Change Management Foundation Course

Version 1.4 – May 2024

Change Management Institute

Authors of *The Effective Change Manager, The Change Management Body of Knowledge 2nd Ed.*

CMBoK

Syllabus areas covered

1. Organisational context and approach	OA
2. People and change	PC
3. Change leadership and teams	CT
4. Stakeholders and communication	SC
5. Work of the change manager	WM

Foundation course structure

Day 1	Organisational context and approach People and change	Evening work
Day 2	People and change continued Change leadership and teams Stakeholders and communication	Evening work
Day 3	Stakeholders and communication continued Work of the change manager **Foundation Examination**	Evening work (for those continuing to Practitioner level)

Course objectives for Foundation level

- Explain the current context of change and how this is evolving
- Understand major drivers of change and the organisational context of a change including the effects of organisational culture
- Describe different approaches to planning and delivering change, including the value of collaborative ‘co-design’ approaches
- Assess the impact of change and identify ways to support people through change, developing strategies to overcome resistance and build motivation for change
- Support people who are in key change roles and help them build an effective change team
- Explain how understanding of human dynamics and organisational context is changing the way we approach change
- Analyse stakeholders and power dynamics to develop appropriate engagement strategies and develop effective communication and engagement plans for change
- Identify different types of measurement that can be used to track the effectiveness of change management activities and apply change analytics for change management
- Prepare for the Foundation exam

Foundation exam

- 40 minutes
- Closed book
- 50 questions, multi-choice
- Requires 25 (50%) correct answers or more to pass
- You do not lose marks for incorrect answers
- Candidates who wish to take the Practitioner level examination need to pass the foundation paper at 50% or more
- Two sample exam papers available

Organisational context and approach

Non-examinable

Scene setting

External factors

- World events such as the pandemic and war
- International market conditions
- Technological trends
- Industry trends
- National culture (or cultures for many multi – national enterprises)

OA section 1.1

Non-examinable

Scene setting

Internal factors

- Organizational culture(s) (this can vary across various parts of large organizations even if they are not multi-national)
- Governance structures and style
- History of change (a poor history of change can create many problems for the next change)
- Change maturity, which could include project maturity. This will often go hand in hand with the history of change, project, and programme approaches (slow and methodical, fast, and agile, somewhere in between)
- Attitude to risk

OA section 1.1

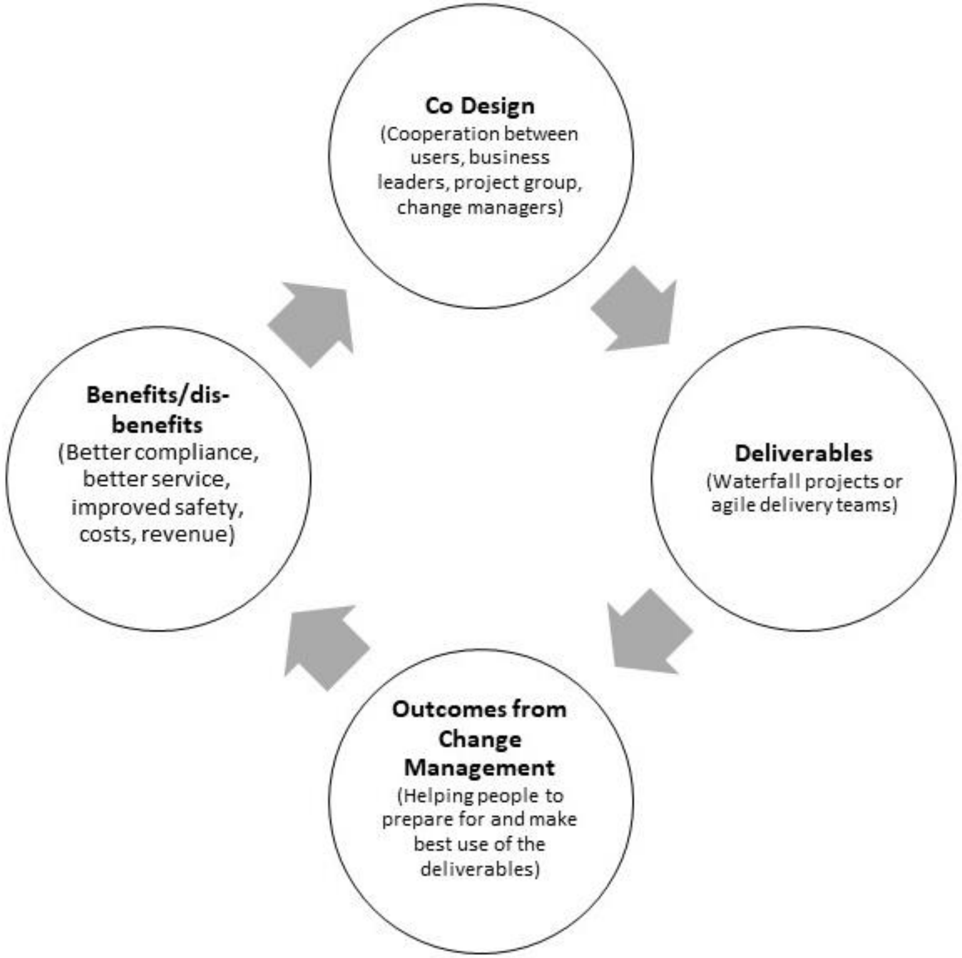
The link between change management and benefits

Benefits are defined as “the measurable improvement from change, which is perceived as positive by one or more stakeholders, and which contributes to organizations (including strategic) objectives”.

Dis-benefits are defined as “the measurable result of a change, perceived as negative by one or more stakeholders, and which detracts from one or more organizational objectives”

OA section 1.1.1

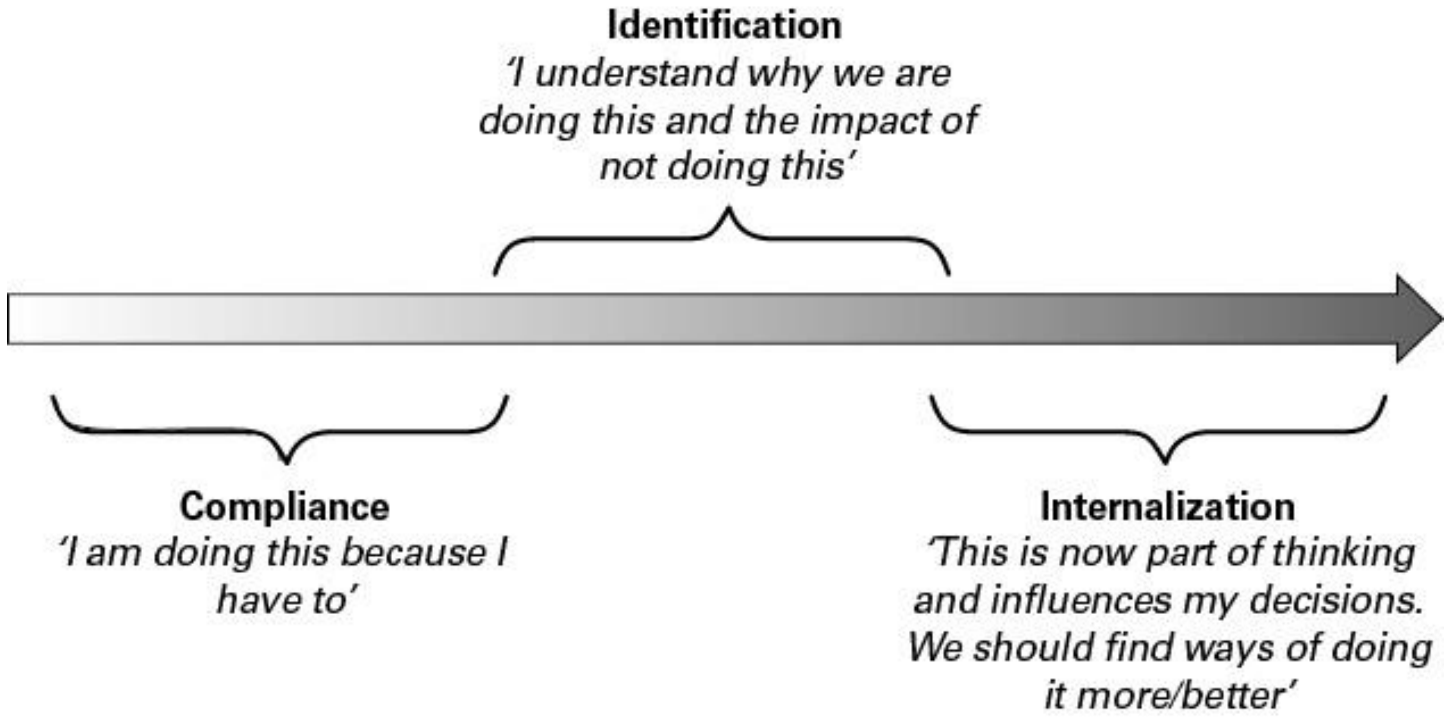
The link between change management and benefits



The change manager is rarely ultimately accountable for the benefits. This lies with business leadership. But the change manager works with business leaders to help realise the benefits. So, a good understanding of the intended benefits will help structure the change approach, allow better cooperation with business leaders and project or programme leaders. It will also help to gain the buy-in of all stakeholders.

OA section 1.1.1

Kelman's three levels of adoption



OA section 1.1.2

Simple or chaotic - Cynefin

Obvious or Simple
The situation is stable, and well understood. The relationship between cause and effect is clear. The situation is amenable to rules, processes, policies, and best practice approaches.

Complicated
The relationship between cause and effect is knowable but requires careful analysis. There are often many "right" answers. Experts are essential. It is possible but not easy to work towards a solution or a plan.

Complex
Relationships between the elements of the situation are unknown. Even the right questions to ask are unknown. Experts can help, and their advice should not be ignored even if their opinions differ. However, this advice should be combined with a cautious "safe-to-fail" experimental approach. Input and discussion from all levels of the organization is recommended.

Chaotic
Major cause and effects relationships are unknown and may change. The situation and its future are unknown. Immediate action is often needed, but the results will be unpredictable. However, these results might help to clarify aspects of the situation

OA section 1.1.3

Planned change vs Emergent change

Planned Change	Emergent Change
Typical examples: Relocation of offices, system changes, compliance with new legislation.	**Typical examples:** A drive to improve customer service, or costs, or quality. Changes to culture, attitude and capabilities.
Clear beginning and end point.	Clear direction, but the end point may be a little fuzzy.
Highly structured.	Less structured, evolving as it goes.
Associated with a well-defined plan or list of tasks.	More experimental, step by step approach, testing what works and what doesn't work.
Usually driven from the top, although may consult widely and at all levels to get best results.	Supported from the top but more participative in nature. More room for local line leaders and others in the organization to start their own initiatives.

OA section 1.1.4

Systems thinking

OA section 1.1.5

Organisational culture

Organisational culture

What is culture

There are many different definitions but many overlap with each other. Here is an example

"…an established system of accepted behaviours, values, beliefs and assumptions that is widely shared within the organization"

What is mood

In the world of global warming, there is sometimes confusion between today's weather ("It's freezing today") and the long-term trends (the planet has been gradually getting warmer for many years). There is an analogy with organizational culture. Today's mood (or "weather") is often changeable, but it may not be indicative of the underlying culture.

OA section 1.1.6

Organisational culture

The effects of culture are embedded in every aspect of organizational life. Changes large and small are likely to have cultural implications, even if this is not intended. It is always wise to consider the compatibility of a change with the organization's culture. If there is a fundamental incompatibility between the proposed change and the underlying culture, it could be extremely hard to make the change successful. This may need to be brought to the attention of senior leadership.

Edgar Schein (2019) makes the simple but important point that it takes two perspectives to see an organizational culture for what it really is: -

- The internal perspective from people who know what is really happening and
- The external perspective from people who can compare this to other organizations.

OA section 1.1.6

Organisational culture – three levels

Level one (surface)

Visible artefacts and products. e.g. office layout and furnishings (who gets what)

Level two (deeper)

Norms and values. Norms are the shared and accepted sense in an organization of what is ‘right’ or ‘wrong’. They may be in a ‘code of conduct’ or in less formal ways by social control. Norms and values are most often noticed when they are violated.

Level three (deepest)

Basic assumptions. e.g. the assumption that ‘all people are equal’. Basic assumptions are seldom articulated but underpin many of the norms and values of some societies.

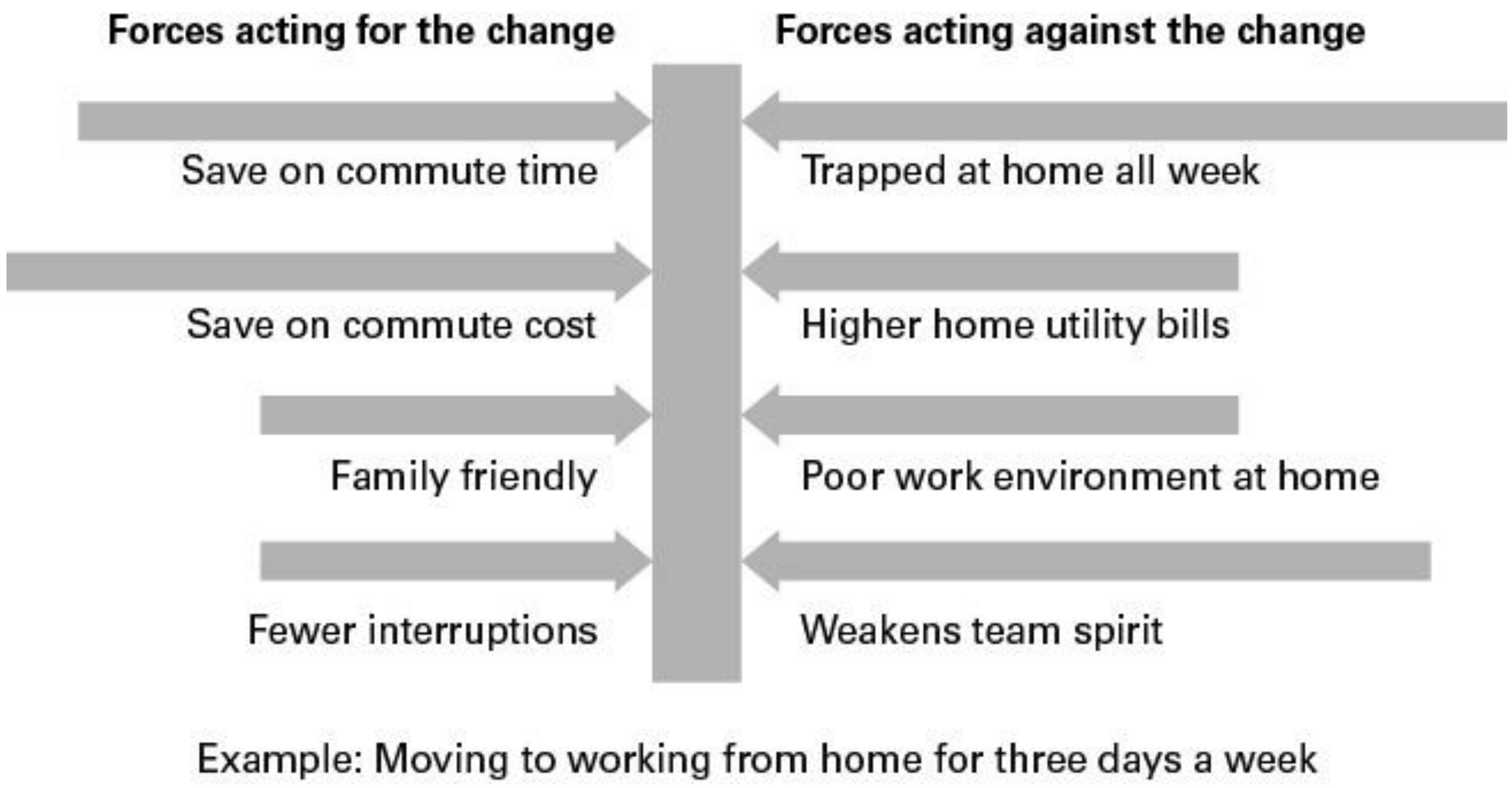
OA section 1.1.6

Activity

What is the prevailing culture in your current organisation?

