ▪ Mayor ▪ Members of safety board ▪ Policy makers safety dept. ▪ Consultant/researcher |
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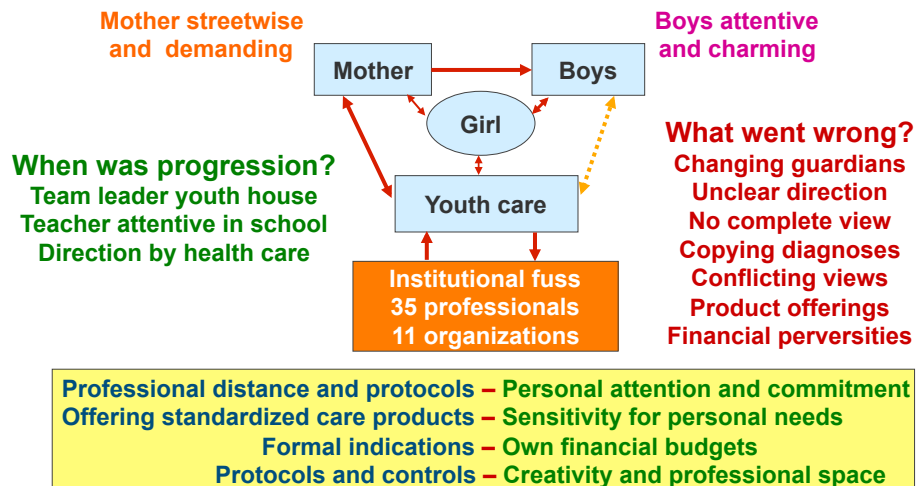
What to do

What we don't want

What we want to do

<ul style="list-style-type: none"> Blaming and searching scapegoats Looking for culprit and victims Focus on one dominant perspective Making new protocols and methods Assessing policy and policy makers Bulky report Investigation of persons involved 	<ul style="list-style-type: none"> Searching for understandings Exploring possibilities for improvement Respect for different perspectives Reflecting on professional practice Reflecting on professional collaboration Learning from concrete situations Inquiring and learning with people
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Youth care: Sexual offence



Sexual offence: recommendations

1. Continuity in guarding: one person for the whole family
2. Integral history of youth care, health care, family care and policing
3. Support school and teachers in their supportive task
4. Collect signals in the neighborhood continually and share this
5. Activate local supportive networks (school, friends, family, police)
6. Reduce paper work, strive for direct contact
7. Being fully present as professional (sensitive, respectful, responsive)
8. Knowing and collective acting by all professionals in the family
9. Stimulate 'own strength' conferences and local networks
10. Guarantee safety for professionals around the family
11. Restraint reaction of politicians on media hypes

Accept complexity of problems



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Collaboration of managers



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Trust and support of management



