APMG Change Management

Foundation™ Handbook

Version 1.0

Contents

1 INTRODUCTION

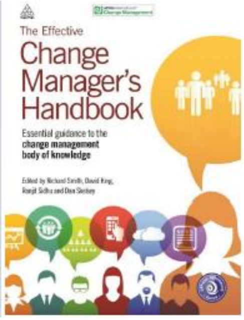
This manual outline key concepts, tools and techniques for leading and managing change as an informed member of a team and should be used in conjunction with the official APMG Change Management handbook and classroom led courses or e-learning materials from Change Consult Limited.

The concepts herein, are based on the APMG Change Management Foundation™ course and prepares individuals to take the Foundation Exam.

Each section contains quizzes that tests your understanding of the material presented. Please attempt **ALL** of the quizzes to increase your chances of passing the final exam.

CHANGE MANAGEMENT SOURCE MATERIALS

- This course is based on the '*Effective Change Manager's Handbook*' (ECMH)'
- The ECMH is fully aligned with the CMBoK
  - The CMBoK describes and defines the underpinning knowledge required by change practitioners, as defined in the CMI Change Manager Competency Model



- The Change Management Foundation and Practitioner qualifications are endorsed by the Change Management Institute (CMI)
  - Both levels together fully cover the knowledge component to become an Accredited Change Manager with CMI at Foundation level (ACM Foundation)
  - For more information on benefits of becoming a CMI member, please visit CMI's website - https://www.change-management-institute.com

COURSE OBJECTIVES

In this course individuals will:

- Gain insights into the impact of change on individuals and strategies that can be implemented to help them through the transition
- Learn about organisational culture and change models
- Acquire knowledge about the drivers of change, governance structures typically used in organisations and how to define a change vision
- Be presented with tools and techniques that will allow them to prepare people for change and support their learning
- Gain insights into the stakeholder engagement process and learn how to develop suitable communications strategies and plans

- Learn how to build and support an effective change team, and how to build momentum for the change and sustain it

2 A CHANGE MANAGEMENT PERSPECTIVE

In this section we will define change management, look at how organisations view and cope with change, review what the research says about the field and discuss some of the factors that contribute to the success of initiatives and improved success rates.

WHAT IS CHANGE MANAGEMENT

Change Management is an emergent, interdisciplinary, developing profession that focuses on people and guide how you can transform an organisation from its current state to a future state by using various concepts, models, frameworks and tools.

NOT EXAMINED

WHAT THE RESEARCH SAYS

- Failure rates of change initiatives – more particularly, where change achieves substantially less than the expected value - have been reported as high as 70-80% (King and Peterson, 2007)
- However, a few top performing organisations experience success rates in excess of 80% (IBM, 2008b)
- The variable criteria and measures typically used in these studies make it difficult to draw definitive conclusions about the failure rates and their causes (Hughes, 2011)
- Nevertheless, the continuing consistent, accumulated evidence from CEOs, project and change mangers through a wide range of sources does point to the reality that very many change efforts do fail

ECMH 1A1, Page 3 - **NOT EXAMINED**

FACTORS CONTRIBUTING TO SUCCESS

- Companies effective at all three levels of senior, mid- and frontline, captured an average of 143% of the expected value (Laclair and Rao, 2002)
- *"…an undeniable correlation between project performance, maturity level and change management. The majority of the best performing, and most mature organisations always or frequently apply change management to their projects."* (PwC, 2004)
- Four key activities which make change effective (IBM, 2008):
  - prepare by gaining deep, realistic insight into the complexity of the change and plan accordingly
  - use a robust change methodology aligned with a project management methodology

  - build and apply skills in sponsors, change managers and empowered staff
  - invest appropriately in change management.

- They also found that the success rate of change projects using a dedicated change manager rose by 19% compared to those that did not.
- A close relationship between effectiveness of change management programmes and the proportion of projects meeting or exceeding objectives. Those change management programmes rated 'good' or 'excellent' had an above-80% success rate. Those rated 'poor' or 'fair' achieve less than 50% (Prosci 2012)
- Effective change management delivers improved adoption speed, utilization rate and employee proficiency [stressing] the importance of effective preparation for change, disciplined management, clear reinforcement and careful handover (Ferris, 2013)
- Six to nine months after project launch, projects with change management input were delivering significant performance improvements, financial results and behavioural change. A majority of the respondents attributed over 20% of the success directly to effective change management (ChangeFirst Limited, 2010)

ECMH 1A2.1, Page 4-5 - **NOT EXAMINED**

IMPROVING SUCCESS RATES

- The need for the organisation's executive leadership (or an equivalent local group relevant to more localised change) to define and understand deeply:
  - the nature and impact of a proposed change and
  - the organisation's capacity and capability to undertake it.
- The importance of clarity about the various ways in which the organisation expects to benefit from the change
- The way that stakeholders are identified and strongly connected to the change through a variety of communication practices
- The way that change and project management practices are aligned and managed, matching them to the size and structure of the organisation
- How individuals and teams can be supported through the change by good leadership, appropriate training and great facilitation
- Advocacy of best practice across the organisation, supported by effective information gathering, relevant case studies and application of lessons learned from past change initiatives

ECMH 1A2.2, Page 5-6 - **NOT EXAMINED**

3 CHANGE AND THE INDIVIDUAL

This section is divided into five (5) parts.

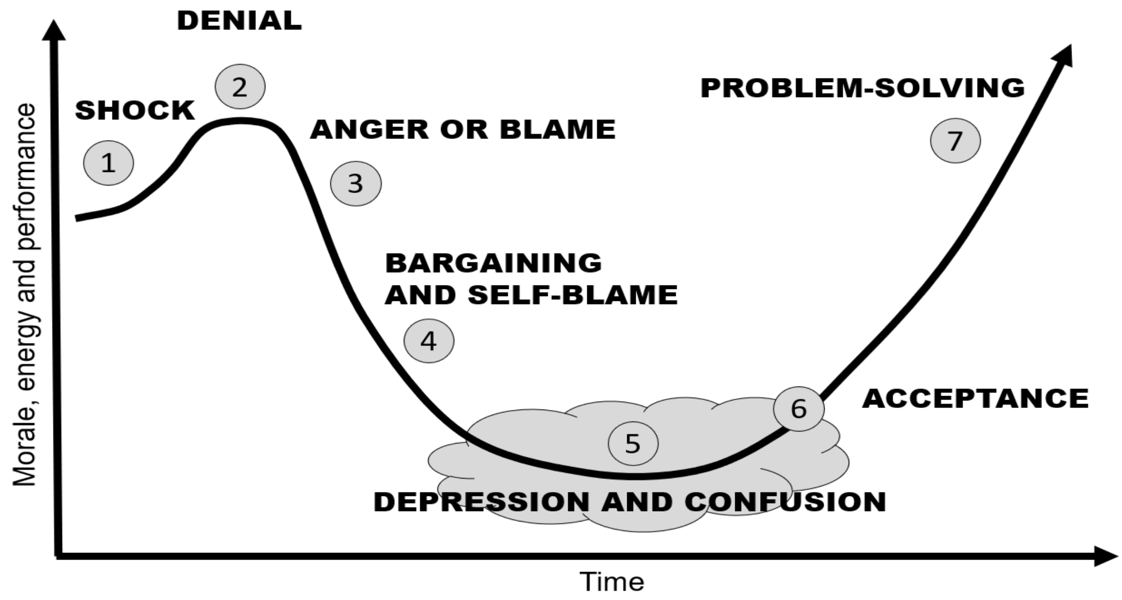
- Models of individual change
- Motivation
- Systematic Differences
- Learning Preferences
- Learning new skills

The aim of this syllabus area is to illustrate how individuals respond change and what tactics can be used to help them through the transition. There are also insights on how individuals learn and tactics that can be used to make learning successful.