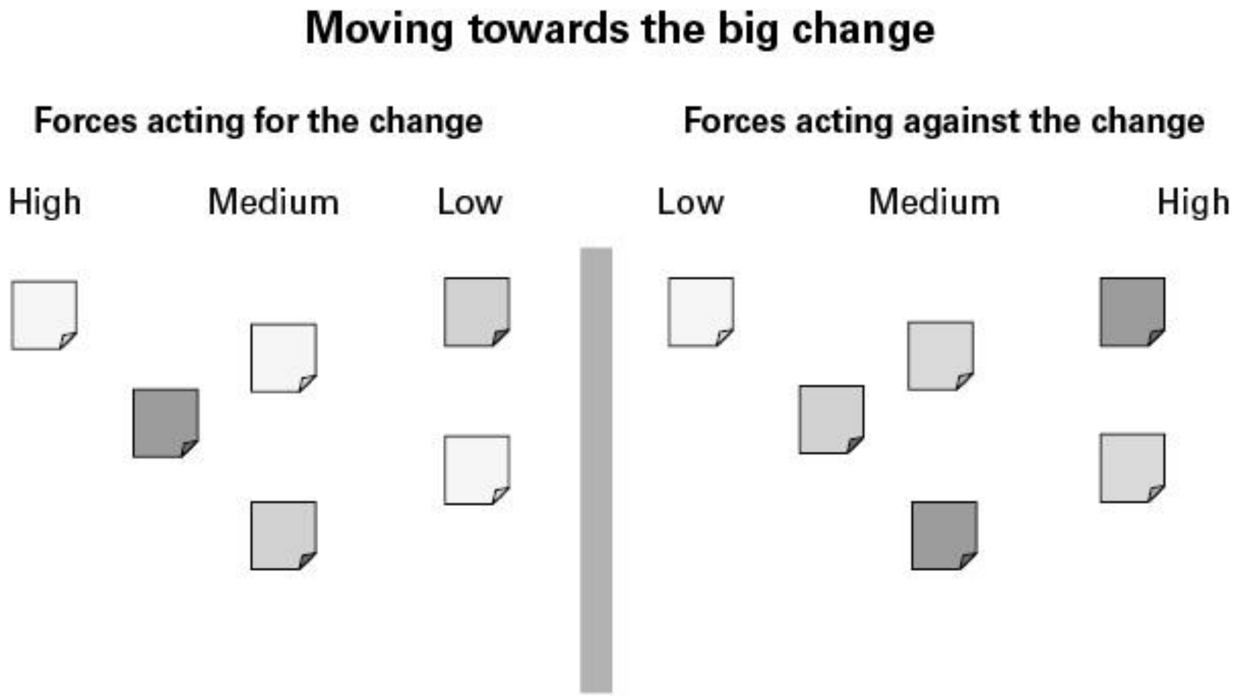
What is the culture evidenced or demonstrated – consider the three levels of culture mentioned on previous slide?

Force field analysis



OA section 1.1.7

Force field analysis



Development of a Force field analysis in a workshop setting

OA section 1.1.7

Structuring your approach

Co design

- What it is - an approach to design, attempting to actively involve all stakeholders in the design process. It is an approach which is focused on the process of design

- What it isn't - It is not a particular style of design, or ignoring evidence or professional advice. It is not an excuse to 'sell' a decision

- Benefits - This helps to ensure the result meets their needs and is usable. people are more willing to accept something that they were involved in creating. It leads to better solutions and greater buy-in.

OA section 1.2.1

Co design – when to use it

The change manager should be actively looking for opportunities to include people in designing the solution or even just the path to the solution. Even when the destination for the change has been dictated from above, the path to get there is usually open for debate. Some examples:

- In compliance driven changes, there are often many ways of implementing the policies.
- A new work from home policy would benefit from having actual staff part of the drafting process.
- Improved staff review process - why not ask managers and staff what would work?
- New offices - lets the staff work on the layout.

OA section 1.2.1

Co design

Co-design draws on workshop facilitation methods to ensure participation from all stakeholders. It requires:

- Trust
- Ability to challenge power
- A willingness to learn

Potential pitfalls – done poorly, it can be expensive and time wasting, leading to resentment and cynicism.

OA section 1.2.1

ADKAR

A	**Awareness**	Awareness of the need for the change. Awareness of the reasons for the change,
D	**Desire**	A desire to be part of the change. A "buy-in" to the need for change and the clear advantages of achieving it.
K	**Knowledge**	The knowledge of what to do. What actions are expected? How will new processes, system and machinery be used? What other knowledge is required?
A	**Ability**	It is one thing to know what to do and another to have the ability. Are there good opportunities to practice? Are there technical support systems in place?
R	**Reinforcement**	Is it working? How is that demonstrated?

OA section 1.2.2

Prosci, Best Practices in Change Management, Prosci 2020

Evolving the ‘n-step’ process

Kotter’s redesigned approach – eight processes or ‘accelerators’

1. Creating a sense of urgency around a single big opportunity
2. Building and maintaining a guiding coalition
3. Formulating a strategic vision and developing change initiatives designed to capitalise on the big opportunity
4. Communicating the vision and the strategy to create buy-in and attract a growing volunteer army

OA section 1.2.3

Evolving the ‘n-step’ process

Kotter’s redesigned approach – eight processes or ‘accelerators’

5. Accelerating movement towards the vision and the opportunity by ensuring that the network of people removes barriers
6. Celebrating visible, significant short-term wins
7. Never letting up. Keep learning from experience – mistakes and successes
8. Institutionalising strategic changes in the culture

OA section 1.2.3

Kotter – the volunteer army

Previously Kotter's eight steps were managed by a small powerful group known as the "Guiding Coalition". But in the more recent version, 'the accelerators pull in as many people as possible from throughout the organization to form a "volunteer army."' This is the new guiding coalition. This volunteer army is a network of many change agents. The network draws from across the organization and at all levels.

(https://hbr.org/2012/11/accelerate).

OA section 1.2.3

Delivery strategy – big bang

Type	What it is	Examples	Implications for change management
"Big bang"	Everybody goes live all at the same time.	New legislation e.g., sales tax. What was illegal at the end of one month, becomes mandatory the next month. Everyone in the organization moving into new premises on Monday.	No chance to learn from mistakes. Careful consideration needs to go into the timing of training and whether some stakeholders experience a large gap between learning and doing? How will this gap be bridged? Could require a lot of support resource (both technical and change resources) in the early days after 'go live'.

OA section 1.2.4

Delivery strategy – phased approach

Type	What it is	Examples	Implications for change management
Phased	A planned roll out across various parts of the organization across a period of time.	"We will roll this out across the three regional centres – one centre every two months." Useful for new software, machinery, processes etc	Allows learning to take place between each phase. Allows success stories from early phases to be communicated across the whole organization. Allows training to be staggered, which means training can take place closer to implementation.

OA section 1.2.4

Delivery strategy – voluntary adoption

Type	What it is	Examples	Implications for change management
Voluntary adoption	Individual staff or teams can adopt the new 'thing" at a time of their choosing as long as everyone transitions by a given date.	Adoption of a new standard for the desktop operating environment New policies for "working from home" arrangements.	Consider Roger's diffusion curve. Track adoption rates. Consider publishing these. Watch for issues that can derail the momentum. e.g., demand for transition is outstripping the ability to deliver the transition. Look for success stories amongst those who take it up early. Consider strategies for dealing with people who are waiting until the last moment.

OA section 1.2.4

Delivery strategy – small incremental / iterative releases

Type	What it is	Examples	Implications for change management
Many small incremental/ iterative releases	In highly agile projects, especially for software delivery, small changes may be released at the end of each timebox/sprint e.g., every 2 weeks	Major upgrades to an existing system delivered by a Scrum team. A move from a paper-based system to a digital system delivered by a Scrum team.	A lot of change management will need to focus on the end goals. Lengthy training courses over a day or more are unlikely to be practical or even necessary. Not all releases will even be noticed by the users The change manager will need to become adept at spotting the releases that need more change management. Remember that five minutes work for a software developer could lead to a major process rewrite. Practice the concept of Minimum Viable Change Practice. See The adaptive change manager and agile change practices, section 1.2.7.

OA section 1.2.4

Agile practices

Agile Practices

What is agile

Often the real-world implementation strategy is a hybrid of two or more of the above basic approaches.

- collaboration and good communication
- pushing tactical decisions down the hierarchy as far as possible
- frequent releases
- the expectation of change
- the need to inspect and adapt work.

OA section 1.2.5

Agile practices – common concepts, behaviours, techniques

- Frequent delivery
- Delivery of incremental solutions and iteration towards final solution
- Self organised teams
- Empowerment
- Close relationship to the customer
- Accepting that not everything must be delivered

OA section 1.2.5

Agile practices – common concepts, behaviours, techniques

- Minimum viable product
- Prioritising
- Fixed time
- Sprints
- Full transparency

MoSCoW stands for:

- **M**ust have
- **S**hould have
- **C**ould have
- **W**on't have for now.

OA section 1.2.5

Continuous change management cycle

OA section 1.2.6

The effective change manager and agile change practices

For change managers to be effective, they should show the following behaviours:

- assess context and apply a mix of change practices as appropriate;
- avoid taking a single framework or model and applying it persistently or rigidly;
- continuously watch for insights from change analytics and process feedback;
- adapt their approaches as the situation evolves, keeping sponsors, leaders and others involved in the change effort fully briefed; and
- remain resilient, flexible and willing to learn.

Using Agile techniques in a change management context greatly helps with adaptability.

OA section 1.2.7

The effective change manager and agile change practices

Three capabilities

- Data Informed Decision Making
- Continuous engagement
- Visual and transparent communication

OA section 1.2.7

The Agile Change Playbook Frahm and Ross (2020)

The effective change manager and agile change practices

4 core practices

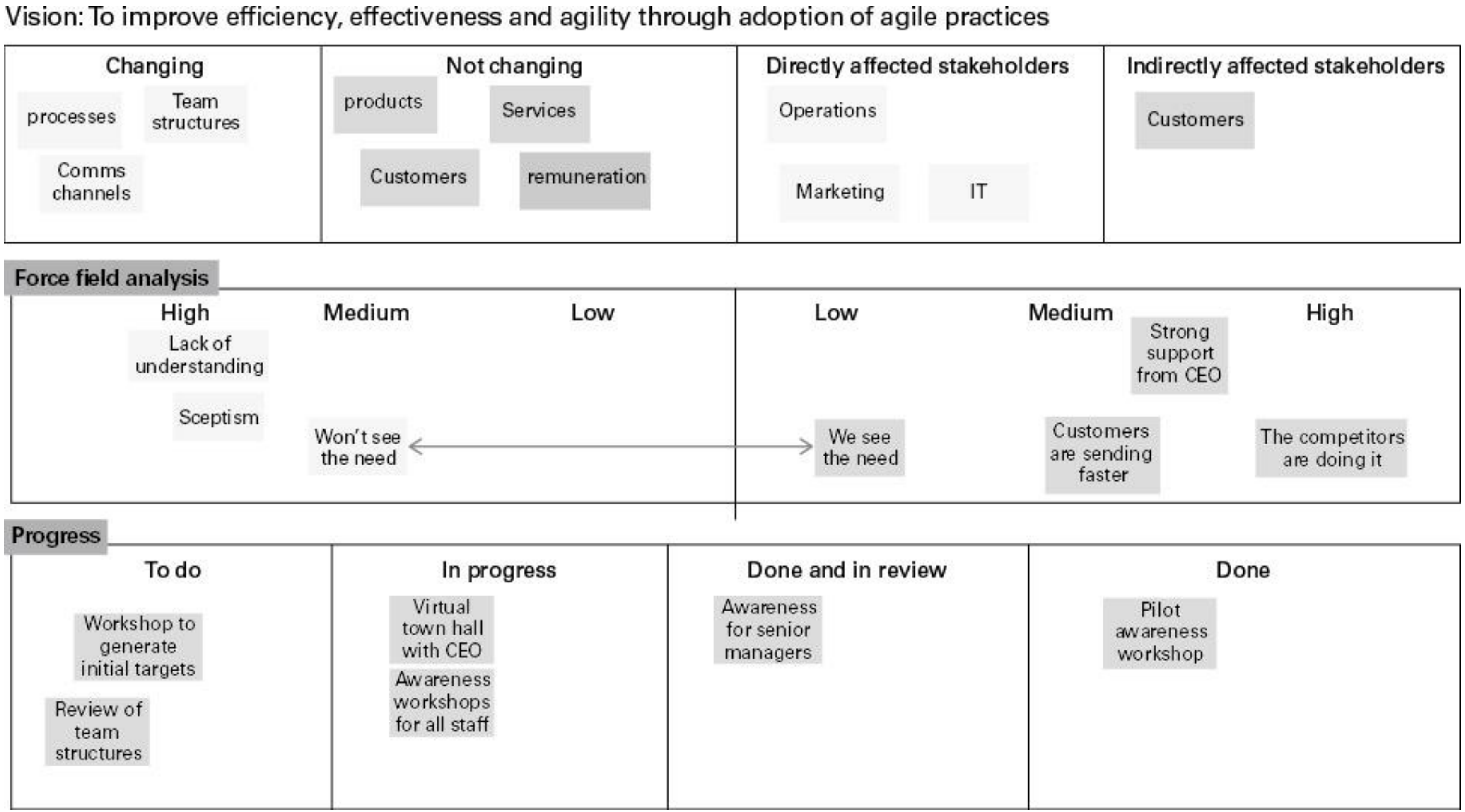
- Working out loud
- Change Data Analysis
- Visual management
- The Kanban Board

OA section 1.2.7

The Agile Change Playbook Frahm and Ross (2020)

Agile change practices

- Minimum Viable Change Practice (MVCP)
- Visual Management tools



OA section 1.2.7

The Agile Change Playbook Frahm and Ross (2020)

Agile change practices

- Stand ups
- Retrospectives
- Change backlog
- Sprints

OA section 1.2.7

The Agile Change Playbook Frahm and Ross (2020)

Activity

Which of these agile change concepts and practices may be particularly helpful for your change?

Change strategy – why we need it

Key purposes of a change strategy

- Spelling out the change management approach that has been selected
- Allowing others to understand and debate the approach
- Setting expectations

OA section 1.2.8

Change strategy

- Background
- Level of adoption required
- Vision or focus statement
- Lessons from previous change initiatives
- Change management team and relationships
- Change Networks
- Delivery strategy and implications
- High-level timing considerations
- High-level change approach

OA section 1.2.8

Change strategy

- In a highly linear approach to change (often working alongside traditional project approaches), the change strategy would be written at the beginning and outline high level steps i.e. what will happen and in which phase.
- In a more volatile situation, the change management strategy would focus more on the processes, tools and techniques that would be used in certain situations rather than the actual actions. For example, are we using a continuous change cycle

OA section 1.2.8

Activity

Critically review the proposed content of the change management strategy:

- Is there anything you can see missing?
- Is there anything that is unnecessary?
- In what ways would a document like this be valuable for you and your team?

People and change

Individual differences

Ways of describing differences between people

- people with different ‘personality profiles’
- people of different ‘types’
- people with different ‘talents’
- people with different preferences about how they receive information
- people with different ‘learning styles’

PC section 2.1.1

People of different types - MBTI

- **Extravert – Introvert (abbreviated as ‘E’ or ‘I’)**
- **Sensing – iNtuiting (abbreviated as ‘S’ or ‘N’**
- **Thinking – Feeling (abbreviated as ‘T’ or ‘F’)**
- **Judging – Perceiving (abbreviated as ‘J’ or ‘P’)**

PC section 2.1.1

People of different types - MBTI

Extravert – Introvert (abbreviated as ‘E’ or ‘I’)	
• **E** people are energized by the external world: • Like talking to people/being sociable • Like to learn by activity and talk • Lots of interests • Speak first, think about it later • Like starting new things	• **I** people are energized by their own inner world: • Enjoy their own thoughts and feelings • Prefer writing to express ideas • A reflective learner • Fewer, more serious interests • Think before they speak
Sensing – iNtuiting (abbreviated as ‘S’ or ‘N’ – the N avoids confusion with ‘Introvert’)	
• **S** people focus on sensory data: • Focus on what their senses tell them • Pay attention to definite, detailed facts • Notice things in an orderly way • Like getting information in clear stages • ‘Here and now’ approach, trust experience	• **N** people focus on interpretations and intuitions: • A ‘big picture’ person • Enjoy concepts and theory • Look behind facts for meaning • Future-oriented • Willing to trust intuitions

PC section 2.1.1

People of different types - MBTI

Thinking – Feeling (abbreviated as 'T' or 'F')	
• **T** people make decisions through rational thought: • Treating problems with logic • Cause-and-effect reasoning • Tough minded • Look for the objectively 'right' answer • Appreciate just solutions	• **F** people make decisions through sensitive feelings: • With empathy/consideration for others • With compassion • Based on values and beliefs • Seeking a widely accepted outcome • Open to and accepting of others
Judging – Perceiving (abbreviated as 'J' or 'P')	
• **J** people prefer situations to be 'cut and dried' and clear: • Working to a timetable • Systematic and methodical • Like to plan • Appreciate 'closure' on decisions • Dislike the pressure of leaving things late	• **P** people prefer more 'open-ended' ambiguous situations: • Spontaneous • Happy with ambiguity • Like to be flexible and adaptable • Dislike restrictive systems, detailed plans • Positively enjoy 'urgent' work

PC section 2.1.1

Conflicts and complementarity

The ideal is to look for the strengths that each person can contribute to a given situation. For example, the objectivity, rationality and care for fairness of the ‘Thinking’ person will be of great importance to a good outcome from a meeting to discuss the impact of change on a work group. So will be the natural sense of humanity and sensitive understanding of the people involved, which will be natural to the ‘Feeling’ colleague. Ideally we value both, whilst respecting the different preferences from which they come. And if the two individuals can begin to understand and respect each others’ contribution they could begin to make a great team

PC section 2.1.1

Different preferences at work for learning and to change

Preferences at work in learning

- People with a strong ‘Sensing’ preference are likely to appreciate more detailed instruction; those with an opposite ‘**iNtuiting’** preference will prefer more open-ended approaches. Those with a strong ‘**Thinking’** preference typically seek more rigorous logic in their learning and less personal support than those with the opposite ‘Feeling’ preference.

