Your presenter…. 

Ranjit Sidhu

*Change and project management consultant and trainer*

25+ years of delivering projects and change for a wide range of companies, across continents and diverse range of cultures.

Certifications related to change, projects and people skills:
Change Management Practitioner, Certified Local Change Agent, AgilePM®, SCRUM Master, Lean Kanban, PRINCE2®, Facilitation Skills Practitioner, NLP Master Practitioner, LAB Profiling

Publications I’ve been involved with:

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Before we get started:

This session is being recorded. A follow-up will be sent to you.

Submit your questions anytime.

Your feedback is welcome and valuable. You have my email address!
Webinar content

- Deal with uncertainty and ambiguity
- Leverage aspects from planned and emergent approaches to change
- Build change readiness even when so much is unknown
Webinar content

- Deal with uncertainty and ambiguity
- Leverage aspects from planned and emergent approaches to change
- Build change **resilience** to future-proof ourselves and our organisations
Ambiguity and uncertainty

- Ambiguity
- Uncertainty
- Volatility
- Complexity
Threat vs reward

**THREAT**
Away from

**AMYGDALA**
Emotional centre
Unconscious impulsive responses. Constantly scanning for threats

**REWARD**
Towards

** PREFRONTAL CORTEX**
Conscious, higher functions, analytical thinking, logical decision making

*Your Brain at Work. David Rock (2007)*
Threat vs reward

**THREAT**
Away from

- Anxious
- Think less clearly
- Reduced memory
- Weakened immune system
- Stress / cortisol up, dopamine down
- Faster acting, stronger
- Lasts longer

**REWARD**
Towards

- More focused
- Positive, motivated
- willing to learn
- Creative
- Increased resilience
- Dopamine up
- Slower to act, milder
- Shorter duration

© SPACES Model, Scarlett (2014)
Multiple brains communicating

- Head brain
  Thinking, making meaning, logic, spatial tasks

- Heart brain
  Emoting, values, relational affect

- Gut brain
  Core identity, mobilisation, self-preservation

mBraining. G. Soosalu & Marvin Oka (2012)
Do what you can

"Do what you can, with what you have, where you are"

Theodore Roosevelt

£37M + raised

Captain Tom Moore’s 100\textsuperscript{th} Birthday walk for the NHS
Locus of control

"The degree to which people believe that they, as opposed to external forces, have control over the outcome of events in their lives."

J. B. Rotter (1954)
Name the emotions

MOTIVATED  Grief  Curious

Anxious  Confused  Sense of loss

EXCITED  Anger  Sad

Putting feelings into words. Torre J.B., Lieberman, M.D. (2018)
Ben Feringa (2016 Nobel Prize winner)
Continue to reflect, learn and adapt

Working from home

Making it work
Continue to reflect, learn and adapt

Priscilla Sitienei

An elementary school pupil

Image source: BBC News
Connect and engage with others

- Establish communication channels that allow formal and informal interaction
- Allow more time for social interaction
- Check assumptions and understanding
- Discuss what is changing, but also emphasise what will stay the same
- Set clear, short term goals

Communicate with compassion

- Consider tone of language and metaphors used
- Don’t wait until all the information is available
- Tailor messages for specific audiences
- Be consistent with frequent communication
- Balance empathy, transparency with setting realistic expectations

Effective Change Managers Handbook (2014)
Maintain trust and empathy

Genuineness and congruence

Unconditional positive regard

Empathic understanding

Carl Rogers (1957)
Align actions with purpose and values
Establishing boundaries and guidelines

Set clear boundaries and guidelines about what is acceptable and what is not.

Groups of people can form networks of trust without a central system controlling their behaviour or directly enforcing their compliance.

Establish boundaries and guidelines

Set clear boundaries and guidelines about what is acceptable and what is not

Rules
- At least one blue card in morning (writing)
- Always outdoors time in afternoon

Self-generated lessons
- I need to change the sequence of activities to give my hand a break from writing
- If I focus and finish an activity, there is time for playing music

Erika Suerz - https://www.linkedin.com/pulse/covid-prompted-kids-planner-change-failure-focus-erika-suerz/?trackingId=sWbGgAOTGRy5DXj7n4QJA%3D%3D
<table>
<thead>
<tr>
<th>Building change resilience</th>
<th>Individuals and Teams</th>
<th>Leadership</th>
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<tr>
<td></td>
<td>Breathe! Locus of control</td>
<td>Encourage risk taking, create circle of safety</td>
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<td></td>
<td>Name the emotion</td>
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<td>Maintain trust and empathy</td>
<td>Encourage connection and time for exploring ideas</td>
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<td>Continue to reflect, learn and adapt</td>
<td>Monitor changing environment</td>
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<td>Be comfortable being uncomfortable</td>
<td>Reporting, agreed priorities</td>
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## Bringing it together

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<th>Emergent change</th>
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<th>Leadership</th>
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<td>Sense of Safety and confidence</td>
<td>Breathe!  Locus of control</td>
<td>Encourage risk taking, create circle of safety</td>
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<tr>
<td>Connection and Diversity</td>
<td>Maintain trust and empathy</td>
<td>Encourage connection and time for exploring ideas</td>
</tr>
<tr>
<td>Controls loosened, People empowered</td>
<td>Align actions with purpose and values</td>
<td>Communicate with compassion, clarify what is acceptable or not</td>
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<td>Edge of Chaos</td>
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**Tapping the power of emergent change.** Hinson, J. and Osborne, D. (2015)
Questions

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(sorry, function not available on mobile devices)
Further information

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