3.1 MODELS OF INDIVIDUAL CHANGE

Two models of individuals change will be examined in this subsection– the Elisabeth Kübler-Ross change curve and Bridge's stages of transition.

THE CHANGE CUVE



Kübler-Ross (1969)

ECMH 1B1.1, Figure 1.3, Page 9-11

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

ECMH 1B1.2, Page 11-12

MANAGING TRANSITION

- **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.*

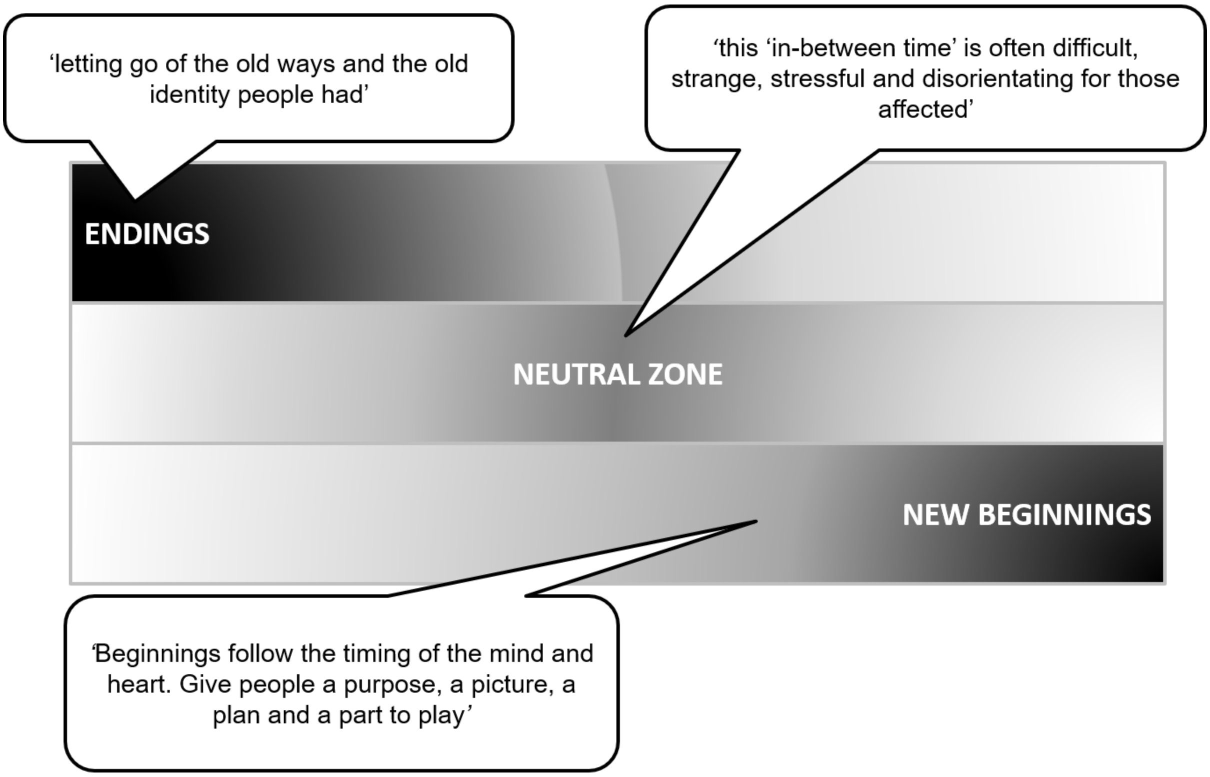
*"Going through an in-between time when the old is gone but the new isn't fully operational. We call this time the "**neutral zone**": it's when the critical psychological realignments and repatternings take place.*

*"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)

ECMH 1B2, Intro, Page 12

BRIDGE'S STAGES OF TRANSITION



ECMH 1B2.1-2.3, Figure 1.4, Page 13-16

MANAGNG TRANSITION – ADVICE TO MANAGERS AND LEADERS

Endings - help people to ‘let go’ of the old ways by:

- Describing what will be different i.e. what will and will NOT change
- Acknowledge all losses – large and small; respect the past
- Identify the reasons why the current situation cannot continue
- Communicate prodigiously – obtain valuable input about problems with content

Neutral zone – help people to make the ‘journey’ by:

- Using images/metaphors to give meaning, supporting learning, look for opportunities
- Finding temporary solutions, adaptations and innovations for problems of transition
- Encouraging people to connect with other people and teams
- Setting up temporary feedback and communication systems

New beginnings – encourage commitment to a new kind of future by:

- Giving people at purpose, a picture, a plan and a part to play
- Being consistent in behaviour, messages and decision-making
- Providing early successes to encourage and reassure people
- Celebrating key milestones in the change journey – especially the end!

Bridges (2009)

ECMH 1B2.1-2.3, Figure 1.4, Page 13-16

Activity 1

The CEO of the fictitious company TransInsurance is retiring and will pass the baton to a Director in the company. The Director is a lot younger, he is friendly to staff, quick witted and wants everyone in the organisation to be involved in activities that contribute to the success of the company. This is the opposite approach of the outgoing CEO.

The Supervisor of the Claims department was also promoted. She will now be manager of her department. She is a soft-spoken lady and acts like a motherly figure to her staff.

The outgoing CEO announces the change in leadership at a company meeting and also the role of the new Claims Manager. This will be the first-time staff hears about the new changes.

Faith and Sam are two individuals in the Claims department that will be directly affected by the change.

Faith does her job well but loves office gossip and always has an opinion about everything. She can also be hard to get along with, gets stressed quite easily, and is someone who isn't too fond of change or the new CEO.

Sam is in his 20's and in the middle of his Masters' degree which he is taking online, as well, his wife is expecting a baby in a month, so Sam has his hands full with all types of change.

How can the change curve and transition model be used to support Faith and Sam through this organisational change? What can the new CEO and new Claims Manager do to help these individuals through the change?

Activity 2

For you own individual reflection consider the next two questions:

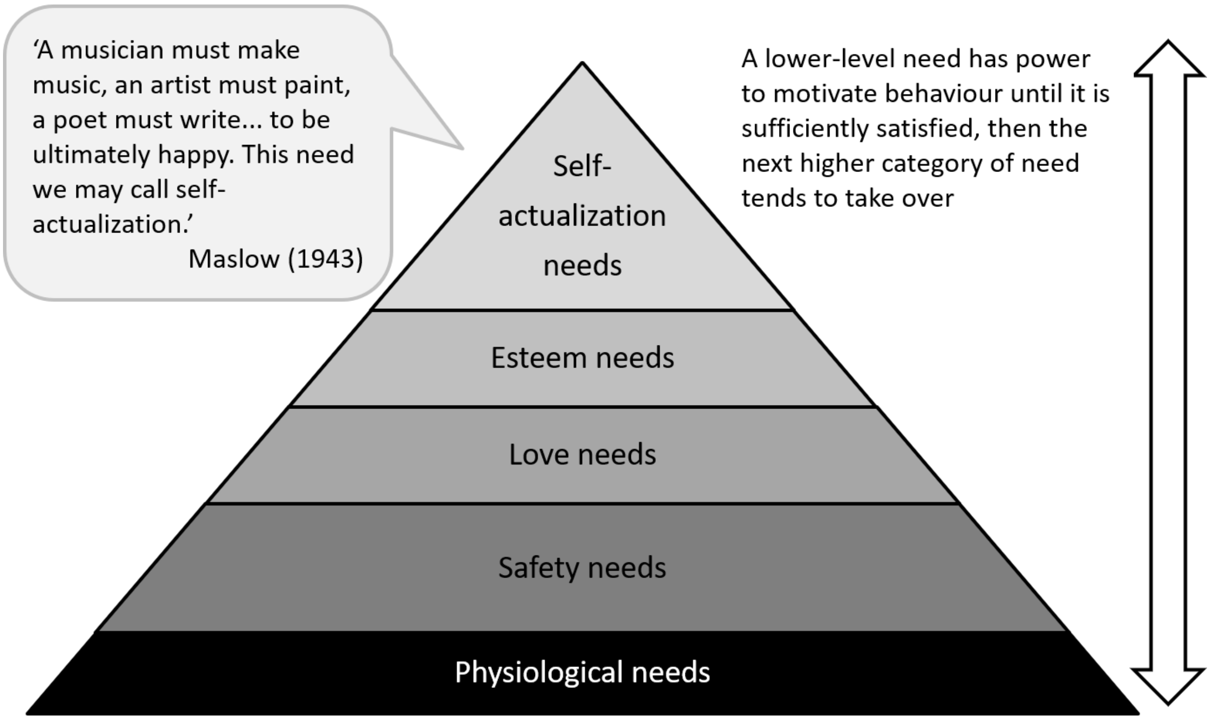
Q1. For a change you are familiar with, how well (if at all) is the Change Curve and Transition Model used to support an individual through a major change?