Preferences at work in change situations

- Type preferences will also affect the attitude to change. For example, someone with strong ‘**Introvert’** and ‘**Sensing’** preferences will display a thoughtful and down-to-earth approach that supports only careful, incremental change. By contrast, a person with strong ‘**Extravert’** and ‘**iNtuitive’** preferences is likely to favour engaging with others in dramatic and immediate change. An ‘**Introverted iNtuitive**’ person will favour ideas and vision, whilst an ‘**Extraverted Sensing**’ person will want to organize immediate action

PC section 2.1.1

Activity

In what ways would it be different for you working with someone to plan a change initiative:

- who likes to get decisions taken promptly and in an organized way (**Judging**) and who is also very rational, logical and objective (**Thinking**); or
- with someone who likes to get decisions taken promptly and in an organized way (**Judging**) and who is also very sensitive to people, tender hearted and compassionate (**Feeling**)?

What would be the advantages of each?

What would be the risks?

How is your own set of preferences influencing your judgement?

Neuroscience – what is it

Neuroscience is "Any or all of the sciences, such as neurochemistry and experimental psychology, which deal with the structure or function of the nervous system or the brain." Oxford English Dictionary

Rewards and Threats

Animals tend to respond to new objects or situations based on two questions:

- **"Is it dangerous?"** – essentially, 'is it a threat to be avoided?'
- **"Can I eat it?"** – 'will I gain some survival advantage by interacting with it?'

Underlying much neuroscience is the recognition that human brains are deeply wired in a similar way to ensure survival. They react very quickly to identify objects and situations as either 'good' – to be welcomed – or 'bad' – to be avoided. These decisions seem to be based on past learning and experience and some genetic component.

PC section 2.1.2

Neuroscience - SCARF

S	**tatus**	**How important am I relative to others around me?**
C	ertainty	To what extent can I predict (manage) my life using established, known patterns?
A	utonomy	How much control I have over events affecting me?
R	elatedness	How safe do I feel with the people around me; are they people I can trust?
F	airness	How equitably are resources, time and attention being shared?

Rock, D. 2008

Mindset

This ability of the brain to change its structure to meet new demands and embed new learning is known as ‘***neuroplasticity’*** and continues throughout life.

Carol Dweck and her colleagues have demonstrated over many years that a key to getting the best of this amazing facility has much to do with people’s beliefs – their **‘Mindset’** – about their abilities.

What she calls a “fixed mindset”, believing that academic ability is a given, means that people do not in fact improve. They say (maybe only to themselves: “I’m not very good at ---- .” Instead, they look for coping mechanisms that avoid exposing their ‘limited’ abilities in that area.

Dweck contrasts this with people with a “growth mindset”, who believe that their abilities in any sphere are developable – they can get better with practice. Their solution to the “I’m not very good at ...” comment is to add the word “yet”.

PC section 2.1.2

Helping people learn to change

Rock makes two observations about neuroscience research that are particularly relevant to helping people learn and embrace change:

- People operate on the basis of 'mental maps' (sets of assumptions and beliefs). These usually change only as a result of 'lightbulb moments' – moments of insight – that create a whole web of new neural connections in the brain. These also release real energy for change in the person whose insight it is. These insights *'need to be generated from within, not given to individuals as conclusions'*.
- People become what they pay attention to. The 'moments of insight' make a permanent difference if they are given attention over a time. This adapts and changes the internal 'wiring' of the brain so that new ways of thinking (and behaving) become natural and routine.

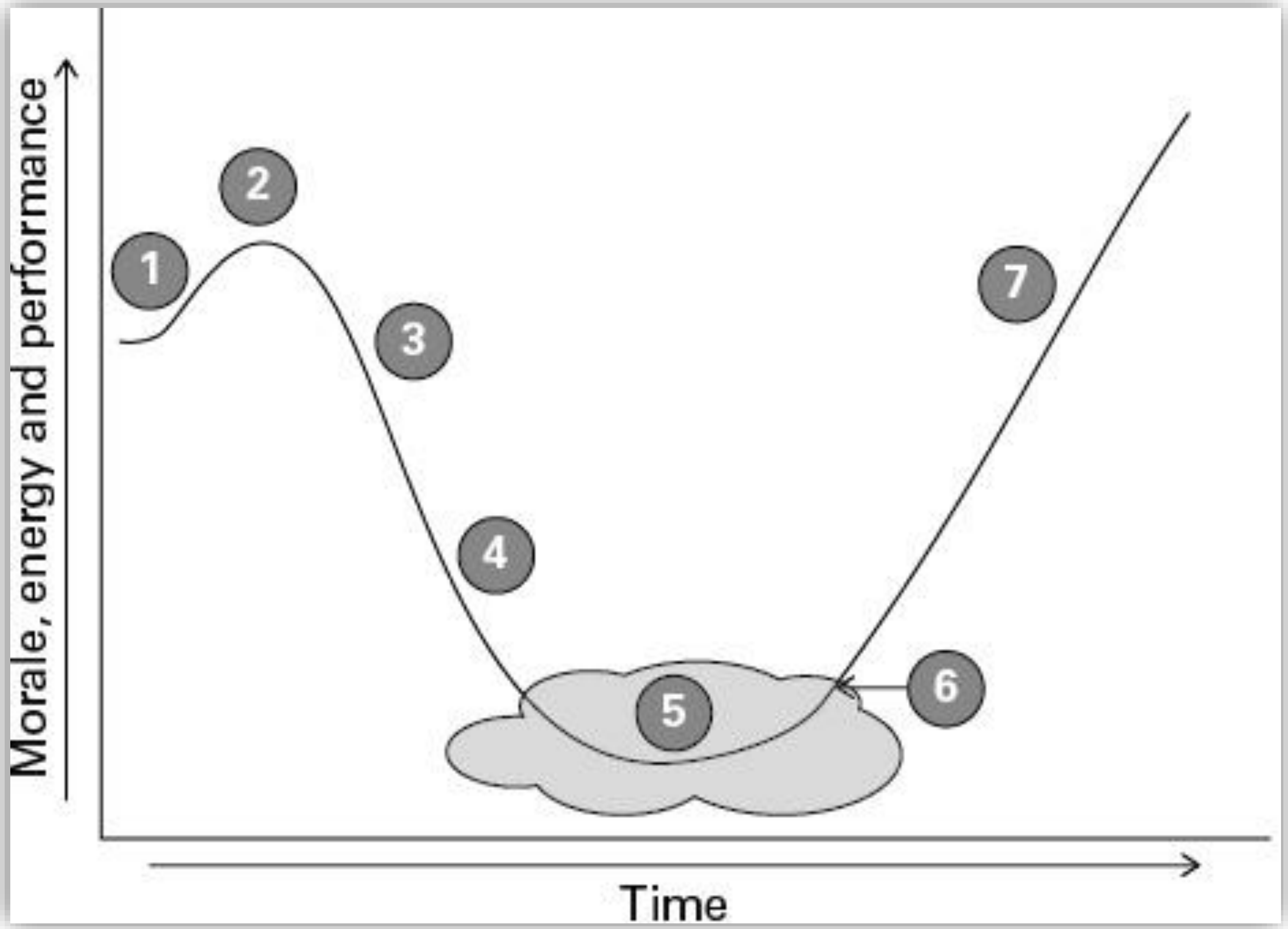
From this research come some key recommendations to create lasting change in behaviour and attitudes:

- Ask insight-provoking questions rather than giving prescriptions
- Use experiential rather than didactic learning processes to support change
- Use coaching or affirming feedback to remind people regularly (but gently) of their change insights

PC section 2.1.2

Human response to change

Change curve



Kubler Ross (1969)

PC section 2.1.3

Change curve

Shock and denial (1) and (2)

After the initial ‘shock’ of being confronted with a change, people often resist engaging with the change, as if trying to prove that the change is either unreal or unnecessary. This ‘denial’ phase can provide a burst of additional (defensive) energy. This tends to increase temporarily both performance and mood.

- Once change is announced, be aware of signs that people are not taking it fully seriously.
- Demonstrate both empathy and firmness of resolve.
- The shock element is minimized by effective and early communication.
- Involve people in the planning process.

PC section 2.1.3

Kubler Ross (1969)

Change curve

Anger and blame (3)

If the change is real and will continue there comes a point at which people can no longer avoid engaging with it. At this point denial often gives way to anger or blame. The idea that 'It's not fair!' may take hold. 'The management', 'the market', 'the people in suits' – always 'they' – are blamed for the change.

- This is a time for empathy; help people work through the personal impacts of changes
- Don't minimize the losses that people will experience; they need to know that the cost of the change to them personally has truly been understood.

PC section 2.1.3

Kubler Ross (1969)

Change curve

Bargaining and self-blame (4)

As mood and performance decline further, blame may turn towards self, and elements of bargaining emerge. Facing bereavement, people try to do deals with God to preserve the life of their loved one. Faced with imminent redundancy, people may take on additional work to delay or avert the threat.

- Personal support and empathy remain important here. An effective response from line management is needed.
- Opportunities to contribute to planning how changes are implemented.
- Good active listening can be a powerful tool to help people process the consequences of change.

PC section 2.1.3

Kubler Ross (1969)

Change curve

Depression and confusion (5)

The process to this point has been characterized by a drive to hold on to – or to revert to – the past. Energy, morale and performance may fluctuate. All relate to the ‘downswing’ side of the curve, between anger/blaming others and self-blame/bargaining. The realization that all such efforts are failing leaves people at their lowest point of performance, energy and morale. Confusion, sadness, even depression are characteristics of this period.

- Use good active listening
- Show empathy
- Put in place good support structures for people to call on

PC section 2.1.3

Kubler Ross (1969)

Change curve

Acceptance and problem solving (6) and (7)

Here the person genuinely accepts that change is happening and resolves to address this 'new future'. For significant changes, a person may not reach this point quickly. However, no real future-oriented behaviour will begin until there is true acceptance of what has changed. Here, they can begin to try new approaches, make new discoveries and eventually to integrate these into their new 'way of being'.

Following this point, people begin to engage in problem-solving behaviour.

- Provide 'try it and see' learning opportunities
- Signpost and encourage next steps.
- This process is not linear. However, the stages it describes – where people progress through them – are all normal human responses to change and should be respected as such

PC section 2.1.3

Kubler Ross (1969)

Practical observations for leading and managing change

- People sometimes get stuck in one stage, or oscillate between two - often around ‘blame’
- The length and depth of the personal change curve can vary considerably (from a brief and minor ‘wobble’ (fluctuation) to a major ‘roller-coaster’ lasting for months)
- The change curve is a function of time: Some apparent ‘resistance’ simply reflects a difference between the position of those announcing a change and those receiving it
- People are expressing their own process of adjustment – don’t take anger and blame personally
- This pattern of human response to change remains true for the positive changes in life as well as for unwelcome ones.

PC section 2.1.3

Leading the change journey – managing transitions

Change – the actual events, activities and steps that can be put into a diary or project plan

Transition – the human, psychological process of letting go of one pattern and engaging with a new one:

“Letting go of the old ways and the old identity people had. This first phase of transition is an **ending**, and the time when you need to help people to deal with their losses.

“Going through an in-between time when the old is gone but the new isn’t fully operational. We call this time the “**neutral zone**”: it’s when the critical psychological realignments and repatternings take place.

“Coming out of the transition and making a **new beginning**. This is when people develop the new identity, experience the new energy, and discover the new sense of purpose that make the change begin to work.”

Bridges (2009)

PC section 2.1.4

Bridges (2017)

Bridges states of transition

'letting go of the old ways and the old identity people had'

'this 'in-between time' is often difficult, strange, stressful and disorientating for those affected'

'Beginnings follow the timing of the mind and heart. Give people a purpose, a picture, a plan and a part to play'

Bridges (2009)

PC section 2.1.4

Endings

The advice offered by Bridges to managers and leaders on how to help people through this process of 'letting go of the old ways and the old identity people had' would include:

- Describe the change in very specific terms, so that people are clear what precisely will be different
- Do not dismiss as trivial anything that people are losing. Acknowledge them as losses – large and small – with real empathy
- Let people know what will not change. For example, a statement that existing workgroups will be kept close together in the new office configuration may make a big difference to the people in those groups
- Give reasons why the current situation cannot continue. There will be gains amongst the losses
- Show respect for all that has gone before. Help people to see how the best aspects of the past – its successes and, most importantly, its values – will be preserved and enhanced by the change
- Communicate a lot! Even if you've already done so, do it again. It is difficult to communicate too much!

PC section 2.1.4

Neutral zone

Think of the neutral zone as a journey from one place to another. Here are some implications:

- Encourage people to use this as a period to pause and reflect on what matters to them.
- Invite people to try out new approaches to work and to learn from them.
- Notice and record adaptations made during a change. Some may be useful in the long term.
- Help people to connect more intentionally with other people and other teams.
- Social events (perhaps including family or friends) can help avoid feelings of isolation.
- Set up easily-accessible temporary feedback and communication systems. You will learn from the experiences you hear from those going through the change, and they will feel supported.

PC section 2.1.4

New beginnings

‘Starts take place on a schedule as a result of decisions... Beginnings on the other hand are the final phase of this organic process that we call “transition,” and their timing is not set by the dates written on the implementation schedule. Beginnings follow the timing of the mind and heart.’ Bridges, 2017

Making a new beginning is a risky time. It means committing to a new kind of future. Bridges recommends four things that encourage such commitment. He suggests that people need:

- A ***purpose*** for the future after the change, which encourages people to focus on making it work.
- A ***picture*** that will engage the creative imagination of those affected, so that they can already ‘touch and feel’ the positive situation after the change.
- A ***plan*** that is credible, and that gives people a clear route to success in implementing the change.
- A ***part to play***, both in the execution of the plan and in the ‘new world’ after the change is accomplished.

PC section 2.1.4

Bridges advice to leaders and managers

Bridges suggests that making new beginnings into a reality requires:

- Leaders must be consistent in their behaviour and messaging.
- Communicate early successes to encourage and reassure people.
- Celebrate key milestones along the change journey – especially journey's end!

PC section 2.1.4

Activity

For a change you are familiar with, how well (if at all) are the change curve and transition model used to support people through change?

What specific examples can you think of where either, or both models were used. How were they applied and what were the results?

Human motivations and drives

Carrots and sticks – rewards and punishments

- A specific behaviour that is rewarded tends to be repeated more frequently, but when the pattern of rewarding the behaviour is withdrawn, frequency tends to reduce.
- If a particular behaviour is rewarded only sometimes (say one time in three), the frequency of the behaviour tends to increase more slowly, but it also dies away more slowly when rewards are withdrawn.
- Punishment associated with a specific behaviour tends to reduce the frequency of that behaviour, but less strongly than rewarding an alternative behaviour.

This 'behaviourist' approach to reward schedules led to a simplistic view of how to get people to behave in a particular way: reward it and/or punish the alternatives. Although a 21st-century Western culture rebels at the thought, much of our thinking about motivation is still influenced by such ideas, e.g. performance related pay.

PC section 2.2.1

Satisfaction and growth – key motivators for knowledge work

- ***Autonomy***: people like to be self-directed, with a high degree of freedom to decide the direction, methods and circumstances of their work. This fits with findings in neuroscience research.
- ***Mastery***: people like to do things well, and to get better at doing things they value, so opportunities to grow, develop and excel at their work are intrinsically motivating.
- ***Purpose***: people like to feel that their work has meaning and value. They will choose to invest themselves in activities they consider worthwhile.

PC section 2.2.1

Pink (2011)

Positive psychology and personal resilience

Personal resilience is both a character trait and a skill. Individuals can develop and increase their resilience by learning appropriate skills. Examples of this include:

- Insight – learning to notice where in the body you are holding the stress you feel
- Relaxation – using mindfulness, meditation or other techniques
- Using experience – recalling and valuing past occasions when you have overcome difficult times
- Positivity – learning to use daily tools like a simple gratitude journal or listing accomplishments
- Building meaning – finding and engaging in activities you find meaningful
- Countering negativity – learning techniques for handling negative thoughts and fears that occur

PC section 2.2.2

Positive psychology – Appreciative Inquiry (AI)

AI focuses on a positive identification of what is currently working well. It explores how this can be built on and strengthened to move the organization to a desired future state. Focusing on the positive helps increase motivation to change, because all aspects of the change are spoken about in positive terms and because the change is seen as a logical journey. AI develops the positives that already exist rather than focusing on fixing something that is currently broken.

AI asks structured questions around four areas. This is known as the **'4-D'** cycle:

- ***Discovery***: looking at what currently works well in the organization – and valuing it
- ***Dream***: exploring how these successes can be built on and expanded – an exercise in imagination
- ***Design***: creating a plan to implement the dream – opportunity to create something new
- ***Destiny***: moving the organization towards the dream – engaging and developing people to deliver

PC section 2.2.2

Activity

Explore an example of a change situation at work, using an Appreciative Inquiry approach.

Use the first two steps to help you reflect on the situation:

- ***Discovery***: looking at what currently works well in the organization
- ***Dream***: exploring how these successes can be built on and expanded

Change formula and change anxieties

Change formula

$$C=[ABD]>X$$

C= change

A = level of dissatisfaction with the status quo

B = desirability of the proposed change or end state

D = practicality of the change (knowledge of the next practical steps, minimal risk and disruption)

X = perceived ‘cost’ of the change

PC section 2.2.3

Beckard and Harris (1987)

Learning anxiety and survival anxiety

Edgar Schein recognizes two types of anxiety as motivators of behaviour. These are ***learning anxiety*** and ***survival anxiety***. Change will require unlearning old ways and learning new ones, and the result of learning anxiety is to inhibit change to a greater or lesser degree.

