

Fundamental Interests and Needs During Change – Guidance and Tips for Leaders

	How leaders unintentionally add pressure	How leaders can support individuals	How leaders can support the team
Mastery Can I do this well, now and in the future?	• Demanding results without enough practice time or guidance. • Taking over immediately when mistakes occur. • Leaving new requirements and standards unclear. • Treating temporary setbacks during learning as failure. • Giving feedback on the person rather than the task and approach.	• Discuss what the person can already do and still needs to learn. • Provide suitable guidance and time to practise. • Give specific feedback on the task and approach, not the person. • While the work is new, agree learning goals alongside performance goals and make progress visible. • Discuss mistakes as opportunities to learn, not shortcomings.	• Practise new ways of working together. Ask colleagues who have mastered the new work to demonstrate it and explain how they learned. • Review experiments: what works and what are we learning? • Set aside time for learning and adjust workloads accordingly. • Clarify together what good work looks like during and after the transition.
Autonomy What influence do I have?	• Wanting to approve every choice in advance. • Leaving decision-making authority unclear. • Giving responsibility without the authority to act. • Withdrawing agreed decision-making freedom without consultation. • Dismissing concerns or reluctance, or using controlling language ("must", "not up for discussion").	• Clearly agree authority, expectations and boundaries. • Offer real choices in methods and sequence. • Acknowledge reluctance and concerns as understandable, and explain why the change matters. • Ask for the person's own ideas and explore them seriously. • Provide support without taking over ownership.	• Make explicit which decisions the team can make. • Involve the team in the approach, planning and allocation of tasks. • Allow experimentation within agreed boundaries. • Let the team develop and adjust its own working agreements. • Review restrictive rules and approval steps together and reduce them where possible.
Fairness Is this fair and handled with care?	• Not explaining decisions adequately. • Always giving the same people opportunities or influence. • Asking for input when everything is already decided. • Playing down objections or adverse consequences. • Delivering significant news impersonally, late or through others.	• Explain decision criteria and considerations honestly. • Deliver significant news yourself, promptly and personally. • Explore objections seriously and correct mistakes. • Explain what happens to the person's input. • Acknowledge adverse consequences and explore possible support or compensation.	• Make criteria for decisions and allocation transparent. • Give everyone space to share their perspective. • Regularly review how burdens and opportunities are distributed. • Apply agreements consistently, even under pressure, and explain exceptions. • Agree a clear process for questioning decisions and correcting poor handling.
Connection Do I belong, and who can I count on?	• Talking only about progress and results. • Cancelling opportunities for contact when things get busy. • Always involving the same people. • Breaking up established working relationships without helping build new connections. • Using "us and them" language about other teams or groups.	• Listen attentively to what is on the person's mind. • Keep in regular contact, even without a specific work issue. • Help maintain or build supportive relationships. • Discuss how the person can feel part of a new role or group. • Share your own struggles appropriately and invite openness without requiring it.	• Create opportunities to share concerns, and visibly appreciate people raising doubts or bad news. • Organise mutual support through buddies or rounds of requests for help. • Work together on challenges across team boundaries. • Discuss what connects the team and what it wants to preserve. • When team membership changes, make time to get acquainted and agree how to work together.
Status Does my contribution still count?	• Making decisions without first seeking experienced colleagues' expertise. • Leaving loss of position or influence unaddressed. • Valuing only high-profile results. • Belittling people publicly or comparing them unfavourably with others. • Disparaging previous ways of working to create urgency.	• Name the specific contribution and expertise you value. • Seek expertise and let it inform decisions. • Discuss meaningful responsibilities that fit the person's strengths. • Discuss loss of position, standing or influence with care. • Make the person's contribution visible in a way that suits them.	• Value different contributions, including support and knowledge sharing. • Acknowledge what has been built together and remains valuable. • Let the team present its own expertise and results. • Recognise shared progress without constantly ranking people against one another. • Invite team members to name what they value in each other's contributions.