Q2. What specific examples can you think of where either (or both) model(s) were used, and what were the results?

3.2 MOTIVATION

Individuals can be motivated in different ways. These are outlined in this subsection.

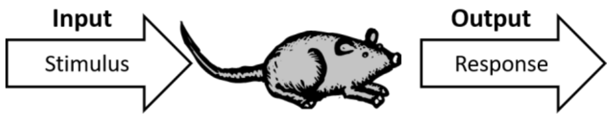
MASLOW'S HIERARCHY OF NEEDS



ECMH 1B3.1, Figure 1.5, Page 17-18

BEHAVIOURISTS AND MOTIVATION – (REWARDS AND PUNISHMENT)

- 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 the reward schedule is withdrawn
- Punishment associated with a specific behaviour tends to reduce the frequency of that behaviour, but less strongly than rewarding an alternative behaviour
- Animal models used simple 'input-output' one 'stimulus-response' (S-R Theory) where desired behaviours are rewarded (positively and negatively) through 'reinforcement'
- This way of thinking is associated strongly with physiological and safety needs



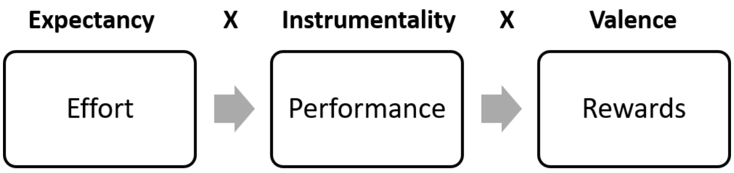
Pavlov, Skinner, Thorndyke

ECMH 1B3.2, Page 18 & 9A1.1, Page 368-370

EXPECTANT THEORY

The motivating force to do anything is a function of three things:

- How strongly I believe that my efforts will lead to good performance (‘**expectancy’**) – notice that this is a personal and subjective judgement
- How strongly I believe that good performance by me will lead to rewarding outcomes (‘**instrumentality’**) – another personal and subjective judgement.
- How much I value a particular outcome (this **‘valency’** could of course be negative as well as positive!)



In a change situation, understanding the value (positive or negative) of the change from the perspective of different stakeholders is important.

Huczinsky and Buchanan (2007)

ECMH 1B3.3, Page 18-19 - **NOT EXAMINED**

HERZBERG – HYGIENE FACTORS AND MOTIVATORS

Factors tending to lead to LOWER job satisfaction (Dissatisfiers – "hygiene factors")	Factors tending to lead to HIGHER job satisfaction (Satisfiers – "motivators")
• Company policy and administration • Supervision (technical quality of oversight) • Supervision (relationship with supervisor) • Working conditions • Salary • Relationship with peers • Personal life • Relationship with subordinates • Status • Security	• Achievement • Recognition • The work itself (job content) • Responsibility • Advancement (promotion) • Growth (personal/professional development)

Herzberg (2003)

ECMH 1B3.4, Table 1.1, Page 19-20

PINK – SATISFACTION AND GROWTH (THREE KEY MOTIVATORS)

1. Autonomy

People like to be self-directed, with a high degree of freedom to decide the direction, methods and circumstances of our work.

2. 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.

3. Purpose

People like to feel that their work has meaning and value, and will choose to invest themselves in activities they consider worthwhile.

TIP: Any change initiative run in a way that encourages autonomy, mastery and purpose will be more likely to motivate people and engage their discretionary effort.

Pink (2011)

ECMH 1B3.4, Page 20

SCHEIN – SURVIVAL AND LEARNING ANXIETIES

There are two types of anxiety as motivators of behaviour:

- **Learning anxiety** - the feeling of incompetence whilst trying to learn (or improve) a new skill. This can inhibit change to a greater or lesser degree
- **Survival anxiety** - for organisations to change at an acceptable pace, they have to learn to 'unfreeze' by creating a competing and greater anxiety through:
  - **Disconfirmation** – creating the disturbing belief that the current position is not sustainable, that it is not working anymore
  - **Creation of guilt or anxiety** – the belief that if I do not change, I shall fail to achieve my goals and that the negative consequences of this will be serious (ranging from experiencing disapproval to seeing my team disbanded, seeing the organisation fail or losing my job)
  - **Creation of psychological safety** – through a clear plan with suitable support and coaching. This sounds at variance with the two preceding elements and is designed to prevent the 'survival anxiety' becoming too great, leaving people paralysed by anxiety

Schein (1993)

ECMH 1B3.6, Page 22-23

ROGERS – PERSONAL GROWTH

Three 'core conditions' for personal growth and change:

- **Congruence** – being authentic and genuine in the relationship. This means being aware enough of one's own thoughts and feelings that people experience integrity – that they can trust you
- **Unconditional positive regard** – an attitude of acceptance of and respect for a person as he or she is, without judgement and without suggesting conditions or expectations to make them 'acceptable'

- **Empathy** – a willingness to understand another person within his or her own frame of reference, communicating by word and action that one understands their thoughts and feelings.

Rogers (1957)

ECMH 1B3.7, Page 23

Activity 3

Q1. Take a pause and think about where you are Maslow's hierarchy and to do this think about your behaviours and motivations. Are you at the stage where you are looking for recognition for your accomplishments, to feel that sense of belonging or maybe a bit of security to give you piece of mind?

Then, for the stage you are at, think about how work can help you address this need and the next one up the hierarchy.

Q2. Refer to the Mega Bucks scenario in the subsection 'Models of Individual Change' and consider an individual who is at the 'Safety needs' level in Maslow's hierarchy. As a manager what impacts do you think the new Document Management system would have on this individual?

Activity 4

Your organisation has implemented a new system and process for booking internal and external meetings. In the past, there were numerous meeting room conflicts which caused a lot of confusion, anger and resentment in the organisation. A new system and process was therefore created to remedy this.

The new process entails that staff should refrain from calling the Receptionist to book meeting rooms and use the new meeting room system (MeetMe). Once individuals log into MeetMe, they will be prompted to input information such as, date and time of meeting, number of attendees, internal or external meeting, purpose, refreshments required and so on. An appropriate available room would be allocated, and once confirmed, the booking would appear in the system under their name.

Q1. As a leader of change, what tactics can you use to motivate individuals to utilise the new system and process using Schein's model of survival and learning anxiety?

Activity 5

Think about your own experiences when answering these questions:

Q1. What approaches to motivating individuals seem to work best when managing change in your organisation?

Q2. What examples can you think of where specific motivators were used to achieve the desired outcome from change?

3.3 SYSTEMATIC DIFFERENCES

Individuals have different personality types and this has implications for change. We will explore personality types in this subsection.