PC section 2.2.4

Schein (1995)

Learning anxiety and survival anxiety

Schein suggests that for organizations to change at an acceptable pace, they should amplify a competing and greater anxiety – '*survival anxiety*'. This requires three elements in order to be effective:

- *Disconfirmation*: This means promoting the disturbing belief that the current position is not sustainable, that it is not working any more. This is a possible aspect of 'A' – dissatisfaction with the status quo – in the Change Formula.

- *Creation of guilt or anxiety*: This is achieved by developing a clear narrative that failure to change will have negative consequences - failure to achieve my goals, disapproval of peers, possibly even seeing my team disbanded, seeing the organization fail or losing my job. This also is about emphasizing dissatisfaction with the current state.

- *Creation of psychological safety*: There is a danger that the two preceding elements will lead to the 'survival anxiety' becoming too great, leaving people paralysed by anxiety. Psychological safety (here) is enhanced by providing a clear, straight forward plan people that can follow, offering suitable support and coaching through the change process. It offers a safe way forward, improving the practicality of the change for people.

PC section 2.2.4

Schein (1995)

Learning anxiety and survival anxiety

Schein suggests that for people to willing engage with change it is necessary to create sufficient survival anxiety to destabilize the current situation and drive them forward. At the same time it is necessary to support people so that they feel safe enough to learn effectively – that their learning anxiety (which would hold them back) is kept as low as possible, and certainly lower than the survival anxiety. This psychological safety is created through provision of:

- training and practice
- support and encouragement
- a non-judgemental approach that does not punish errors
- coaching
- acknowledgement and reward for effort in the right direction and for experimentation.

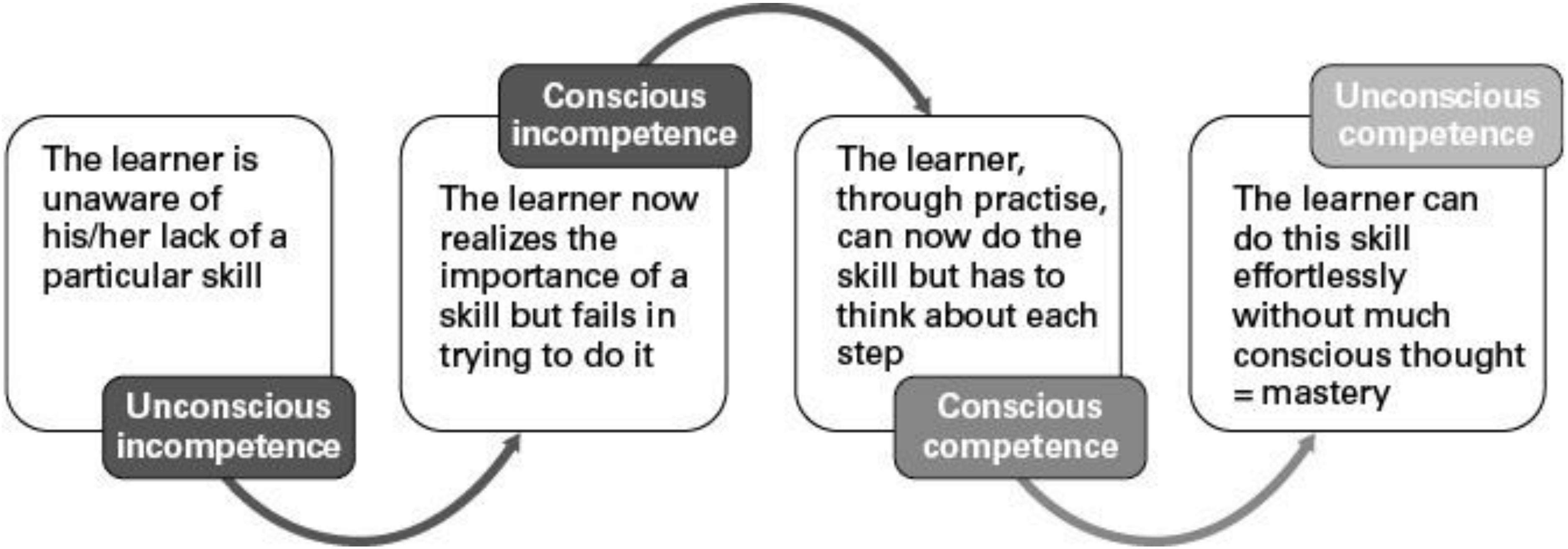
PC section 2.2.3

Schein (1995)

Learning and change

Competence and learning

Competence and learning



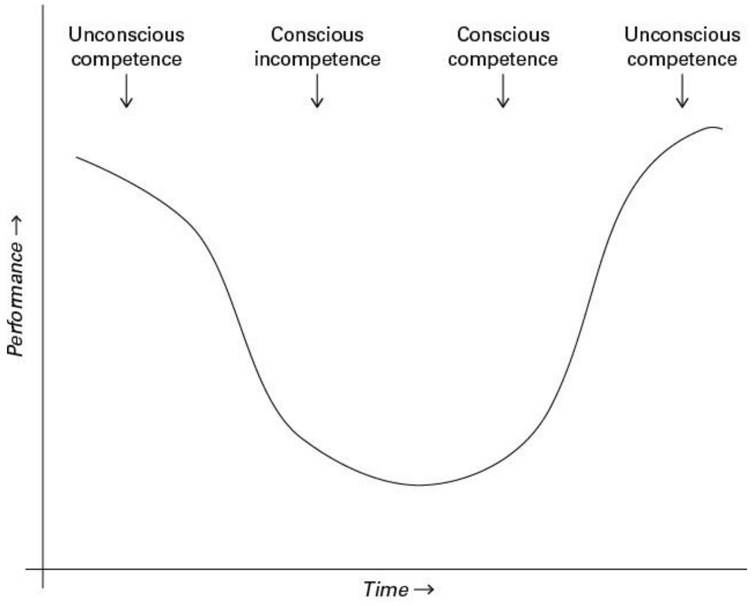
PC section 2.3.1

Learning dip

The extent of the performance dip and the speed with which recovery takes place will depend on the timeliness and effectiveness of training provision.

Change managers will want to identify:

- The subject matter experts who can support the assessment of learning needed
- The L&D specialists who can carry out effective learning needs analyses
- Whether the new skills required are developments of an existing skills base or completely new
- The amount of new learning (especially of new and different skills) required, and over what period of time.
- The risks of the learning load becoming overwhelming
- Any early adopters who can support those whose learning comes later



PC section 2.3.1

Activity

What are your experiences of the ‘learning dip’?

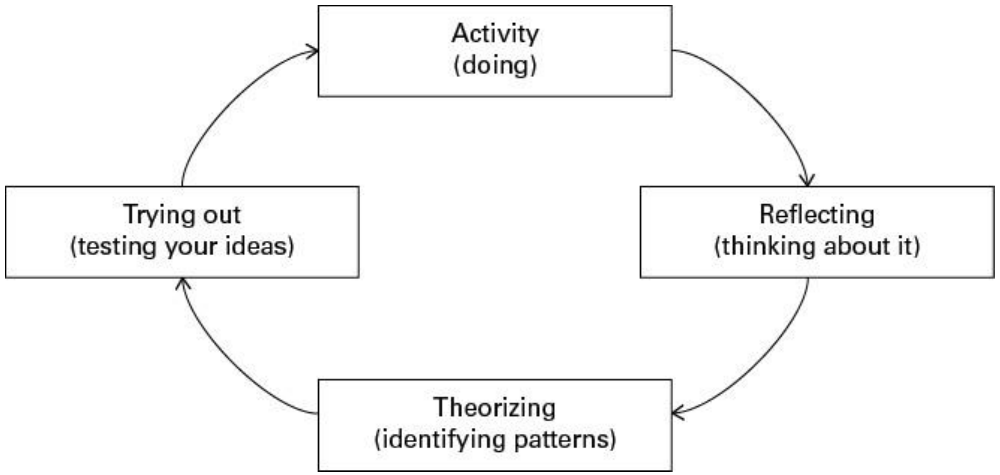
How did this experience affect you / others?

What would have helped you through the ‘learning dip’?

Learning process and individual preferences

All personal change involves unlearning old ways of behaving and learning new ones. It is helpful, therefore, to have a way of looking at the learning process and how different people like to learn. David Kolb (1984) described a cyclical process of adult learning, often called the "learning loop".

Peter Honey and Alan Mumford (1992) took this thinking a step further with their observation that different individuals possess different 'learning styles'. These represent distinct preferences for one or more steps of the learning cycle, or tendencies to 'skip' one or more steps, which will diminish learning opportunities.



PC section 2.3.2

Learning styles

Someone with a preference for this stage...	is described as a...	who is likely to ...
Acitivity	Activist	• Learn best from experiences where they can 'have a go' • Move on too quickly from experience to experience without allowing time for reflection
Reflection	Reflector	• Learn best from watching others and reflecting on their own experiences • Miss learning opportunities by not taking the risk of trying things practically
Theorising	Theorist	• Learn logically from 'first principles' and models, often from reading. Research or presentations • Have an aversion to intuitions or creative approaches and miss learning opportunities as a result
Trying ideas out	Pragmatist	• Learn by testing and applying ideas and models they see as relevant to a current problem • Be open to support or coaching they think will be of practical value • Miss out on learning opportunities for which they can't see an immediate practical use

PC section 2.3.2

After Honey and Mumford (1992)

Learning activities and learning styles

Activists	Reflectors
• On-job learning by trial and error • Coaching from a respected practitioner • Activity-based learning in groups	• Observing others ‘live’ or on video • Action learning sets (see note below) • Making notes and keeping learning diary
Pragmatists	**Theorists**
• Practical workshops • On-job learning by trial and error • Applying tools and models to practice situations	• Courses and seminars • Lectures and presentations • Reading and personal research

PC section 2.3.1

After Honey and Mumford (1992)

Change leadership and teams

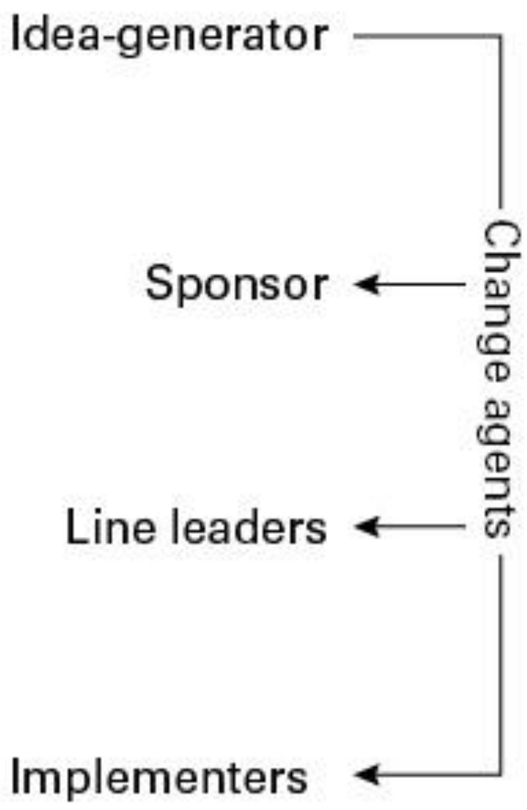
Key roles in organisational change

Key roles in organizational change

All change begins with an idea. An individual, or sometimes a group, conceives of a way in which things could be different. For organizational change to occur, that original ***idea*** must spread, be formed into a proposal and find ***sponsorship***. It must develop alongside the pressures of 'business as usual' for the ***line leaders*** and become accepted by those whose jobs and lives it will affect – '***implementers***'. This involves people, each of whom will leave his or her mark on the success of the original idea.

an additional role is added to those mentioned above: '***change agent'***. This is not the same as a change manager (although change managers often fulfil this role). It is the role of anyone who, through intentional contact with the wider change team, provides an objective and supportive communication channel, facilitating the development and implementation of the change

it is possible for an individual to function in more than one role. However, it is important for anyone involved in change to know what their role is *at a particular time and in a particular situation*,



CT section 3.1.1

Comparison of roles in change (1)

Idea-Generator	• Develops idea for change • Promotes ideas to potential sponsors • May emerge from a ‘learning organization’ *Note: Ideas are often assumed to be the result of senior strategic intent*
Sponsor	*This describes the organizational position and functions of an appropriate change Sponsor. For how a Sponsor can most effectively support a change, see section 3.1.2* • Executive leadership with overall line authority • Has strategic oversight, legitimizes and approves change • Control over necessary people and resources, including training • Identifies objectives, outcomes and measures • Creates environment to inspire and support new approaches,
Line Leaders	• Facilitate in own areas a change initiated at executive level • Create and implement plans to deliver strategy • Convert plans into financial budgets • Act as role models • Ensure effective two-way communication • Provide local leadership of the change • Confront those who are blocking change

CT section 3.1.1

Comparison of roles in change (2)

Implementers	• The people who receive the change and will have to make it work 'on the ground' • Listen, enquire, clarify concerns with sponsor and line leaders • Provide feedback to sponsor on how things are working out
Change Agent	*This describes the position and purposes of an individual from any organizational role who is acting as a change agent. For the functions of a good Change Agent see section 3.1.3* • Has no formal line authority over the change • Works to facilitate a change initiative • Helps groups identify and access resources • Acts as 'data gatherer, educator, adviser, meeting facilitator or coach'

With acknowledgements to O'Neill (2007, referencing Connor, 1993), Kotter (2012a) and Senge (1999)

CT section 3.1.1

Role of the change sponsor (1)

1. Maintain and articulate a clear and attractive vision for the change, showing how it links to the organization's strategy.
2. Gain the commitment and involvement of senior and line management, using every opportunity to advocate the change and where necessary challenging those who would block the path.
3. Champion the change, building and maintaining a sense of urgency and priority for it throughout.
4. Align the organization's infrastructure, environment and reward systems with the change initiative, especially the way performance is measured and managed.
5. Communicate about the change consistently, using a variety of media, listening and providing good channels for effective two-way communication, especially with impacted groups.
6. Create, coach, support and maintain a network of people across the organization who are active and committed agents for change.

CT section 3.1.2

Role of the change sponsor (2)

7. Train, mentor and coach line management, remaining accessible to them – and to those impacted by the change – throughout.
8. Genuinely act as a role model for new behaviours and ‘walking the talk’, establishing new norms firmly in own immediate team.
9. Ensuring ongoing alignment of the particular initiative with other organizational initiatives and with the organization’s wider strategic goals.
10. Ensure that resources for the change, especially people and training, are provided; this specifically includes funding for dedicated change management resources.

Given the significance of the sponsorship role to successful change, some of the most important contributions a change manager can make relate to this:

- Building and maintaining a strong professional relationship with sponsors
- Helping sponsors to understand the role they should play
- Providing supportive feedback and coaching to help them fulfil the role well

CT section 3.1.2

Activity

What change roles are defined and formally adopted in your organisation?

How well defined are the roles of Change Manager and Change Agent, or other change related roles, in your organisation?

Change agent’s role and personal influence

Functions of a good change agent

- to build strong networks across the organization;
- to support line managers engaged in change in collaborating with others in similar positions;
- to ensure effective communication takes place up as well as down the hierarchy;
- to observe and spread ideas, information, stories and learning;
- to advise sponsors, line managers and targets when they see opportunities to add value;
- to smooth access to resources needed by various groups, knowing where to go for help;
- to help sponsors, line management and targets to fulfil their own roles well and to avoid ‘taking over’ others’ roles.

The most effective change agents are those who are sensitive to the culture within which they operate. This is important because the culture is often changing, and they need to be clear about the values and expectations of both the old and new cultures.

Change agents can be in a position to offer very effective, informal coaching. Developing skill in this area can considerably enhance the role of any change agent, whether they operate in a formal, designated role or more informally.

CT section 3.1.3

How change agents influence colleagues

- Listening carefully to line leaders to understand their wants, needs, hopes and concerns relating to the change, together with any reservations they have about it
- Make sure you understand any ‘third party’ pressures (like a boss) who might be influencing leaders
- Being authentic about your own role, the needs you have to enable you to support the change, and any concerns you have about how the change may affect you personally
- Acknowledging and discussing any concerns from line leaders about how their reputation or position might be affected by the change process or outcome; if you can help them use the change to enhance their reputation, or at least avoid the risk of undermining it, they are more likely to support change
- Avoid letting your expertise in change look as though you are taking over – or appearing to take over – the line leadership role

CT section 3.1.3

Role of local leadership in change

Failing to engage this key group fully with the change vision can create an inert and highly absorbent blockage to change. Therefore:

- Involve line leaders early
- Help them understand the need for change by giving privileged access to the thinking that has led to the change
- Invite their help in making proposed changes practical. Show willingness to respond to their concerns and critiques
- Communicate copiously with this key layer. Doing so enables them to ensure great communication to their people (Words themselves make up only around 7 per cent of the message so it is the tone of their voice, body language and ultimately the actions leaders take that send a much stronger signal about the type of behaviour that will be rewarded. When a leader says that the change is important but is then unable to answer any questions about it, you can almost hear the change momentum grinding to a halt!)

CT section 3.1.5

Role of local leadership in change

This ability of middle management to communicate credibly and directly to their people is critical.