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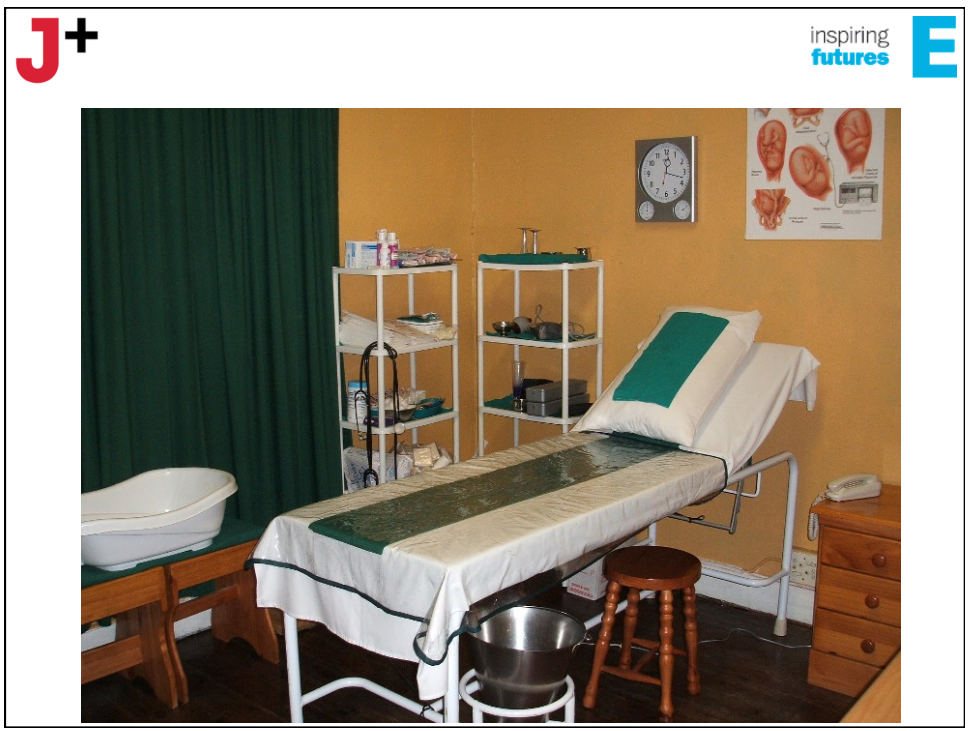
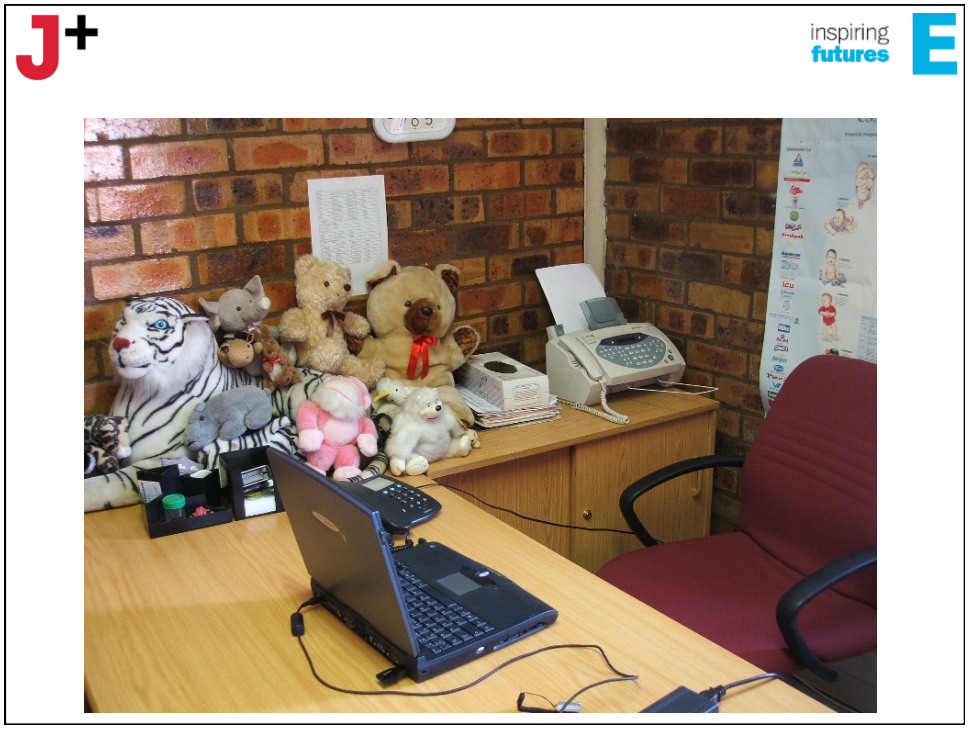
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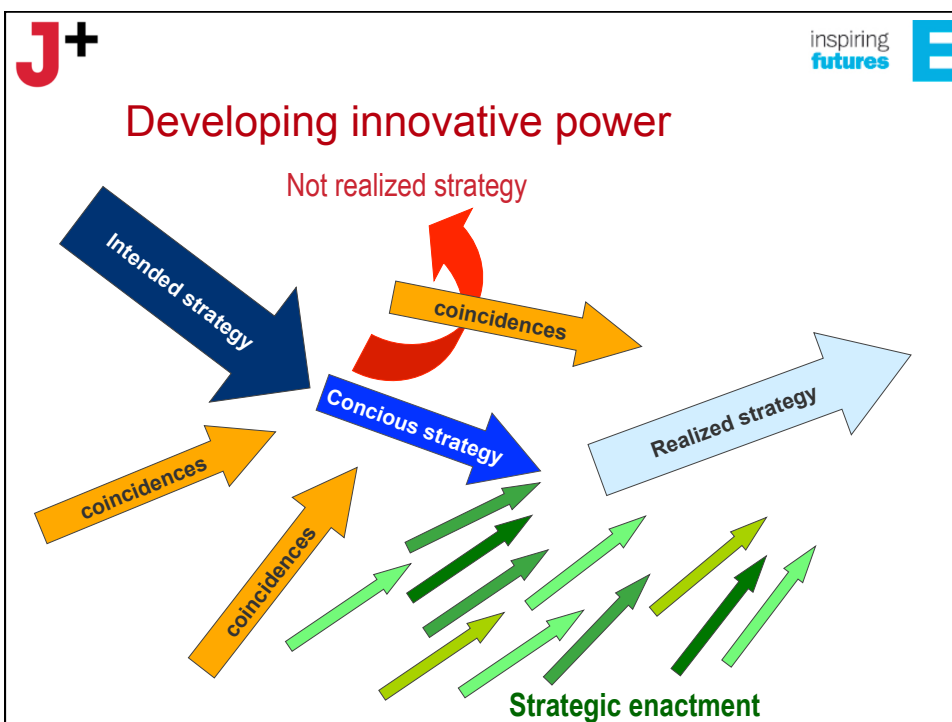


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Learning

- 1st order learning
 - Doing things right
 - Improvement of routines
 - Use your head
 - Instruction and training

- 2nd order learning
 - Doing things differently
 - Changing insights and rules
 - Follow your hart
 - Teaching and action learning

- 3rd order learning
 - Doing right things?
 - Transforming assumptions
 - Trust your stomach
 - Reflective learning in transformation

*To us, art is an adventure
into the unknown world,
Which can only be explored
by those willing to take the risks*

Barnett Newman, 1943