INDIVIDUAL DIFFERENCES – 'TYPE' THEORY

- The MBTI® model is based on four pairs of opposite 'preferences' that people show
- In each case, neither preference is better than its opposite; they simply lead to different choices
- The analogy of being right- or left-handed is often used: we can do most things with either hand, but one feels more comfortable than the other, and through regular use has become stronger
- There are four pairs of preferences:

Extravert – Introvert (abbreviated as 'E' or 'I' - how people are energized)

Sensing – iNtuiting (abbreviated as 'S' or 'N' – the N avoids confusion with 'Introvert' - how people process information)

Thinking – Feeling (abbreviated as 'T' or 'F' - how people make decisions)

Judging – Perceiving (abbreviated as 'J' or 'P' - the situations people prefer)

Myers-Briggs Type Indicator® (MBTI®)

ECMH 1B4.1, Page 24-26

CONFLICTS AND COMPLEMENTARITY

- Different people might misunderstand one another, especially when they have opposing preferences
- They may end up in conflict, not because of the *content* of an issue but because of their *different ways of seeing things*
- The ideal is to look for the strengths that each person can contribute to a given situation
- Value and respect different preferences

ECMH 1B4.1, Page 26-27

PERSONALITY – IMPLICATIONS FOR CHANGE

- Be aware of different preferences in a group working situation e.g.:
  - Allow time for those who are 'Introverted' to think
  - Avoid ideas being lost in the 'flow of ideas' from an 'Extravert'
- When communicating change, ensure the vision for change is clear e.g.:
  - Providing a 'big picture' will satisfy those who are 'iNtuitive'
  - A set of data and facts will meet the needs of someone with a 'Sensing' preference
- Learn to observe, engage and get the best from a variety a people – MBTI® provides a useful structure

ECMH 1B4.1, Page 26-27

Activity 6

Q1. How does 'individual difference' affect people's responses to change?

Q2. What can happen when people with the same and different preferences work together in a team?

3.4 LEARNING PREFERENCES

Individuals are typically required to learn something as a result of a change initiative. This can be a task, process or new system. This subsection gives insights into how individuals learn.

LEARNING THEORY

"Learning is described as 'the process of acquiring knowledge through experience which leads to an enduring change in behaviour' (Huczynski and Buchanan, 2007). However, others have offered wider ideas about learning. It is 'a qualitative change in a person's way of seeing, experiencing, understanding, conceptualising something in the real world' (Marton and Ramsden, 1988). Learning includes both the procedural elements required to complete a task and gaining the underpinning or background understanding and attitudes needed to perform the task effectively in its organizational context."

(CMI CMBoK "The Effective Change Manager", 2013)

ECMH 9A, Intro, Page 368-370

CHANGE AND LEARNING

- Change and learning are very closely linked
- Knowledge of learning theory, skills development, training planning and coaching is beneficial
- Address these issues when necessary
- Make effective use of specialist colleagues
- Create and facilitate an engaging learning environment.

The terms:

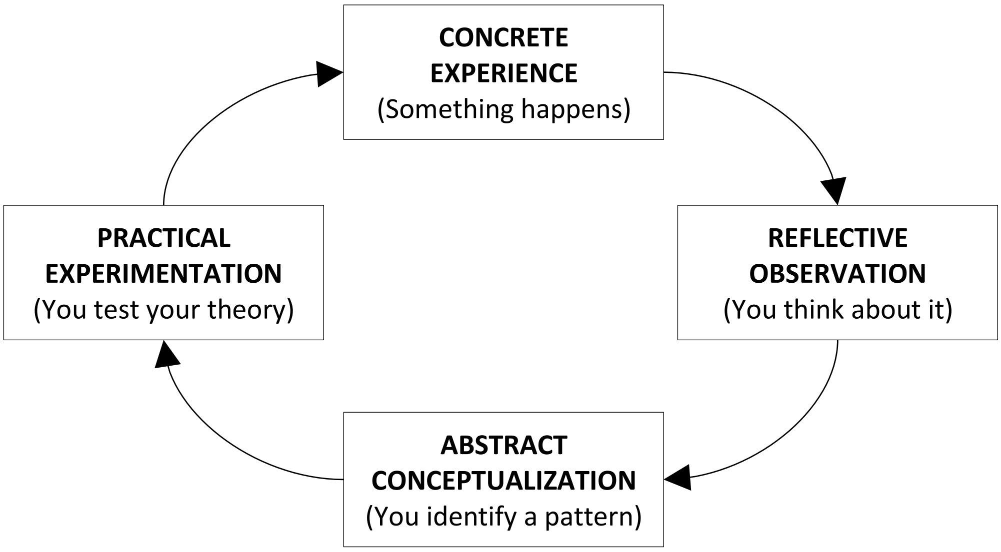
- **Training**: focus is on the activity of the 'trainer'
- **Learning**: focus is on the activity of the 'learner'

> "My own thinking has evolved from theorizing about 'planned change' to thinking about such processes more as 'managed learning'."
>
> Edgar Schein (1995)

ECMH 9 Introduction, Page 367

LEARNING AND THE INDIVIDUAL LEARNER

- All personal change involves unlearning old ways of behaving and learning new ones
- As a result, it is helpful to have a way of looking at the learning process and how different people like to learn
- Kolb described a cyclical process of adult learning and Honey & Mumford observed different 'learning styles:



The Learning Cycle (after David Kolb,1984)

Someone with a preference for this stage …	Is described as a …
Concrete experience	Activist
Reflective observation	Reflector
Abstract conceptualization	Theorist
Practical experimentation	Pragmatist

Learning Styles (after Honey and Mumford, 1992)

ECMH 9A3.1, Figure 9.3 & Table 9.1, Page 374-377

EXAMPLES OF PREFERENCES FOR DIFFERENT LEARNERS

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

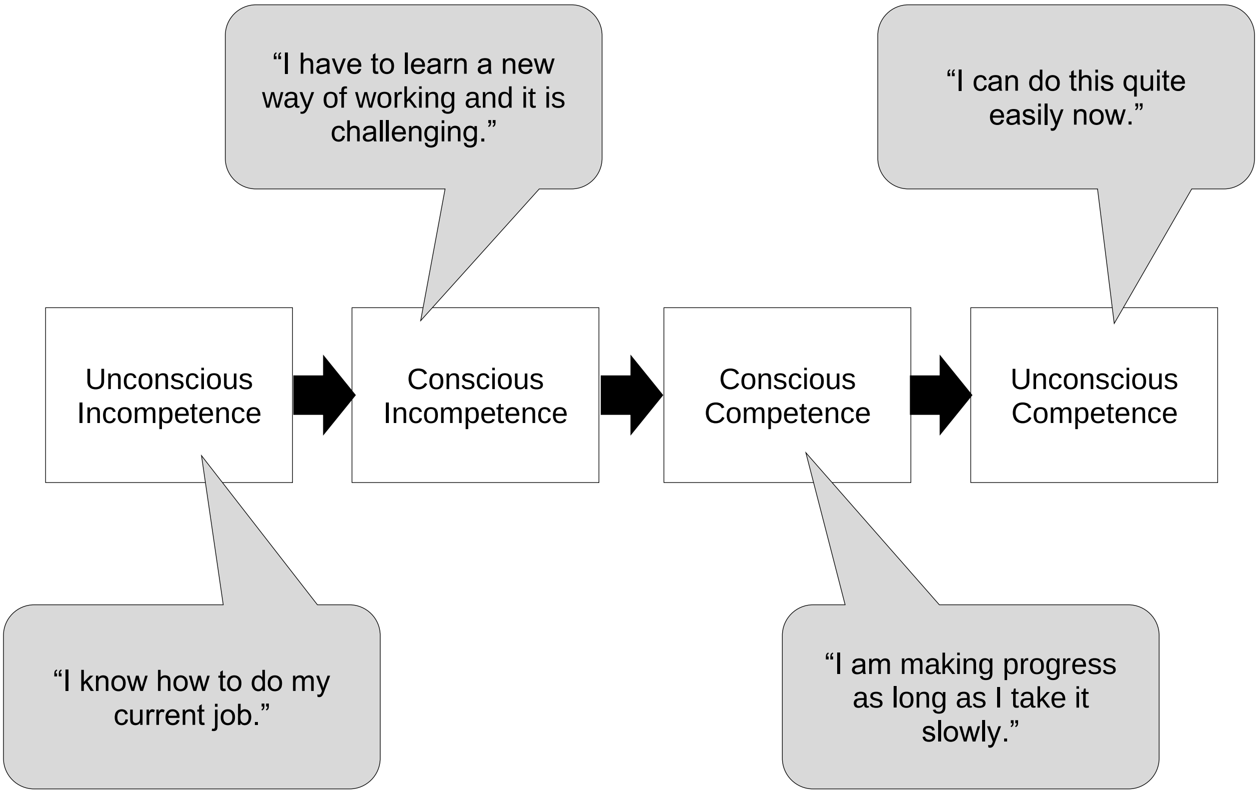
Learning Activities and Learning Styles (after Honey and Mumford, 1992)