Hiatt & Creasey (2012) make the point that people faced with organizational change need to hear about it from two quite distinct sources:

- from their immediate supervisor they want the messages that will have personal impact (on the individuals themselves and their future, on their workgoup and their work responsibilities; and
- from the CEO or other most senior person leading the change initiative they want to understand the relevant business issues and opportunities (business reasons for the change, how it aligns with the organization's vision and strategy and the risks if change does not happen).

CT section 3.1.5

Line leaders as change agents

Some organizations use their line leaders as change agents. This works particularly well in organizations that are more mature in their change management approach and where these leaders are used to taking ownership of change. It is also a good way to implement change, as it is often line leaders who are key in making the changes work – they need to translate policy into action for the front-line staff. If they are not engaged they have the potential to jeopardize the success of the change.

The biggest challenge with this approach is the amount of time that line leaders can dedicate to the change. Often, this depends on the type of change. If it is a major transformational change for the organization then executives will be more willing for their line leaders invest time in it. If the change is one among many smaller organizational initiatives, it may be harder for this level to prioritize it over their many other tasks. Including work on the change line leaders' objectives, targets or work plans is a good way to ensure they are able to dedicate the time needed. It also helps ensure they have the support of their senior managers to invest energy in the change

CT section 3.1.5

Role of local leadership in change

People look at the way their leaders are reacting to a situation to decide how they themselves will behave, so leadership levers can be swift and powerful when applied in the right way consistently. Edgar Schein (2016) uses the concept of ***primary embedding mechanisms*** that leaders use to send non-verbal messages about beliefs, values and assumptions to their team. These include:

- how they spend their time
- how they react to problems
- how they allocate resources and
- how they reward or penalize team members.

CT section 3.1.5

Leadership and psychological safety

Psychological climate for change

Leaders can apply Carl Rogers' work to build a climate of psychological safety for people facing organizational change. In leadership language the 'core conditions' are these:

- ***Integrity****:* Leaders who are seen as authentic and completely genuine are easier to trust. Words and behaviour must match. Real authenticity requires leaders to have insight into and control over their own thoughts and feelings, so that people see a real match between intentions and actions – and can safely trust that leader.
- ***Respect****:* People feel safe when leaders show an attitude of acceptance of and respect for them as they are, not as a leader might want them to be. Unconditional respect for people does not limit change, it allows people the safety and freedom to engage with it.
- ***Empathy****:* Empathy communicates respect by focused attention, in both word and action. A leader who shows empathy is willing to understand other people from their point of view. It 'sees through others' eyes and walks in their shoes'. People who feel truly understood feel safer to try new things.

CT section 3.1.6

Creating psychological safety

Amy Edmonson has studied psychological safety and its effects on organizational performance for many years. She describes it like this:

"Psychological safety is … a climate in which people are comfortable expressing and being themselves. … When people have psychological safety at work, they feel comfortable sharing concerns and mistakes without fear of embarrassment or retribution. They are confident that they can speak up and won't be humiliated, ignored, or blamed. They know they can ask questions when they are unsure about something. They tend to trust and respect their colleagues."

Edmondson, Amy C.. The Fearless Organization . Wiley. Kindle Edition.

CT section 3.1.6

Creating psychological safety

Amy Edmondson's extensive research on the subject of psychological safety relates to this issue of 'voice'. If in any situation someone is afraid of looking

- ignorant (because I ask what I fear may be 'dumb questions')
- incompetent (because I admit weaknesses or errors)
- intrusive (because I make suggestions to others about their areas of responsibility or
- negative (because I challenge what everyone else appears to believe is true)

then they clearly do not feel 'safe' enough to contribute effectively. It is clear that leaders who build a working climate that is based on Rogers' 'core conditions' will establish a good basis for such psychological safety.

CT section 3.1.6

Assessing psychological safety

To assess the sense of 'psychological safety' in a team Edmonson asked people to express how strongly they agreed or disagreed with statements like these:

1. If you make a mistake on this team, it is often held against you.
2. Members of this team are able to bring up problems and tough issues.
3. People on this team sometimes reject others for being different.
4. It is safe to take a risk on this team.
5. It is difficult to ask other members of this team for help.
6. No one on this team would deliberately act in a way that undermines my efforts.
7. Working with members of this team, my unique skills and talents are valued and utilized.

CT section 3.1.6

How leaders in change can build psychological safety

- Reduce fear of failure by reframing failures and setbacks as genuine opportunities to learn together
- Focus on how important it is for the organization to learn, on the positive results of openness
- Encourage people to share openly their actual and potential mistakes so that all can learn together
- Get people to share stories of when mistakes (and sharing them) has led to good outcomes
- Train people in good team practices
- Focus on the purpose and value of the team's work – why it matters
- Set direction (not providing solutions) and invite input from all to build on this
- Ask lots of genuine questions. Leaders who admit candidly that they don't have all the answers, and ask people for help, create a safer space for contributions.
- Support other leaders at all levels in such small acts of vulnerability – to see that no harm comes and that benefits may accrue. This can help reduce anxiety for others.

CT section 3.1.6

Leadership, culture and organizational change

Leaders shape culture

Carolyn Taylor (2015) describes three mechanisms through which messages are communicated:

- *Behaviours*. Observed in other people, especially senior or significant people. Examples she uses to illustrate this include the link between leaders' behaviours and culture produced:
  - humility and willingness to admit mistakes produces openness and learning
  - asking for commitments and following up produces a culture of accountability
  - favouritism not based on performance produces politics.
- *Symbols*. Are those notable 'events, artefacts and decisions' that people see as significant. 'Any time when one event is seen as part of a larger pattern' (Taylor, 2005), such as patterns in how leaders make choices about use of time or resource allocation.
  - Rituals – also patterns, but this time of expected behaviour – could include a regular informal mid-morning gathering around the coffee machine, which emphasizes a relational culture.
  - Storytelling – again following a pattern, as in the values in fairy stories and national legends – talks about the 'defining moments' of an organization's history, together with its heroes and villains.
- *Systems*. Taylor describes these as: 'those mechanisms of management which control, plan, measure and reward your organization and its people'. Examples include
  - the way HR systems (and especially performance management systems) operate
  - customer processes and
  - organizational structure (how many levels? how easy is access to senior level people?).

CT section 3.1.7

Leadership behaviours – setting culture

The prevailing leadership style can directly affect culture. This is especially true of the feeling around the organization of ‘what it’s like to work here’. This is sometimes referred to as the organization’s current ‘climate’

The consultancy Hay McBer identifies six dimensions of organizational climate that are very much influenced by leadership styles and choices:

- **Flexibility** (people feel freedom and autonomy to innovate without unnecessary red tape)
- **Responsibility** (people have real delegated authority to act and can be truly accountable)
- **Standards** (the level people set for themselves and expected of those around them)
- **Rewards** (aptness of rewards and the provision of consistent, accurate feedback)
- **Clarity** (the clarity people were found to have on the organization’s mission and values)
- **Commitment** (a sense of shared commitment to a common, worthwhile purpose)

CT section 3.1.7

Activity

In what ways have the leadership styles in your organisation influenced the six dimensions of organisational climate identified by the consultancy Hays McBer?

Teams and change

Team structures and change

When considering a change initiative it is important to consider the variety of teams and team structures that exist in organizational life. Most people now work in multiple teams such as:

- the work team through which they are managed such as “Customer Services” *AND*
- teams in which they have a special interest such as a quality circle *AND*
- project teams or ‘task and finish’ groups - such as a team exploring the use of chat technology to improve customer communications
- Kotter’s approach to continuous change in organizations, which is based on innovative team structures that link the organization’s ongoing operations with a process of continuous change.

Making all this work requires constructive autonomy for individuals to negotiate their time and work output to reconcile multiple demands. It can also make work more stimulating for many.

Team structures can be harnessed to provide energy and direction for the change, or they can become obstacles. Activities beyond the immediate work team provide different loyalty groups, which may be important to many people. If these are disrupted by a proposed change, and no adequate attention is given, the commitment and willingness of people to make the change work may be compromised.

CT section 3.2.1

Change agent networks

A ‘change agent’ is defined as ‘anyone who acts intentionally but without formal line authority to facilitate change in the organization’.

When going through a change of any significant size, many organizations decide to establish a specific network of change agents, or champions, to support the change. Membership of this network consists of ‘on the ground’ internal staff, usually one representative for each area, department or team affected by the change. The change agents are nominated by their area to work on the change alongside their ‘day job’.

Change agent networks can offer the following benefits:

- One dedicated person to assist in the information flow from the change team to each specific business area and back.
- A network of people across the organization who have the ability to break down silos and look at the effects of the change and possible solutions across different departments.
- A manageable-sized group with which to develop and test ideas, approaches and solutions.
- A source of information and a feedback mechanism for affected staff that is trusted and ‘one of us’.
- A group of users with in-depth knowledge about the change, who can challenge, constructively criticize and suggest best ways to approach the change for their particular areas.
- Expert users for new processes or systems brought about by the change

CT section 3.2.1

Recruiting people into the change network

It is important to recruit the right people into the network, and this requires some effort. As the agents will be representing their colleagues for a lot of the change planning, they need to be established and respected enough within their areas for people to trust them with the tasks. However, recruit someone too high up in the organization (team manager, head of department) and they probably won't have the time to dedicate to the role.

One way to get around this is to use the change agent role as a development activity for a team member who can carry out the role supported by their manager and team leader. They will then have the legitimacy for the role amongst the team, and access to the team leaders when necessary.

CT section 3.2.1

Developing your network

The use of change agent networks, as well as all other resources you need for your change, will need to be scaled up or down to match the size, scope and speed of the change. The following considerations are important when planning the size of the network:

- the impact of the change on everyday work
- the complexity of the change and the amount of training and support that will be required
- the number and variety of stakeholders who will be affected by the change
- the geographical spread of the stakeholders
- the organization’s previous experience with changes of this nature
- the time allowed to complete and absorb the change

CT section 3.2.1

Developing the change network

Once your network is established, your change agents need to be inducted into the change programme with activities including:

- understanding what changes are being planned and the expected benefits;
- getting to know the change team, including the sponsor, and other colleagues in the network;
- being exposed to any proposed solutions, including new IT systems, target operating models, new processes, in order to give early feedback and begin to think about how the changes will impact their area;
- being trained on how to support their colleagues through change,and also in how to undertake basic coaching. This is especially useful in maturing the organization to deal with change, as the knowledge and skill can be transferred to other changes once your change has been completed.

CT section 3.2.1

Stages of team development

Stage 1 - Forming

When a team is formed there will initially be

- a high dependence on the leader for guidance and direction
- team members asking many questions seeking direction
- lack of clarity about individual roles and responsibilities

At this stage, team leaders need to offer clarity about purpose and objectives, helping the team to develop a sense of mission.

Stage 2 – Storming

Typically, there follows a period of uncertainty as team members attempt to establish themselves in relation to other team members, the team leader and the team’s mission. Team members may

- bring and assert a variety of experience
- test, debate and challenge assumptions made
- strongly express differences of opinion
- seek status using personal styles and approaches

CT section 3.2.2

Tuckman and Jensen, 1977

Stages of team development

Stage 3 - Norming

During the norming stage the team is establishing ways of working together that are focused on achievement of outcomes:

- storming is progressively replaced by consensus-building within the team
- roles and responsibilities are being understood
- the team is developing a sense of mission
- questions (whether of the leader or of other team members) are asked with the intention of resolving issues.

Stage 4 – Performing

Arriving at this stage

- the team has established skillful and effective ways of working together
- trust in colleagues is high
- communication links with team colleagues are well-established
- the team has a strong sense of common purpose
- the team works autonomously with shared confidence in the team’s processes
- team members support each other through the peaks, troughs and challenges that arise
- the team wants to improve still further and to share learning from their experiences

CT section 3.2.2

Tuckman and Jensen, 1977

Stages of team development

Stage 5 – Adjourning (also known as mourning)

When the change is successfully completed, the team's purpose is fulfilled and everyone can move on to new things, feeling good about what has been achieved. The leader will need to show empathy, recognizing the potential for a sense of loss in the team and perhaps insecurity about the future.

The phases of team development described by Tuckman are not discrete, such that once one phase is reached the team automatically moves forward to the next stage. While this sequence is a good outline of a typical progression, it is not inevitable. In practice, teams may go backwards or oscillate between the stages, or simply get stuck at some point. This can be caused by factors such as change in personnel, major and irreconcilable differences of opinion, shifts in strategy, changing performance standards, loss of commitment by team members, or a failure to meet targets.

CT section 3.2.2

Tuckman and Jensen, 1977

Assessing and growing team effectiveness

Lencioni (2002) identifies five dysfunctions that characterize an ineffective team. These dysfunctions point to five positive characteristics that should be developed when seeking to build an effective change team. The five positive characteristics build on one another.

1. Trust and psychological safety
2. Constructive conflict about ideas
3. Commitment and follow-through
4. Mutual accountability
5. Focus on team results

CT section 3.2.3

Lencioni, 2002

Harvesting the value of team diversity

	Diverse team	Team of ‘similars’
Advantages	• more viewpoints and insights • typically greater creativity • less likely to miss important details • better-quality decisions	• common understandings reached sooner • quicker decision-taking process
Disadvantages	• mutual understanding takes longer to develop *(perhaps due to more time and effort in ‘Storming’ stage?)* • decision-taking process takes longer	• narrower perspective • may overlook options or issues • typically poorer-quality decision

CT section 3.2.4

Promoting psychological safety in diverse teams

In summary, here are three key recommendations to harvest the benefits of diverse of teams:

- DO seek to have diverse teams
- DO allow those teams time to develop their full effectiveness
- DO work to build in those teams the psychological safety that frees them to perform!

These will be the teams MOST likely to generate high-quality outputs for the organization AND high levels of team satisfaction.

CT section 3.2.4

Stakeholder engagement

Definitions for ‘stakeholder’ and ‘engagement’

A Stakeholder is “someone who has an interest in or influence over the outcome the change is intending to achieve”

Change Management Institute The Effective Change Manager, The Change Management Body of Knowledge, (2nd Ed.) 2022

Stakeholders can be internal or external to the organization.

SC section 4.1.1

Identifying stakeholders

Effective stakeholder engagement begins with identifying stakeholders. Useful questions to consider when doing this are:

- Who will be affected by this change?
- Who will be responsible for making it happen?
- Who will be accountable for it?
- Who will benefit from the change?
- Who can influence the change?

Identification methods - facilitated workshops and one to one conversations.

Conversations with stakeholders can explore:

- their views on change
- who they believe will be impacted or could impact change efforts
- their thoughts on the potential positive and negative consequences of involving or not involving other stakeholders and in what ways to do so

SC section 4.1.1

Segmenting stakeholders

It can be useful to segment or group stakeholders in a way that helps differentiate between the differing needs of stakeholder groups.

Segmenting stakeholders means more specific and relevant communication and engagement strategies can be planned for them. Targeting and prioritising effort in this way makes better use of time and resources and increases the chance of successfully engaging with stakeholders through change.

Ways in which segments or groupings can be considered are:

- Departments across the organisation
- Locations
- Internal, external
- Primary, secondary

SC section 4.1.2

Stakeholder analysis – stakeholder interests

Stakeholder responses to change depend on factors such as:

- where they are on the change journey,
- their attitudes to change,
- their past experiences of change,
- their level of change readiness
- whether they are likely to benefit or not from change

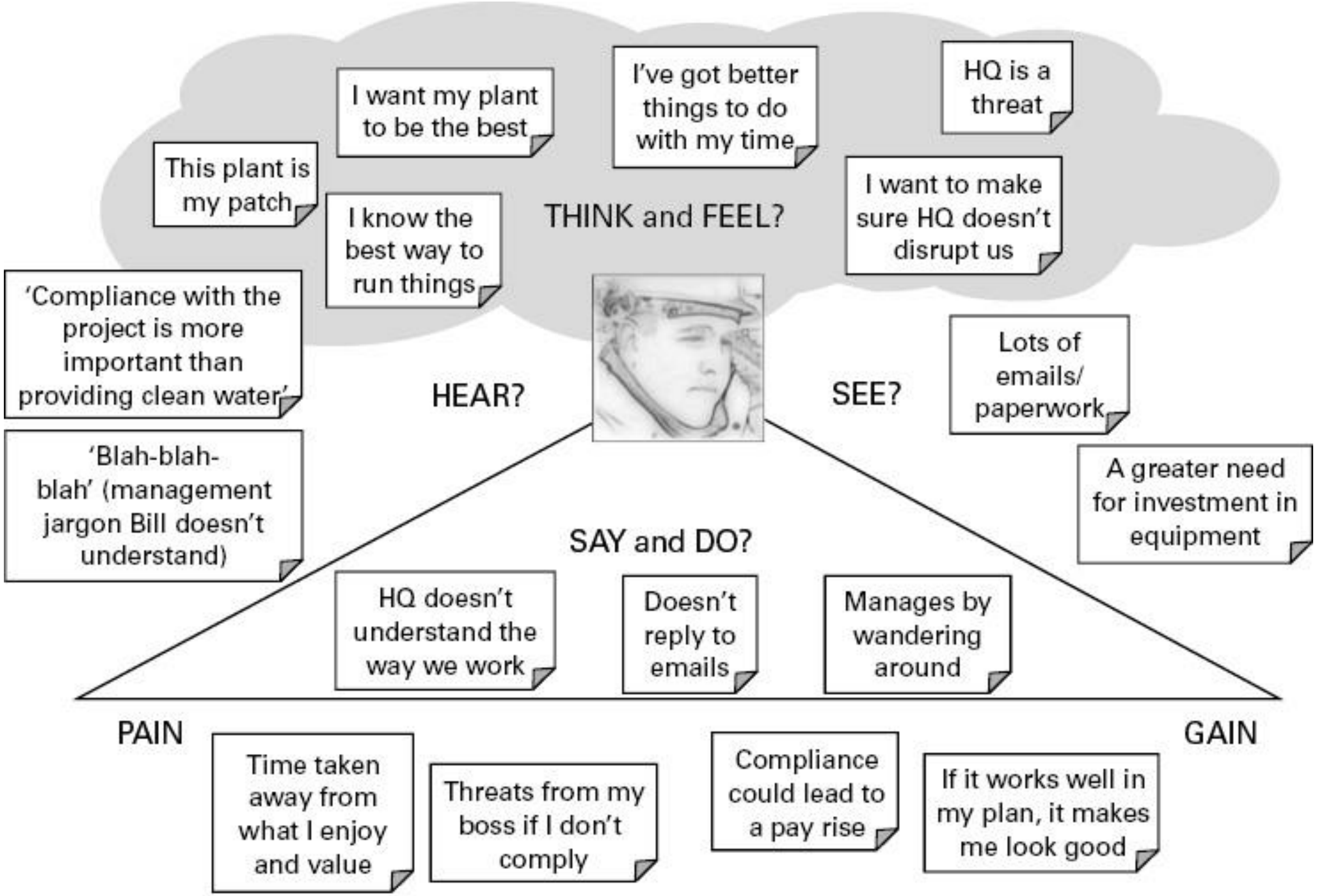
A key aim of stakeholder analysis is to dig deeper and gain a better understanding of the stakeholders' level of interest in change. This can be done by stepping into their shoes, to understand their perspective and their WIIFMs - their 'What's in it for me'.

SC section 4.1.2

Stakeholder analysis – Empathy mapping

An empathy map can be a useful tool to gain insight and consider another person's perspective.

This is for a stakeholder called Bill, a plant manager within a utility business. Bill has been asked to introduce new reporting systems as part of new safety regulations for the plant.



SC section 4.1.2

Stakeholder analysis – levels of power

Power is a ‘stakeholder’s ability to influence change, either negatively or positively’. So, an understanding of power sources and attitudes to power is important for managing stakeholders.

Positional power sources

- Legitimate
- Reward
- Coercive

Personal power sources

- Expert
- Referent
- Informational

SC section 4.1.3

Stakeholder analysis – attitudes to power

Where power lies within an organisation and attitudes towards sharing power, affects how things get done. This will impact on how change is approached and managed.

Traditional attitudes to power rely more heavily on the positional power sources mentioned above. Relying on these positional forms of power alone to bring about change, results in a more top-down, directive ‘tell’ approach to change.

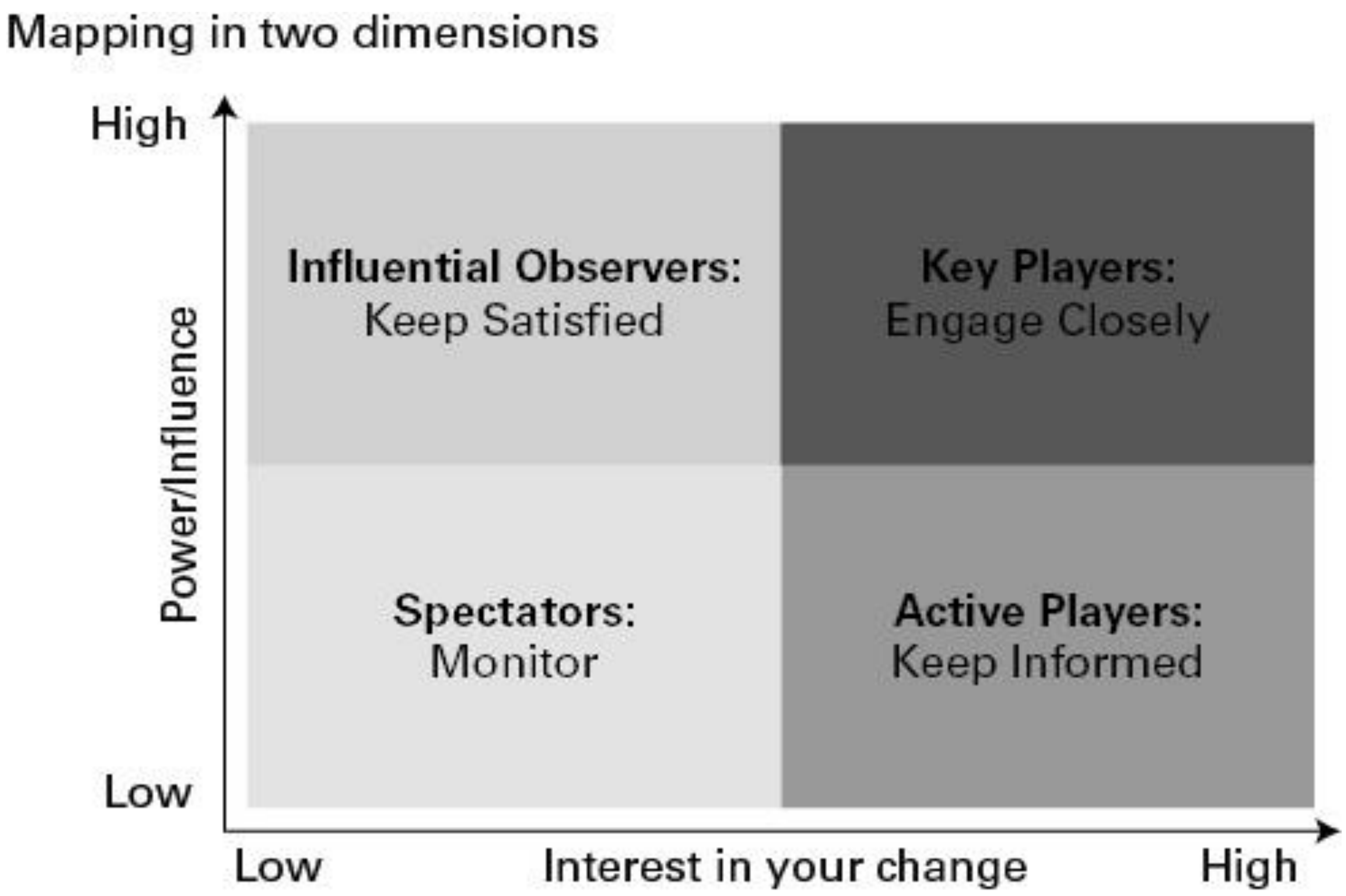
Whereas, when more personal power is encouraged, through:

- empowering people
- supporting them in building skills
- encouraging collaboration and connection with others
- creating an environment of openness and transparency

there will tend to be a more participative, co-design type approach to change.

SC section 4.1.3

Stakeholder mapping – mapping in two dimensions



SC section 4.1.3

Activity

- List the key stakeholders for a change you are familiar with
- Consider their levels of power / influence and interest in your change
- Map these stakeholders on a 2x2 stakeholder grid

Building engagement

Engagement can be defined in many different ways. In the context of change, Julie Hodges defines it as:

"The means by which an organization increases involvement of its employees and other stakeholders with organizational change." Hodges (2019)

SC section 4.1.4

Building engagement – potential barriers

Role overload	There is too much work to do in the time available to complete it. Workloads are overwhelming the capacity of individuals to deal with them, leading to low engagement.
Work-role conflicts	There are conflicting demands from different managers, leaders, colleagues or clients. Competing demands often occur when multiple changes are taking place simultaneously and there are no clear priorities.
Resource inadequacies	This occurs when work tasks are made harder because of problems caused by missing or defective equipment, missing or out of date information, lack of properly-trained staff or other key resources.
Job security	Job security reflects how secure people feel about their places within the organization. Confidence in job security fosters a sense of psychological safety.
Sense of fairness	This refers to perceptions of fairness of procedures and how people are treated during change. Engagement increases when there is transparency around how decisions are made and when there is a sense that people are being treated fairly.

SC section 4.1.4

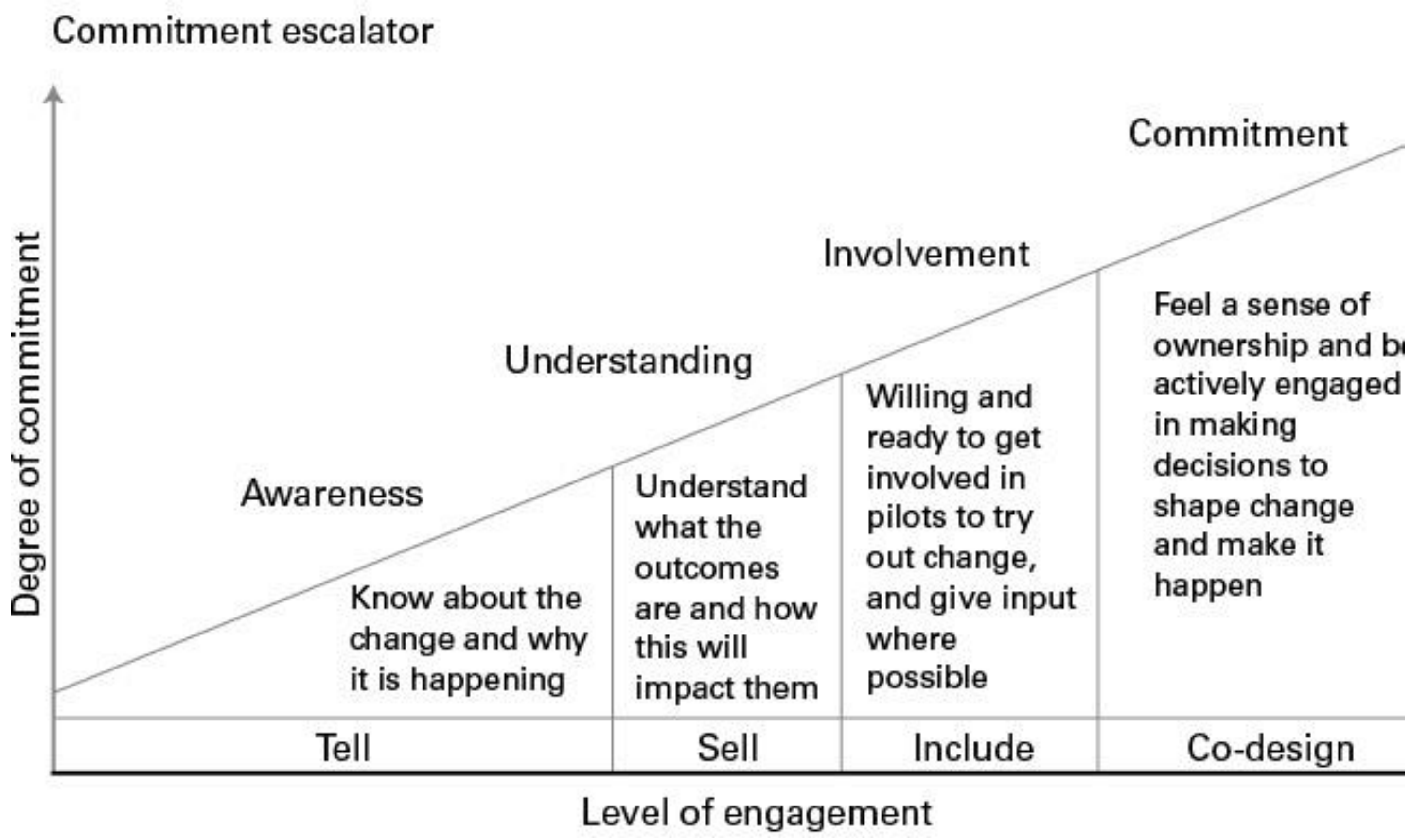
Building engagement – principles that help

- Inclusivity
- Connectivity
- Transparency
- Dialogue
- Empathy

SC section 4.1.4

Stakeholder engagement – outcomes

The commitment escalator



SC section 4.1.5

Stakeholder engagement – outcomes

Know: What do you want the stakeholder to know or think about the change

Feel: What do you want the stakeholder to feel about the change

Do: What do you want the stakeholder to do

SC section 4.1.5

Activity

For the key stakeholders you identified earlier, set engagement outcomes and consider ways in which to engage with them, to achieve your outcomes.

Stakeholder engagement strategy

How stakeholder engagement will be carried out

- How stakeholders will be identified and segmented
- How analysis of stakeholder's influence and interest in change will be done
- How stakeholder analysis information will be recorded and reviewed
- How the effectiveness of stakeholder engagement activities will be measured

Stakeholder analysis and engagement strategies

- List of stakeholders or stakeholder groups identified and for each of these
- Their level of interest, and level of power / influence
- The potential impact of change on them
- Potential level of resistance
- Desired outcomes resulting from stakeholder engagement
- High-level approach for engaging with this stakeholder or stakeholder group
- Roles involved in engaging with stakeholders

SC section 4.1.5

Communication

Benefits of a structured approach

A well-thought-out and structured approach to change communication and stakeholder engagement ensures that

- the right level of interaction occurs
- with the right people
- at the right time and
- in an efficient way, to achieve successful change

SC section 4.2.1

Basics of communication theory

- **Sender** - a person decides on what message to send and constructs the message. They need to translate their thoughts into words, symbols, diagrams and so on, in order to formulate their message
- **Communication channel** – the message is transmitted via this communication channel
- **Receiver** – the person at the receiving end, decodes the message, to give it their own interpretation in a way they can relate to it and make meaning of it
- **'Noise'** - refers to anything that interferes with the message, from the time when it is sent to when it is received. For example, with a landline telephone, this could be crackling that is heard during a call or, in the case of a mobile phone, it could be a call cutting out due to a weak signal. It was this sort of interference, at a technical level, which was Shannon and Weaver's main concern at the time of their research.

SC section 4.2.1

Barriers to communication

- Organisational hierarchy
- Organisational culture
- Technology
- Amount of information
- Type of information
- Attitudes, perceptions

SC section 4.2.2

Cognitive biases

Behavioural psychologists have identified many cognitive biases (Kahneman, 2012)

Four common biases are:

- Confirmation bias – confirming own beliefs
- Status quo bias – keeping things as they are
- Availability bias – focus on more memorable or easily available information
- Loss aversion – impact of losses felt more strongly than gains

SC section 4.2.2

Messaging – setting the context for change

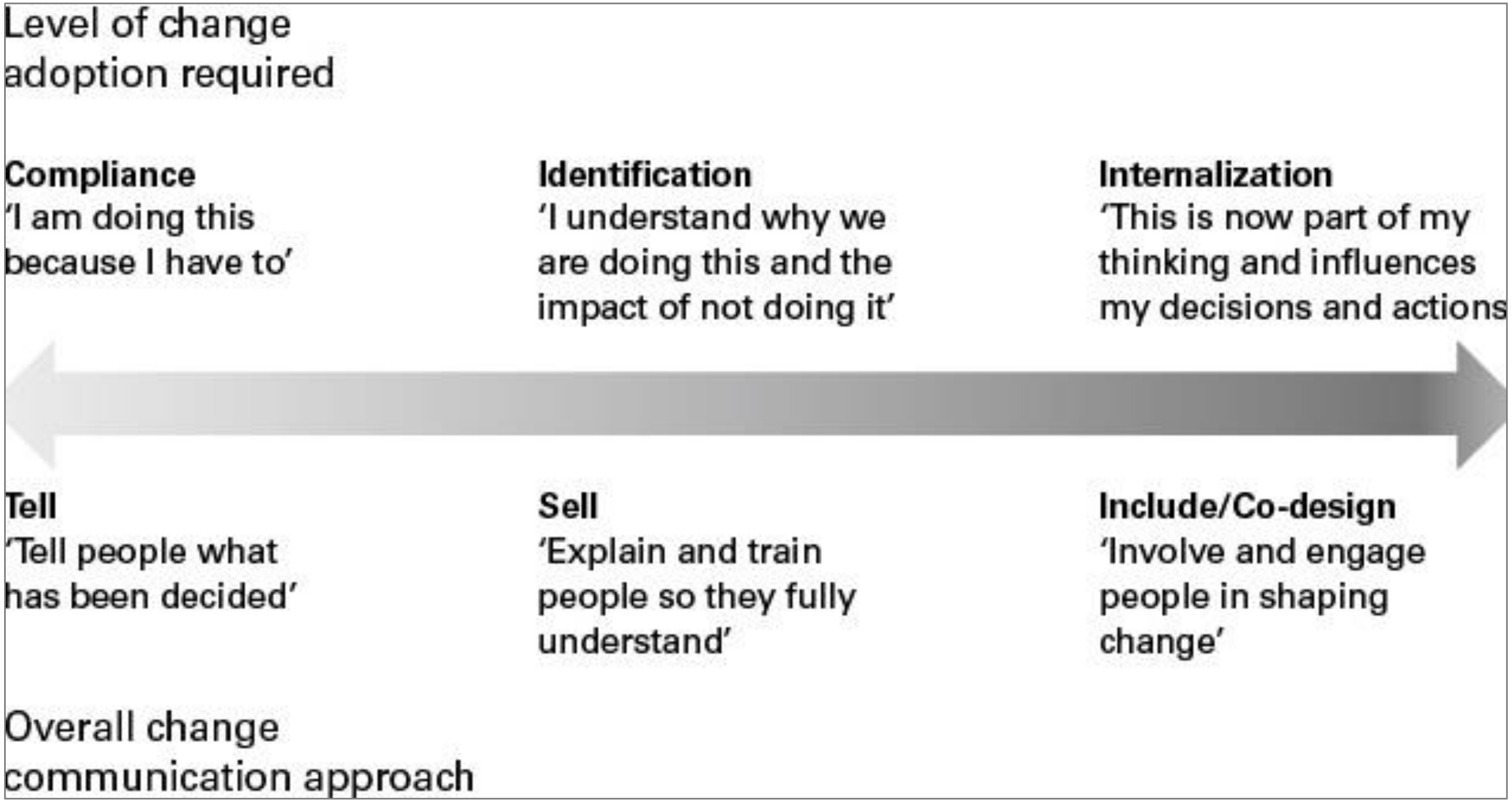
People need to understand the bigger picture and the wider context, so they can understand the 'why' behind change.