ECMH 9A3.1, Table 9.2, Page 377

3.5 LEARNING NEW SKILLS

The subsection highlights areas to consider when learning new skills.

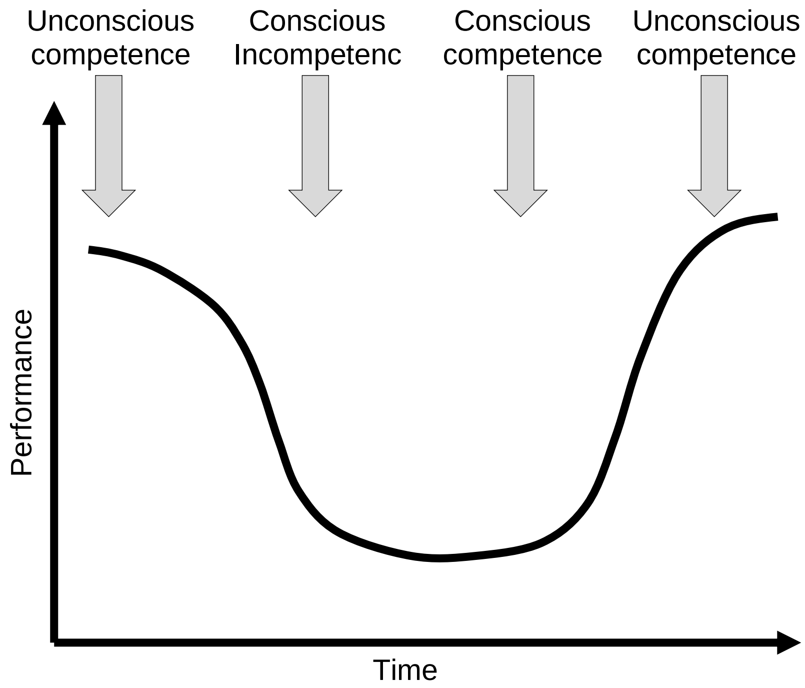
THE CONSCIOUS COMPETENCE LEARNING MODEL



ECMH 9A4.1, Figure 9.4, Page 378

THE 'LEARNING DIP'

- The learning process has implications for job performance
- The skilled performance or mastery associated with unconscious competence is fluent and quick. Errors are infrequent
- As soon as the learner gives conscious attention to the skill – and especially before basic competence is achieved – productivity declines and error rates climb. There is a significant fall (or 'learning dip') in job performance
- When planning any change which will involve people in learning new skills where they have previously been highly competent, a learning dip such as this must be expected and planned for
- The extent of the dip and the speed with which recovery takes place will be a function of the timeliness and effectiveness of training provision



ECMH 9A4.1, Figure 9.5, Page 379

KEY PRINCIPLES OF LEARNING

- **Things should be learnt the way they will be used** – groupings of KSAs* should reflect the combinations in which they will be applied after the change is complete
- **Learning should be followed immediately by its application** – learning activities should ideally be delivered 'just in time', immediately before the change is implemented and the learning will be used

ECMH 9B3.1-3.2, Page 391 - **NOT EXAMINED**

Activity 7

Consider the scenario where an organisation has implemented a new timesheet system.

Q1. Outline how individuals will progress through the learning stages and experience the learning dip?

Q2. What can be done to help individuals through the learning dip?

Activity 8

Consider your own experiences:

Q1. What are your experiences of the 'learning dip'?

Q2. How did this experience affect you and others?

Q3. What would have helped you through the 'dip'?

4 CHANGE AND THE ORGANISATION

This section is divided into six (6) parts.

- Organisational metaphors
- Organisational culture
- Models of the change process
- Emergent change
- Key roles in organisational change
- Defining change

The aim of this syllabus area is to show how organisations can be classified and how ways of working are developed. There are also insights on how to apply change tactics to different scenarios and the various individuals within the organisation that are required to make change a success.

4.1 ORGANISATIONAL METAPHORS

INTRODUCTION TO ORGANISATIONAL METAPHORS

Organisational metaphors help individuals to conceptualise organisations based on certain traits and criteria they possess. Four metaphors will be examined in the Change Management Foundation exam:

- **Machines** - can be designed and controlled
- **Brains** - intelligence-led and resemble a library and memory bank
- **Political systems** - systems of government managing the common and conflicting needs of various interest groups
- **Flux and transformation** - chaos and complexity, where hierarchy and control have limited relevance. Order emerges naturally

Gareth Morgan (2006) Mumford and Beekman (1994)

ECMH 1C1, Table 1.4, Page 32-36

USING METAPHORS TO MANAGE CHANGE

- It is important to **listen to the words** used by those leading change, and to **identify the patterns** of metaphor that lie behind them

- It provides **a framework for thinking** about a particular change. Which metaphor(s) provide the best insights into the issues involved? How might we look at the change from other perspectives?
- It offers **a way of considering different approaches** to change offered by different authors and consultants, helping us to evaluate the likely strengths and weaknesses of particular approaches

> "... my aim is not to present an exhaustive account of every conceivable metaphor that can be used to understand and shape organizational life. Rather it is to reveal, through illustration, the power of metaphor in shaping organizational management and how the ultimate challenge is not to be seduced by the power or attractiveness of a single metaphor – old or new – so much as to develop an ability to integrate the contributions of different points of view."
>
> (Morgan 2006)

ECMH 1C1, Page 35-36

Activity 9

Based on the emails below, outline which metaphors are prevalent?

What implications does this have for leaders and change?

1. Email from one department manager to the other

   Hi Ted,

   It came to my attention, off the record of course, that Jeff and Fran are planning on addressing the issue differently to what we discussed in the meeting yesterday. We need them on board so I will have a quick chat with Fran today over coffee and perhaps you can speak to Jeff on the matter.

   Let's have a catch up first thing tomorrow to see where we are at.

   Many Thanks

   Jane

2. Email from the CEO

   Good morning All,

   The new Accounting system we have been developing for the past 6 months is now completed and will be rolled out on March 1st. As a result, training sessions will take place the last 2 weeks of February and all relevant users are kindly asked to attend these sessions and give it your fullest co-operation. Training materials and cheat sheets will also be provided and there will be two weeks of handholding by the Consultants after 'go live'. We are anticipating a smooth transition for this endeavour.

   Kind Regards

   Mr Kim

Activity 10

What are the advantages and disadvantages of organisations going through change that are operating according to the ‘Brains’ and the ‘Flux and Transformation’ metaphor?

Activity 11

Consider your organisation:

Q1: What metaphor(s) are prevalent there?

Q 2: What implications does this have for leadership and change initiatives?

4.2 ORGANISATIONAL CULTURE

Organisational culture is defined and unpacked in this subsection.

LEVELS OF ORGANISATIONAL CULTURE

- **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 organisation of what is 'right' or 'wrong'
  - Values are the basis on which something is seen as 'good' or 'bad'
- **Level three (deepest): Basic assumptions**. e.g. the assumption that 'all people are equal'. Basic assumptions are seldom articulated (except as political slogans!) but underpin many of the norms and values of some societies

Trompenaars and Hampden-Turner (2012)

ECMH 1E1.1, Page 60-61

HOW CULTURE DEVELOPS AND HOW TO IDENTIFY IT

- In the organisation's history particular assumptions, values and norms will have led to its success
- These are often the assumptions of the founder or of leaders
- The lessons about 'what really matters' sink deeply into the organisational unconscious, shaping future behaviour from beneath
- When change occurs, it may threaten this unconscious system and suffer rejection
- To manage change in an organisation requires sensitivity to these processes and the ability to bring culture to organisational consciousness
- There it can be discussed and evaluated for its relevance to current needs
- It is then possible to manage key messages across the organisation in a way that supports change

Identifying the strands of organisational culture requires careful collaboration between those inside the organization, well embedded in its culture, and someone external who can see the assumptions 'insiders' are making – supported by a thoughtful process. (Schein, 1985)

ECMH 1E1.2, Page 61

HOW CULTURE IS SHAPED AND COMMUNICATED

When engaging in any change which touches culture, close attention to these three mechanisms is vital.

Behaviours

- Linking behaviours and the culture produced – humility and willingness to admit mistakes produces openness and learning
- Asking for commitments and following up produces accountability
- Favouritism not based on performance produces politics

Symbols

- Patterns about use of time or resource allocation
- Rituals of expected behaviour e.g. regular informal gatherings to create a 'relational' culture
- Storytelling the "defining moments" of an organisation's history, together with its heroes and villains

Systems

- The way systems operate
- Processes and organisational structure (how many levels, how easy is access to senior level people?)

Carolyn Taylor (2005)

ECMH 1E1.3, Page 62

CULTURE AND CLIMATE

- Organisational climate is more changeable than culture, reflecting the current feelings and perceptions of key stakeholders e.g.:
  - the feelings of staff about the way they are led and resourced
  - whether they currently experience their workplace as a 'good employer to work for'
- Those 'climatic conditions' are influenced in part by underlying culture, just as global climate is influenced by the physical structure of the earth
- They are also open to medium-term fluctuations resulting from a variety of non-cultural factors

ECMH 1E1.4, Page 63

FIVE POSITIVE CULTURAL FOCUSES

Five positive cultural focuses an organisation might select:

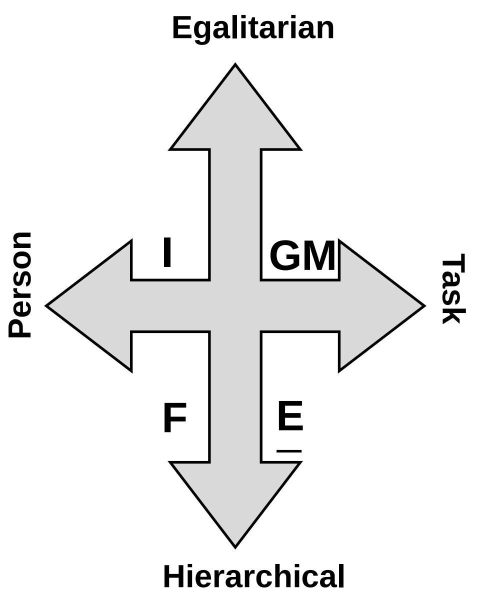
- Achievement (performance, accountability, delivery)
- Customer-centric (externally focused, service-oriented and sustainable)
- One-team (collaborative and focused on the internal customer)
- Innovative (entrepreneurship, agile, creative and learning)
- People-first (empowerment, development, care).

Blends of these five ‘organisation types’ are certain to exist, and additional focuses are also possible.

ECMH 1E2.1, Page 63 - **NOT EXAMINED**

CULTURAL ARCHETYPES

- **INCUBATOR**: “If organisations are to be tolerated at all, they should be there to serve as incubators for self-expression and self-fulfilment.”
- **GUIDED MISSILE**: This “…culture is oriented to tasks, typically undertaken by teams or project groups. People must do ‘whatever it takes’ to complete a task...”.
- **FAMILY**: “A power-oriented culture, in which the leader is regarded as a caring father … this type of power is effectively intimate and (it is hoped) benign.”
- **EIFFEL TOWER**: “Like the formal bureaucracy for which it stands, it is very much a symbol of the machine age. Its structure, too, is more important than its function.”



Trompenaars and Hampden Turner (2012)

ECMH 1E2.1, Page 64- **NOT EXAMINED**

Activity 12

Q1. What is the prevailing culture in your current organisation?

Q2. What is the evidence for this?

Q3. Identify an aspect of the culture you or another staff member would like to modify: what things would need to change to support this?

4.3 MODELS OF THE CHANGE PROCESS

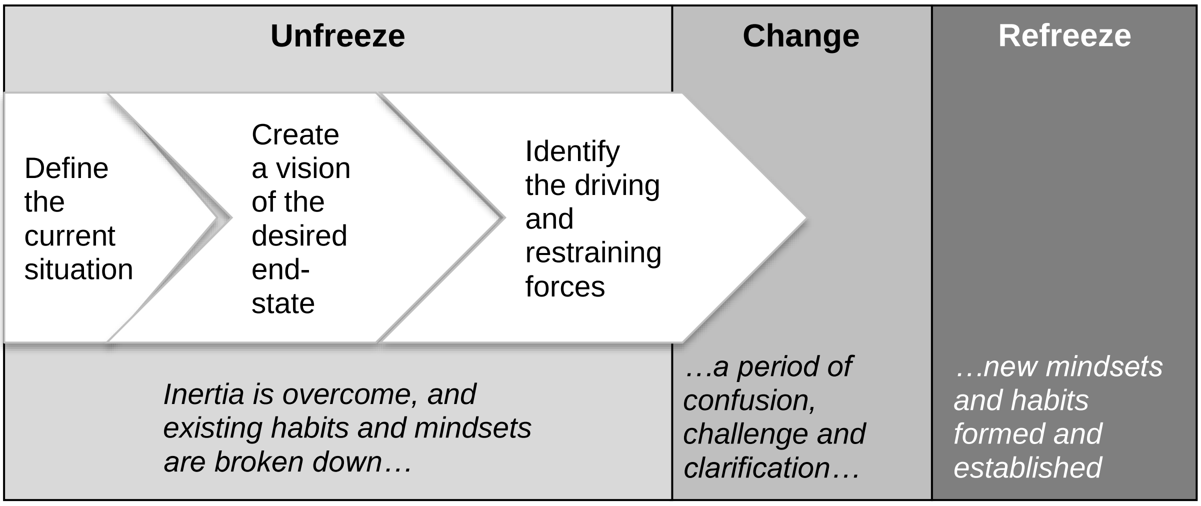
In this subsection, three models are going to be explored.

THREE MODELS OF THE CHANGE PROCESS

- **Lewin's three stage model** – shows how collective mindsets are broken down to enable change
- **Kotter's eight step model** - shows a road map for change based on common errors made by organisations
- **Senge's systems thinking model** – shows how profound change can be achieved through learning

ECMH 1C2.1–2.3, Pages 36-42

LEWIN'S THREE STEP MODEL



Unfreeze – 3 ways to break inertia

1. Clearly define the current situation

The more collaborative this process can be, the more effective it is. This is both because people will be more committed to a picture they have defined and because the involvement of more people will make it a richer, fuller picture.

2. Create a vision of the desired end state

Again, the richer, fuller and more attractive this can be – and the more people who contribute – the better.