Knowing how change links to wider organisational objectives and a bigger purpose helps people engage in the process of change.

Early communication also needs to set clear boundaries about what is fixed and non-negotiable. This helps people understand where they can contribute and co-design change.

SC section 4.2.3

Messaging – overall change communication aim, approach



SC section 4.2.3

Developing key messages

The challenge	Where we are heading
• The current environment - organisational challenges, threats and / or opportunities • Reasons Why we cannot stand still, using rational logic and appealing to emotions • Potential losses and the extent of the challenges.	• What this looks like – a description of where we want to go This includes what will change and what will stay the same • When high uncertainty – describe general direction of travel and ensure link to purpose • Demonstrate sense of commitment of leaders or decision makers to this change.
What makes it worthwhile	**How we get there**
• What achieving change will do for us • The benefits resulting from the change • What this will enable us to do more of – link to bigger purpose	• A practical approach to get there – with high-level steps and possible key milestones. (This may be an emergent, evolving approach, with short horizon iterations). • Reassurance of support and resources that will be available. • Depending on the nature of change and approach, invitation for people to be actively involved and co-design the change • What will happen next.

SC section 4.2.3

Activity

- For a change in your organization, consider the key messages that have been communicated. Compare your example with the four key question areas mentioned on the previous slide
- How many of these four areas have been covered in your example?

Appealing to hearts and minds

Successful communication and engagement approaches appeal to people's hearts as well as minds. This means not only using logical reasoning to explain the drivers and approach to change, but also appealing to their emotions. Ways to help make this emotional connection:

- Symbolic actions and symbolism
- Use of metaphors
- Use of narrative and story
- Ensure communication is timely and relevant
- Consider the emotional impact of change
- Allow plenty of time
- Make communication simple and attractive

SC section 4.2.4

Appealing to hearts and minds

Symbolic actions and symbolism

Actions speak louder than words. The actions and behaviours of those leading change have a bigger impact on people's level of engagement than any formal presentation. All involved in leading and managing change are key influencers. They need to be consistent in demonstrating their commitment through their actions and become role models for others.

How responses to people's feedback are managed also sends an important message. It symbolizes the extent to which individual contributions are valued, and this will affect their levels of engagement. The impact of this type of activity should not be underestimated, as it provides a powerful context for the way people interpret things. They will be quick to notice any inconsistencies, and this will undermine other communication efforts. Change teams need to consider how to coach and support leaders and managers to enable them to effectively communicate and engage people in change.

SC section 4.2.4

Appealing to hearts and minds

Use of metaphors

Metaphors encourage visual thinking and can be a very powerful way of framing a situation, in terms that people can more easily understand and connect with emotionally. People are unlikely to understand or remember all the facts and figures about why change is needed, but they will remember if it is explained in simple terms and using imagery that they can connect with. This makes the messages more memorable and likely to be repeated. However, metaphors need to be chosen wisely. If they do not resonate with people or are not easily understood across the audience, they can cause confusion and have a negative impact.

SC section 4.2.4

Appealing to hearts and minds

Use of narrative and story

Narrative is defined as ‘a spoken or written account of connected events; a story”. Narrative and story are used interchangeably in this guide. Two things are happening when people hear stories: they are imagining what is happening within the story and analysing the content for information. This engages people at both the rational and emotional levels. Charities use storytelling to great effect. They don’t just reel off lots of facts and figures, alongside the data, they typically use a story of an individual, a child or a family to create an emotional connection. This is because decisions are based largely on emotional reactions not just rational reasoning. The story helps to connect the rational data to emotions, making the communication more compelling and memorable. Stories are helpful in preparing people for change. They provide a way to describe that future, and to suggest a route to get there, without losing focus by giving too much detail. They help prepare people for change and to reinforce change.

SC section 4.2.4

Appealing to hearts and minds

Ensure communication is timely and relevant

The change curve is a useful way of describing the change journey. Communication and engagement efforts need to be appropriate for where people are along the change curve. In their enthusiasm to progress with plans, leaders and managers often try to ‘sell’ the ideas of change too soon, causing even more resistance and anxiety. Instead, they need to be sensitive to where people are on this journey, taking the time to listen to their concerns and questions. At the early stages of change, people are gaining awareness and assessing how the change and proposed actions fit with how things are for them now. They then move on to evaluate how feasible they think the changes are. Only then are they likely to become more engaged in the change. A people-focused approach to communication and engagement ensures messages connect with people’s interests and concerns and are timely in supporting them through the change.

SC section 4.2.4

Appealing to hearts and minds

Consider the emotional impact of change

It is important to consider the emotional impact that communication messages may have on people. For example, a change initiative may be announced using words like ‘efficiency drive’ or ‘rationalization’, in a way that implies jobs could be at risk. Even though the communication does not say that jobs may be at risk, people are likely to make their own interpretations of what this means. Trust is of paramount importance: where leaders are less than transparent about the reasons for change, this will be noticed, and people may well lose trust in their leaders.

SC section 4.2.4

Appealing to hearts and minds

Allow plenty of time

The process of communicating change cannot be rushed. People are not robots that can be programmed to digest information and then be immediately ready for change. The interactions and dialogues to build a shared understanding, and to make sense of change, require time and patience. Getting people's commitment to change does not happen in one step or in one meeting. Be prepared to repeat information and make it available in multiple formats to give people the chance to digest and process information in a way that suits them.

SC section 4.2.4

Appealing to hearts and minds

Make communication simple and attractive

Simplify messages as much as possible to make them easy to understand. With written communication, ensure it is easy to navigate and make it attractive and appealing through effective use of visuals and colour. Also consider different accessibility needs for your audience. Some people may not have easy access to technology and therefore require printed formats.

In addition to considering how to make information easily available for people, plan for how they can contribute ideas and provide feedback during change. The effort required to perform additional actions like giving feedback can put people off doing it – so considering how they can do this easily will help increase response rates.

SC section 4.2.4

Ways in which we communicate and connect with people

- Non-verbal – body language, facial expressions, gestures
- Listening – to people's concerns, opinions, feedback
- Visual – allows brain to absorb information more quickly
- Verbal – includes both spoken and written communication

SC section 4.2.5

Using appropriate tone and language style

Choose the right tone and style for the audience and consider the type of change you are aiming to bring about.

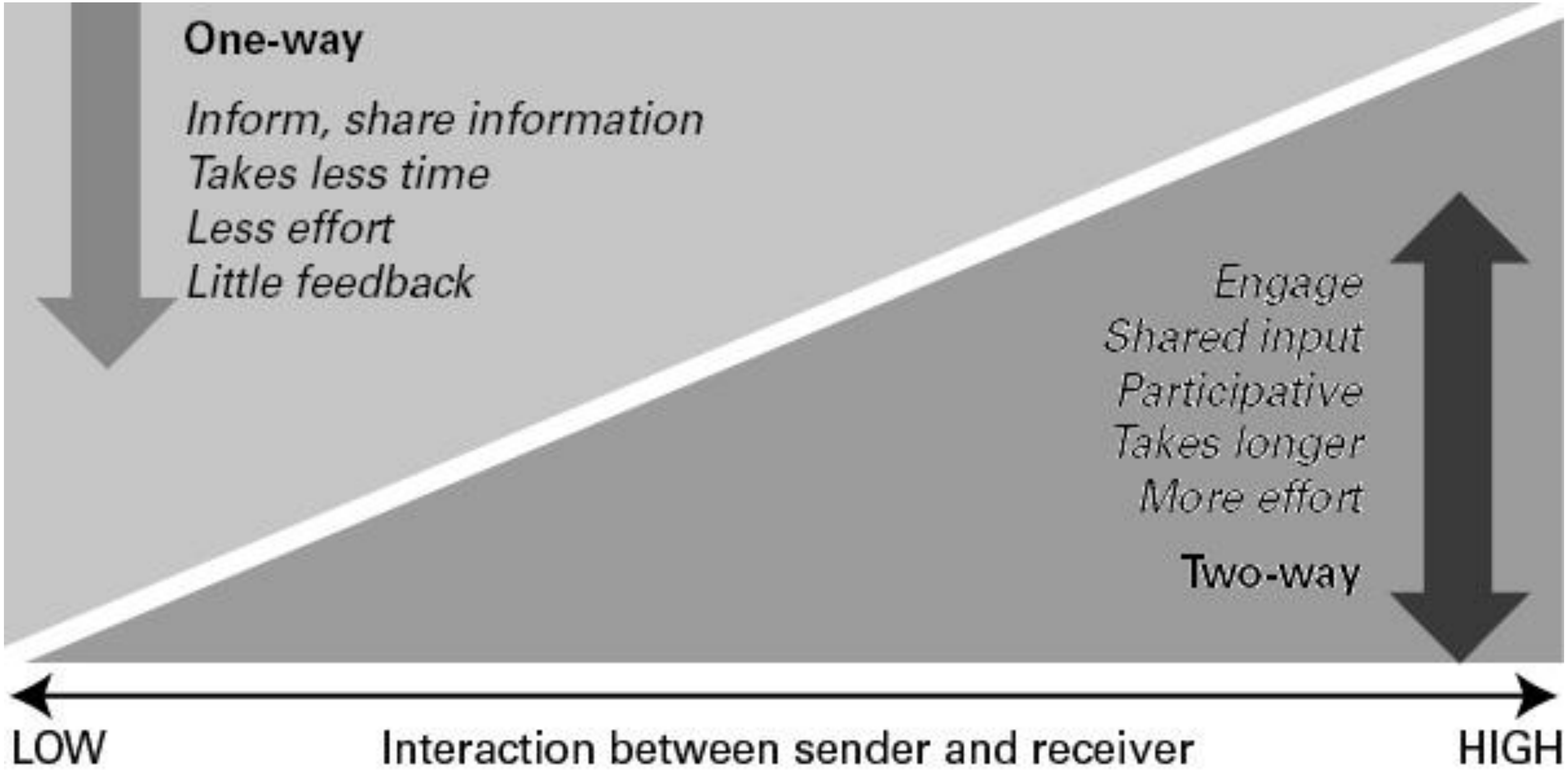
Also, consider language style preferences.

VARK preferences

Visual	This preference favours images, symbols, charts, diagrams over other ways to receive information.
Auditory or Aural	People with this preference like listening to information, favouring things like presentations, podcasts, other types of primarily audio mediums.
Reading / Writing	Some people find reading and note-taking to a highly effective way of taking information in and learning.
Kinaesthetic	This term relates to doing things and experiencing things, so mainly about actions and feelings. This is not a single mode because experience and actions may take in multiple modes like sight, touch, taste, smell and hearing.

SC section 4.2.5

Communication channels – one-way vs two-way



SC section 4.2.6

Communication channels – lean or rich

A channel is termed 'lean' or 'rich' depending on these factors:

- Multiple cues
- Variety and format of information
- Level of interactivity

    synchronous – interaction can happen at the same time, is faster, dynamic

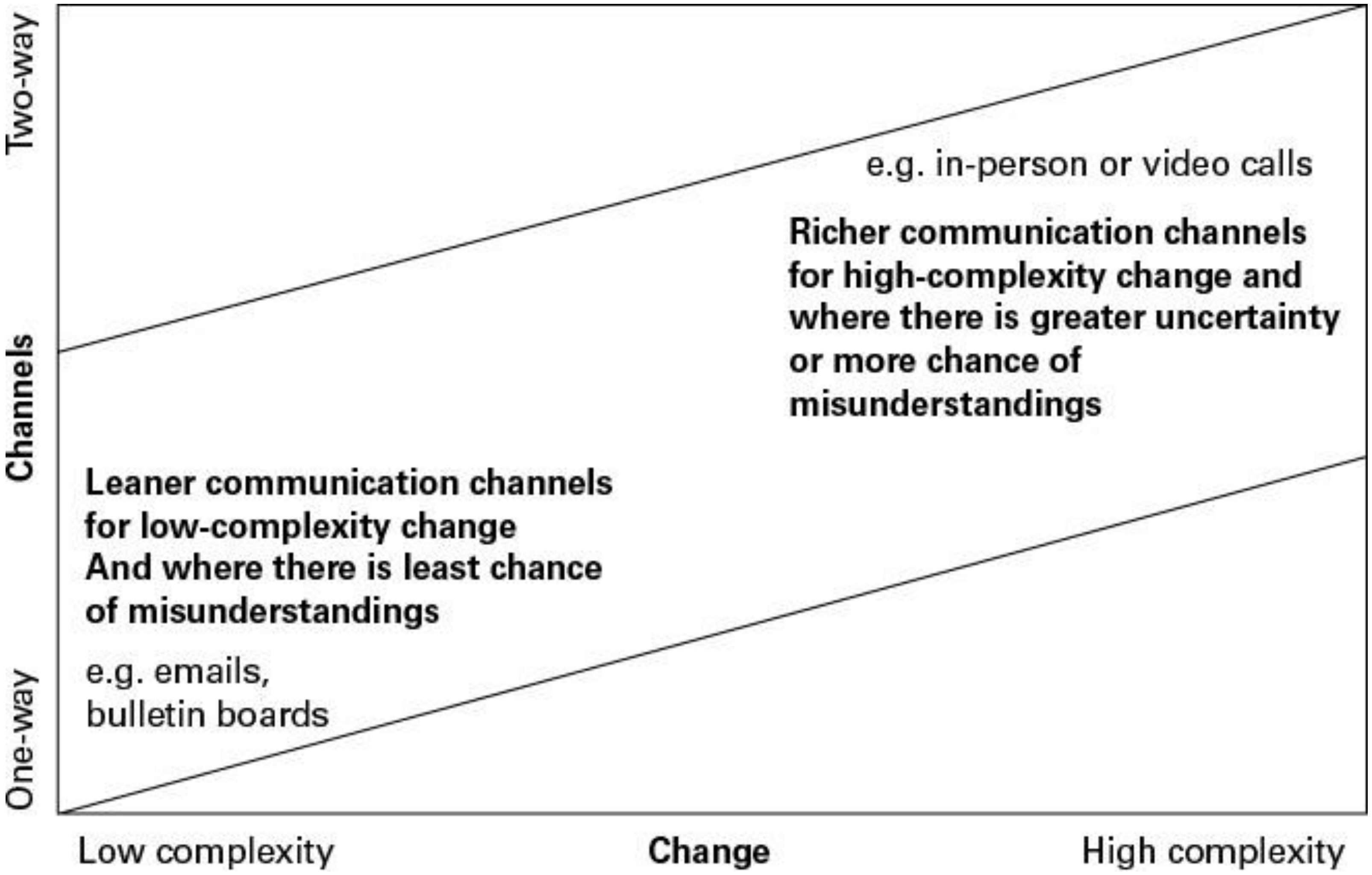
    Asynchronous – is interaction but with responses at different times

SC section 4.2.6

Choosing a mix of communication channels for change

Leaner channels are appropriate for the 'Tell / Sell' approach – emails, bulletins, newsletters, broadcast type announcements.

Two-way, richer channels are required to fully engage people and have them participating, such as discussion forums, lean coffee sessions and collaborative co-design workshops.



SC section 4.2.6

Activity

- What communication channels are typically used in your organization?
- What has worked well when communicating change?

Communication planning

Change communication that is impactful requires effective planning and focused effort all the way through change.

Effective change communication planning needs to find ways to:

- **provide information** – keep people updated with relevant and timely information, ideas and concepts
- **provide the context for change** – people need to understand the bigger picture surrounding the changes and be able to relate it to their own situations. This provides a map which helps them navigate through what may otherwise be seen as chaos
- **engage people in change** – allowing them to develop a shared understanding, exchange ideas, relay concerns and contribute to making change happen
- **evaluate and gather feedback** - check how communication is being received and whether it has been effective.

SC section 4.2.7

Change communication strategy

- Background
- Overall change communication aims and approach
- Stakeholder analysis and engagement
- Key messaging
- Channels to be used
- Risks
- Measurement methodology

SC section 4.2.7

Activity

Review the contents of the change communication strategy and consider:

Would this work for your change example - anything you would add or leave out to tailor it for your situation?

Work of the Change Manager

Assessing change impact

Change management important for risk management

Change management is an important risk management strategy.