3. Identify the forces which will help drive and resist the change, increasing the driving forces identified, and decreasing the resisting forces

Once again, this is best carried out by a group of those leading, affected by, the change. Lewin's 'Force Field Analysis' is one way to conduct this activity.

Change – taking people through change

- A plan is followed to implement the intended change(s)
- Involve people and maintain the safe learning environment that Schein prescribes for the unfreeze stage
- Allow experimentation over solutions to problems
- Provide great role models with whom people in change can identify.

Refreeze

- New work practices become new work habits
- New ways of thinking become the conventional wisdom
- A time for vigilance on the part of change leaders, who must address any tendency for people to talk, think or act in line with the old ways
- Reward behaviours and results that are aligned with the changed environment.

Lewin (1951)

ECMH 1C2.1, Page 36-38

KOTTER'S EIGHT STEP MODEL

1. Establishing a sense of urgency
2. Creating the guiding coalition
3. Developing a vision and a strategy
4. Communicating the change vision
5. Empowering employees for broad-based action
6. Generating short-term wins
7. Consolidating gains and producing more change
8. Anchoring new approaches in the culture

Kotter's underlying assumption - Given the right process and the right leadership, change can be planned and managed.

Kotter and Rathgeber (2006)

ECMH 1C2.2, Page 38-40

KOTTER'S DUAL OPERATING SYSTEM

- Traditional 'family tree' hierarchy is optimised to deliver business as usual
- A part of the organisation that is composed of largely autonomous, self-directed teams is likely to generate a great deal of change
- The challenge is to keep an organisation 'change-ready' whilst retaining the stability to do its business effectively
- An organisation's traditional structure and processes are designed to achieve best results for its day-to-day work
- A second, strategic 'operating system' is needed to work alongside 'business as usual'
- This second system (owned by a 'guiding coalition') is designed to be agile, making use of a network structure to monitor every aspect of the organisation's internal and external world
- It identifies, initiates and implements changes, constantly reviewing and maintaining the organisation's strategy and direction

Kotter (2012)

ECMH 1C4.2 Fig 1.9, Page 45-47

SENGE'S SYSTEMIC MODEL

- Systems thinking addresses some of the difficult-to-explain phenomena we see in organisations and in change processes
- Senge uses biological and ecological metaphors to describe the processes that limit organisational growth – and the implementation of proposed changes
- To understand how profound change can be nurtured and sustained requires us to understand the many self-reinforcing growth processes which will support and enable change, and the limiting processes which, if not addressed, will stunt or kill it

- Understanding the various reinforcing and balancing 'feedback loops' that will affect a change process allows us to look for ways to strengthen the reinforcing processes and to mitigate those that would work against progress

'To understand why sustaining significant change is so elusive, we need to think less like managers and more like biologists...'

Senge et. al (1999)

ECMH 1C2.3, Page 40-42

Three change challenges:

1. Initiating change:

- People feeling they do not have enough time
- People finding insufficient coaching and support
- People unable to see the relevance of the change
- Problems with leaders not 'walking the talk'

2. Sustaining the transformation:

- Anxieties about job security, learning, trusting others in new situations and loss of control
- How to measure change, the tension between measurement as learning and as assessment
- Using culture so that change in a pilot group is not seen as a 'cult' activity

3. Redesign and rethinking:

- Governance (for change programme and organisation) as control – or as direction-setting
- Spreading new practices effectively
- Giving meaning to strategy and vision

'Profound change occurs when small-scale initiatives are skilfully nurtured by well-aligned leadership at all levels of the organization, and then spread.'

Senge et.al (1999)

ECMH 1C2.3, Page 41-42

Activity 13

Question 1. How might the three models of change (Lewin, Kotter, Senge) benefit organisations going through these different changes?

1. A major restructuring arising from a merger with another organisation
2. The adoption of a new corporate enterprise IT system
3. Realignment of people, processes and systems to reflect changes in an organisation's marketplace and customer needs

4.4 EMERGENT CHANGE

Emergent change builds the organisation's culture and capabilities and succeeds if change is nudged along in the desired direction. This subsection highlights key elements pertaining to emergent change.

COMPLEX ADAPTIVE SYSTEMS

- **Organisations consist of many 'agents'.** These are people and groups of people who work within the same definite, bounded organisational space, and who are interdependent
- **Organisations are complex**. They are structured around – perhaps even formed by – the many daily interactions between these people and groups. The interactions follow a set of formal rules and systems, together with a range of complex social and cultural conventions
- **Organisations adapt**. The patterns of behaviour driven by these rules and conventions tend to self-organise and mutate over time. Moreover, the patterns, and the rules and conventions themselves, adapt and change in response to events which occur in the course of the interactions

The tendency to 'self-organisation' leads to change that 'bubbles up', often with similar elements emerging in pockets around the organisation.

Holland (2006)

ECMH 1F1.2, Page 68

COMPLEX RESOPNSE PROCESSES

Stacey identifies three dynamics which affect these interactions and their outcomes:

- **How people relate to each other** – 'formal' role relationships and 'informal' personal relationships
- **How aware people are of the impacts of their interactions** – the degree to which they are 'conscious' or 'unconscious' of these impacts
- **How people define what is and is not acceptable in the 'public space' of the organisation** – the things that are 'legitimate' (socially accepted) or 'shadow' (less socially acceptable – such as gossip)

"… making sense of organisational life requires attending to the ordinary, everyday communicative interacting between people at their own local level of interacting in the living present. This is because it is in this process that the future is being perpetually constructed as identity and difference."

Stacey (2001)

Stacey (2001)

ECMH 1F1.3, Page 69

TWO MAIN ARCHETYPES OF CHANGE

- An organisation change can usually be identified with one of two (not mutually exclusive) main archetypes:
  - **Swift and sudden** – a short period of turbulent, typically imposed change designed to deliver quick results, often driven by threats to the organisation's continued success or survival
  - **Developmental and deliberate** – an extended period of patient work to build the organisation's culture and capability
- These two types of change are not mutually exclusive
- Elements of both approaches may be seen in any particular phase of a change, though one or the other usually predominates

Burnes, 2004

ECMH 1F2, Page 70-71

DEFINING AND MOVING TOWARDS A FUTURE STATE

Four Steps:

1. Start by deciding on the 'big picture' change which would bring great rewards to the organisation
2. Look around the organisation as it is now and list all the current consequences of that change not yet being a reality
3. As an exercise in creative imagination, step into the future organisation after the desired change has occurred (perhaps in three or six months, perhaps more) and list all the outcomes
4. Identify the differences between the lists – both in objective, numerical measures and in the more subjective, informal, behavioural indicators where precise measurement is difficult or impossible

ECMH 1F3.1, Page 71-72

LEADERSHIP IN EMERGENT CHANGE

Key guidelines:

1. Accept the limits of what it is possible to direct and control; changes in values and behaviour are seldom linear or fully predictable
2. Notice where the energy of the systems and people is currently focused and the outcomes of this

3. Talk widely throughout the leadership community about any different outcomes that are desired
4. Think in systems terms about the reinforcing and balancing systems you can identify
5. Get the leadership community speaking with one voice about the desired outcomes
6. Make changes that you as a leadership community consider likely to shift the current equilibrium, enhancing some positive feedback loops and mitigating some negative ones
7. Maintain a high profile for the desired outcomes; keep discussing them in the organisation at every opportunity
8. Observe the effects of the interventions you have made, especially the direction in which the system is moving relative to your desired outcomes
9. Keep repeating the last three preceding actions, holding firmly to the 'non-negotiable' outcomes, but negotiating other issues as necessary
10. Celebrate and mark milestones on the journey
11. Remain open to new information that may lead to redefinition of the desired direction