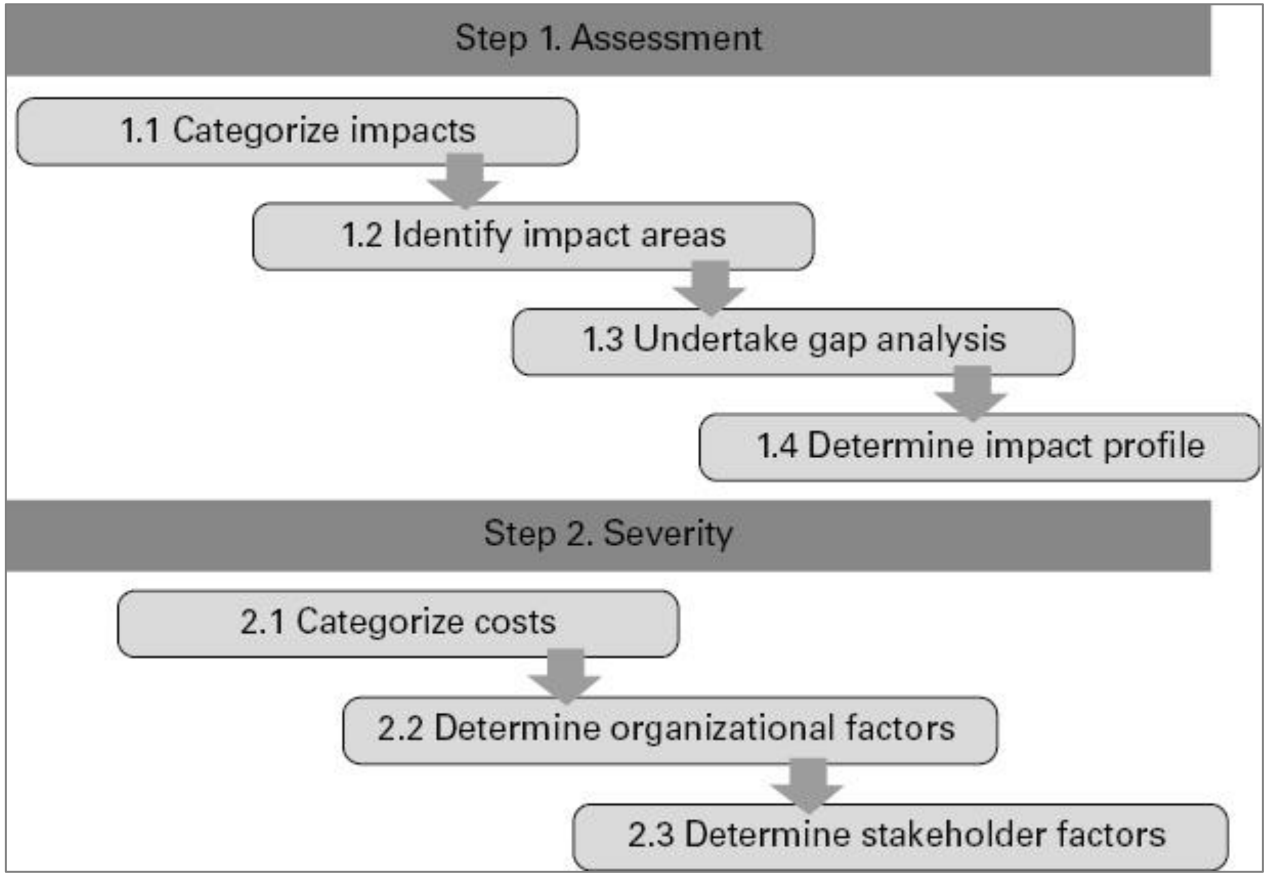
Effective change teams will seek to understand the organisational context for change and adapt accordingly. This involves balancing the relationship between planned outcomes, the risks of not achieving desired benefits, and the effect on business-as-usual stability

WC section 5.1

Assessing change impact and severity

1. The first step is to categorise and identify the impacts from the viewpoint of the organization and stakeholder. The change team uses this information to determine gaps or barriers to achieving the end outcome.

2. The second step is to define the severity of these impacts for each of the stakeholder groups. You should consider the environment and change maturity of the organization as part of this



WC section 5.1

Assessment Step 1.1 - Categorising change impacts

- **Intended Change**

The vision of the new world, the removal of barriers to get there and the disruption to productivity while absorbing the change. This should include consideration of areas out of scope or not impacted by the change.

- **Unintended/Unplanned Change**

System outages, process workarounds and misdiagnosed behavioural responses are examples of these.

- **Change Management activities**

The involvement of Subject Matter Experts (SMEs), time spent in scheduled training or in coaching change networks will impact business as usual.

WC section 5.1.1

Assessment Step 1.2 - Identify impact areas

McKinsey 7-S Model

Strategy	The plan created to maintain and build competitive advantage.
Structure	The way the organization is structured and who reports to whom.
Systems	The daily activities and procedures that individuals engage in to get the job done.
Shared values	The core values of the organization evidenced in the corporate culture and the general work ethic.
Style	The style of leadership adopted.
Staff	The employees and their general capabilities.
Skills	The abilities and capabilities of the employees working for the organization.

When used to undertake a gap analysis of the current (‘as is’) and the future organisational context (‘to be’) it is important to ensure that the change activities address and support the identified ‘gap’ and any ‘barriers’ to the change.

WC section 5.1.1

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Activity

Using a change example you are familiar with, work through the McKinsey 7-S Model, to identify impacted areas.

Assessment Step 1.3 - Undertaking a gap analysis

McKinsey 7-S Model can be used to undertake a gap analysis.

When assessing the current (‘as is’) and the future organisational context (‘to be’) it is important to ensure that the change activities address and support the identified ‘gap’ and any ‘barriers’ to the change

WC section 5.1.1

Assessment Step 1.4 - Determine impact profiles

Understanding who is impacted and how is essential to effective change management. Individuals and groups will experience their own change journeys, affecting people in different ways and by differing amounts.

Having identified, segmented, and mapped stakeholder groups:

- The change team will look to gain an awareness of individual impact profiles by co-defining this with stakeholders
- They will use this awareness to customize communication, engagement and learning interventions to support change readiness. This could be as part of defining the size and scale of the change, creating the vision or other discovery activities

WC section 5.1.1

Step 2 – Change impact severity

Organizations can handle change in many ways. The particular change solution chosen and the approach taken will depend on the organization, its culture and level of change maturity. Co-design can help ensure that the solution meets stakeholder needs and that it will be usable. As part of this process a range of ideas will emerge from stakeholder groups. These ideas will need to be evaluated by the change team to understand their viability.

When assessing the impact and severity of each idea, it is important to review the cost against the value obtained from implementing the change. This will support good prioritization and inform the Minimum Viable Change Process (MVCP).

WC section 5.1.2

Severity Step 2.1 - Categorising costs

When assessing impact and severity for each idea review the cost against the value obtained from implementing the change. This will support prioritisation and inform the Minimum Viable Change Process (MVCP).

Categorising costs

Types of cost (monetary and non-monetary) could include:

Time – the level of effort required to implement, adopt, or reinforce a change.

Productivity dip – the fall in job performance for an individual or team before basic competence is achieved

Financial - a monetary figure associated with, for example, the use of a resource, lost output, or non-compliance.

Reputational – a threat or actual negative opinion on the standing of an organisation.

Safety & Wellbeing – an actual or near miss event that puts an individual at danger.

Opportunity – the missed return from the second-best option.

WC section 5.1.2

Severity step 2.2 – Determine organisational factors

- **The environment:** i.e. external factors, the culture of the organization, the strategy/vision and what else is going on that might impact change capacity.
- **The change ability of the organization:** does the organization have the leadership, structures, and frameworks in place to support this specific change?
- **The history of change in the organization:** how well leaders have managed change previously, and how much cynicism or buy-in to the change is visible.
- **The individual responses to change:** each of the people within the change will be at different stages and will respond in different ways to the change. The environment, change ability and history of the change will all affect an individual's response.
- **The nature of change:** the scale, purpose, and speed of the change. Does the organisation, or impacted stakeholders, have previous experience in the size, shape, or type of change (i.e. evolutionary versus radical, incremental versus big bang)?

WC section 5.1.2

Severity Step 2.3 – Determine stakeholder factors

The change team must also consider severity at the stakeholder level. This includes the complexity, coverage, and overall impact. An effective change team will also think about the impacts of not doing the change.

Complexity	An assessment of the: • impact of the change • volume of impact areas affected • change activity and the unintended consequences.
Coverage	The percentage of people in the organisation, or a given stakeholder group, that are impacted by the change (perceived or actual).
Do nothing	The consequences of not acting and continuing as is. This is an important consideration when looking at change saturation and prioritisation. It can also reinforce buy-in and messaging on the 'burning platform' where the severity of not acting is high.
Overall	This is a combination of the complexity, coverage, and result of not doing anything. The overall assessment is important in showing high risk stakeholders and change overload if looking at a portfolio of change.

WC section 5.1.2

Monitoring change impact profiles

Change Managers or change teams will establish feedback loops and monitor impact profiles over time. As the change network identify new impacts or stakeholder groups the profile may change. Regularly reviewing who participates in this process also mitigates the risk of group think and bias, promoting constructive challenge.

Examples of feedback loops and discovery techniques include:

- Qualitative feedback from Change networks
- Participatory engagements, such as lean coffee sessions
- Temperature / pulse checks, such as surveys or interactive polling tools
- Culture assessments
- System data inc. employee engagement analytics, such as intranet usage, click rates or task completion time stamps

Resistance to change

Causes of resistance

Neuroscience provides useful insights into why our brains do not like change. Oreg (2003) suggests there are four key neural factors which influence resistance. These are applicable across diverse contexts and types of change:

- **Routine seeking** – our brains work to create mental maps, forming habits (behaviours). These take time and effort to change. Often, they increase stress levels as we experience learning dips, low motivation or reduced cognitive functionality.

- **Emotional reaction to forced change** – forced change takes away our sense of choice, a key element of the SCARF model. Choice plays a big role in our ownership and willingness to change.

- **Cognitive rigidity** – people tend to stick to the views that they already have. Individuals are less willing to adapt to new situations or do not believe they can learn. This is the opposite of a Growth-mindset.

- **Short term focus** - our cognitive tendency to overlook rewards the further away they are. An example is the urge to spend as we earn over saving for a rainy day, or performance metrics that drive short term (a sales target) over long term (a collaborative employee culture) outcomes.

WC section 5.2.1

Common causes of resistance (1)

Reason for resistance	How to deal with it
Loss of control over territory	• Leave room for those affected by change to make choices, get involved with planning and take ownership.
Excessive uncertainty during the change	• Create a sense of safety with certainty of process, clear simple steps and timetables.
Change is sprung on people as a surprise	• Don't plan changes in secret – keep people informed of what is happening.
Too many differences at once	• Minimise the number of unrelated differences. • Where possible keep things familiar. • Avoid change for change's sake.
Loss of face from those associated with current state	• Celebrate the elements of the past that are worth honouring.

WC section 5.2.1

Kanter (2012)

Common causes of resistance (2)

Reason for resistance	How to deal with it
Concerns about competence	• Provide abundant information, education, mentors and support systems. • Run systems in parallel during transition if possible.
Change is more work	• Allow some people to focus exclusively on the change. • Reward and recognise participants.
Ripple effects – change interferes with the activities of other areas	• Enlarge circle of stakeholders. • Consider all affected parties and work with them to minimise disruption.
Past resentments surface due to the interruption of a steady state	• Consider gestures to heal the past before focussing on the future.
Sometimes the threat is real – change is resisted because it can hurt	• Be honest, transparent, fast and fair. For example one big layoff with lots of support is better than a series of smaller cuts.

Kanter (2012)

WC section 5.2.1

Kanter (2012)

Considerations for building a strategy to manage resistance

A proactive resistance strategy can help select and shape the right interventions. This in turn will help ease the stress that change can bring. Whatever approach is taken to understanding and managing resistance, it is important the make time early in the change initiative to consider the opportunities (driving forces) and risks (restraining forces) the change will present. Change plans can then use opportunities and minimize risks to reduce overall resistance. Force Field Analysis can be a useful tool to help change teams map causes of resistance visually.

Any resistance strategy requires the change manager and change team to build trust with stakeholders.

Supporting the change network, including managers, to build and sustain momentum is an important contribution that change managers can make to help prepare for and reduce resistance.

It is essential to ensure psychological safety when implementing your resistance strategy. Authentic leadership and suitable feedback loops are essential for this

WC section 5.2.2

Activity

For a change initiative you are familiar with, what forms of resistance were encountered?

How was this resistance managed?

Change analytics

Measurement types

To show the change is on track, Change Managers must define and agree a set of measures and indicators reflective of the desired outcomes - Key Performance Indicators (KPIs). The selection of metrics should have input from users and needs strong buy-in from stakeholders.

Factors to consider are:

- **Cadence (rhythm):** when and how often data is collected.
- **Actionable:** what will happen as a result? Who is accountable for this?
- **Need:** co-design and align expectations around why measures are in place and how they indicate progress.

WC section 5.3.1

Change delivery scorecard

Kaplan and Norton (2004) offer four types of metric and corresponding questions. These can be useful when building a scorecard that cover different views on value:

- **Financial:** If we succeed how will we look to our stakeholders (or taxpayers or donors)? Example metrics could include cost reductions, revenue increase or resource use.

  Customer: To achieve our vision how must we look to our customer (internal or external)? This could include metrics that show quality, customer service or partnership behaviours.
- **Internal:** To satisfy our customer(s) which process must we excel at? This may include operational, customer management, innovation, or regulatory process metrics such as time to market, reductions in risk profiles or the number of information data breaches.
- Learning & growth: To achieve our vision, how must our organization learn and improve?
  This could cover:

  human capital (employee knowledge, skills, and ability profiles)

  information capital (knowledge management and sharing systems) and

  organisational capital (culture aspects such as teamwork, alignment, and leadership styles)

WC section 5.3.1

Change delivery scorecard

Category	Indicator	Current	Target
Financial	Reduce operating costs	+15K	-30K
	Improve billing time	7 days	3 days
Customer	Reduce total complaints (p/m)	125	20
	Right First-Time rate	40%	85%
Internal	Centralise finance	15%	100%
	Optimised team roles	35%	75%
Learning & Growth	Agile leadership training uptake	0%	85%
	Knowledge sharing culture	-0.2	+0.8

WC section 5.3.1

Kaplan and Norton (2004)

Building a change analytics strategy – evaluation methods

A change analytics strategy refers to how you will capture, manage, and use data to support the success of the change.

Once you have a framework for your balanced scorecard, consider how you will measure change readiness, adoption, and benefits realisation. This will should also cover assessing the effectiveness of your communications, engagements, learning and development interventions.

- **Qualitative** – data that is subjective and deemed harder to measure
- **Quantitative** – data you can observe and measure i.e. numerical in nature
- **Leading** – result-orientated. These are dynamic factors that signal progress. Like qualitative measures these are harder to quantify
- **Lagging** – output focused. They measure the outcome of the change

WC section 5.3.2

Activity

What types of evaluation methods are in place in your organisational change situations?

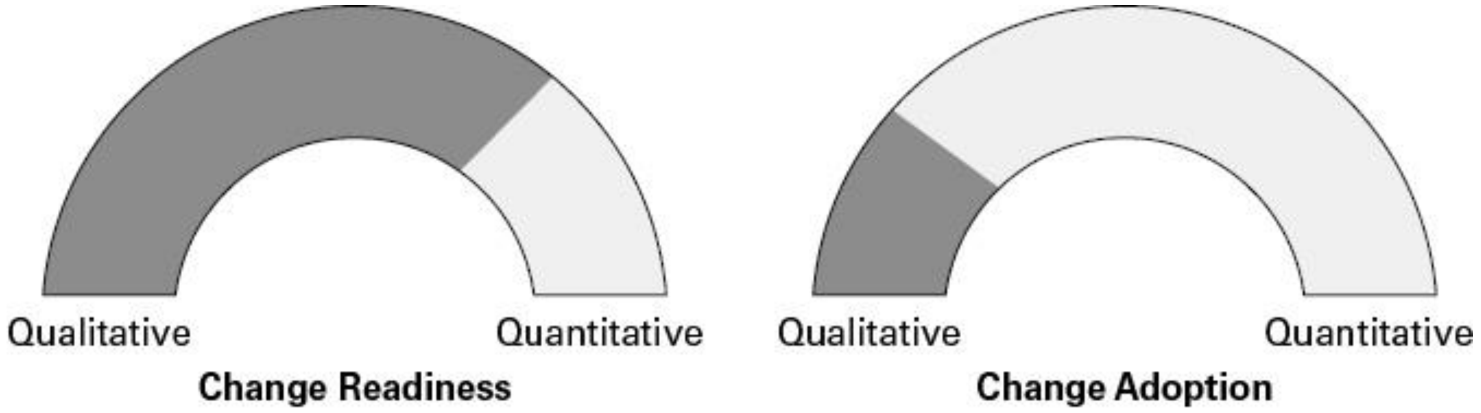
How effective are they?

What improvements could be made?

Applying measures appropriately

Quantitative measures are the most attractive method when capturing data due to their tangible nature. However, different stages of the change lifecycle will require different mixes of data types to show progress and critical mass.

- In the lead up to change readiness the change teams will be reliant on qualitative data. For example, do people know what the change is and what it is trying to achieve?
- For adoption, however, the emphasis will shift to quantitative metrics. For example, what activities have the change network held? how many people attended?



WC section 5.3.2

Limitations of data analytics

- Volume of data
- Quality of data
- Inappropriate handling of data
- Data distortion

WC section 5.3.2

Foundation exam preparation

End of Change Management Foundation Course