ECMH 1F3.2,4 Page 73

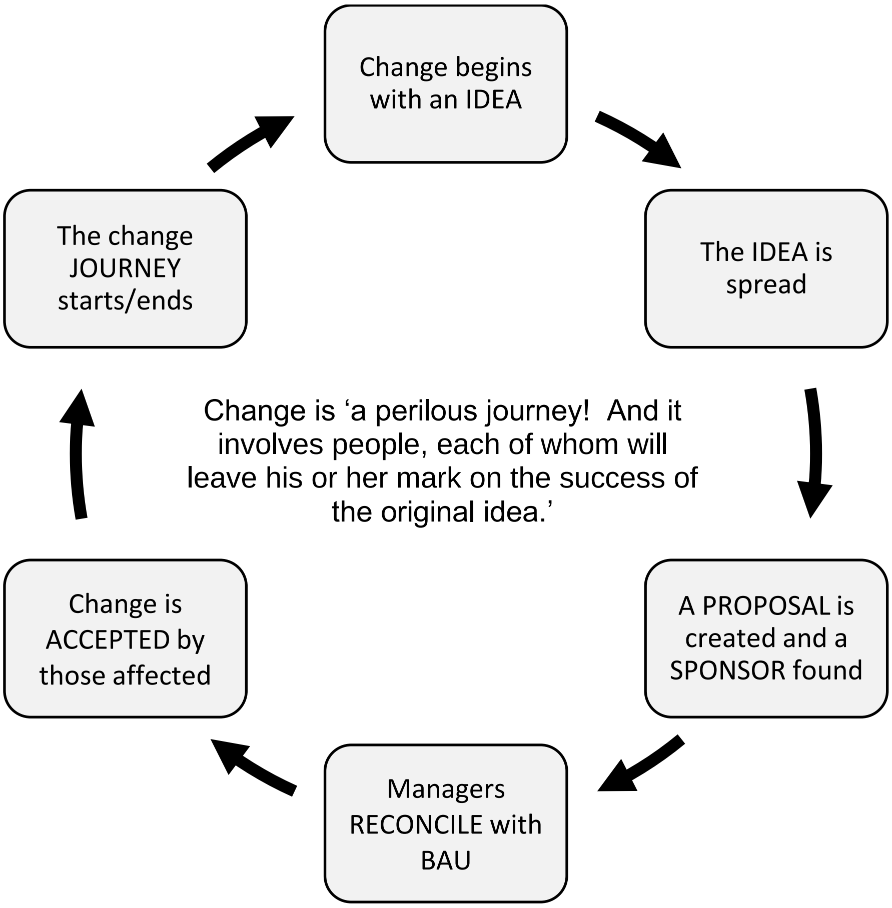
Activity 14

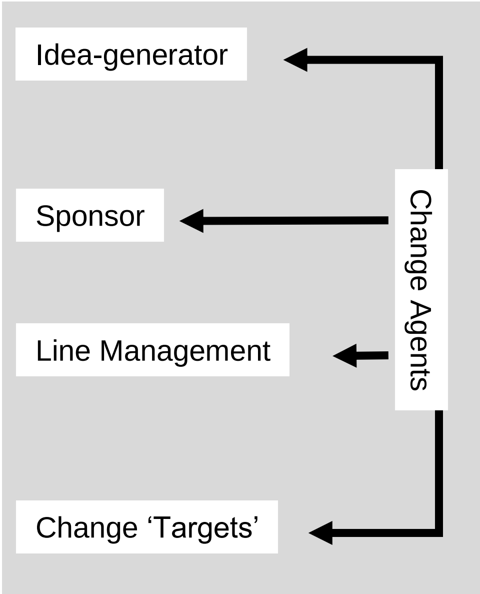
Q1. Consider, how your organisation responds to change that emerges: how adaptive and responsive is the organisation, its processes and systems?

4.5 KEY ROLES

Various individuals and roles are involved in the change journey. In this subsection we will look at key roles involved in change.

CHANGE LIFECYCLE





ECMH 1D1, Page 49

ROLES IN CHANGE

- **Idea generator** (O-Neill's 'Advocate')
- **Sponsor** (O'Neill's 'Sponsor', Kotter's 'Executive leadership' and Senge's 'Executive leader')
- **Line Management** (O'Neill's 'Sustaining sponsor', Kotter's 'Local line leaders and managers' and Senge's 'Local line leaders')
- **Targets** (O'Neill's 'Implementers', Conner's 'Targets')
- **Change Agents** (O'Neill's 'Change agent', Senge's 'Internal networkers)
- **Change Manager**

ECMH 1D1, Table 1.6, 50-51

THE IDEA GENERATOR

These individuals develop ideas for the change and promotes these ideas to a potential sponsor.

ECMH 1D1, Table 1.6, 50-51

THE SPONSOR

These individuals are Kotter's 'Executive leadership' and Senge's 'Executive leader'.

ECMH 1D1, Table 1.6, 50-51

What makes a good sponsor?

10 Key Activities:

1. Maintaining and articulating a clear and attractive vision for the change, showing how it links to the organisation's strategy
2. Gaining the commitment and involvement of senior and line management, using influence and interactions to advocate the project consistently
3. Championing the change, building and maintaining a sense of urgency and priority for it throughout
4. Confronting those who are blocking the change and clearing a path for it to succeed
5. Genuinely acting as a role model for new behaviours and 'walking the talk', establishing new norms firmly in own immediate team.
6. Communicating about the change consistently, using a variety of media and providing good channels for effective two-way communication
7. Training, mentoring and coaching line management, remaining accessible to them throughout
8. Ensuring that resources for the change, especially people and training are provided; this specifically includes funding for dedicated change management resources
9. Aligning the organisation's infrastructure, environment and reward systems with the change initiative, especially the way performance is measured and managed
10. Ensuring ongoing alignment of the particular initiative with other organisational initiatives and with the organisation's wider strategic goals

The greatest contributor to overall change management success as 'active and visible executive sponsorship'. The greatest obstacle was said by the respondents to be 'ineffective change management sponsorship from senior leaders'.

Prosci (2012)

ECMH 1D2, Page 51-52

LINE MANAGEMENT

Line Management is the 'heart of the organisation'. These individuals are Kotter's 'Local line leaders and managers' and Senge's 'Local line leaders'.

ECMH 1D1, Table 1.6, 50-51

The key role of Line Management

Avoid creating an 'inert and highly absorbent' blockage in the change process by:

- Engaging middle management ('the heart of the organisation') early in the change process – achieving a '*critical mass*' of support
- Creating a sense of urgency and need for the change
- Giving privileged access to the thinking that has led to the change
- Piloting ideas and getting feedback on the practicalities of implementing change
- Involving middle managers in developing proposals and plans that will make change practical and effective
- Responding to their concerns and critiques and communicating copiously!
- Enabling middle managers to communicate credibly and directly to their people

ECMH 1D5, Page 57

THE CHANGE AGENT

The functions of a Change Agent are to:

- Build strong networks across the organisation
- Connect line managers engaged in change with others in similar positions
- Ensure effective communication takes place up as well as down the hierarchy
- Observe and spread ideas, information and initiatives
- Advise sponsors, line managers and targets when they see opportunities to add value
- Smooth access to resources needed by various groups, knowing where to go for help
- Help sponsors, line management and targets to fulfil their own roles well and to avoid 'taking over' others' roles

ECMH 1D3.1, Page 52-53

CHANGE AGENTS AND LINE MANAGERS

- Many change activities require the change agent to act in a consulting role, getting their expertise and insights used by other people over whom they have no authority
- The single most important skill required to be effective in this situation is that of **establishing really effective working relationships** with line management colleagues and others
- The term often used for this is 'contracting' - the process of getting real clarity with the line manager about what each expects from the other in the work they will do together
- Four concerns in contracting are:
  - mixed motivation
  - concerns about exposure
  - concerns about loss of control
  - clarity about who is involved

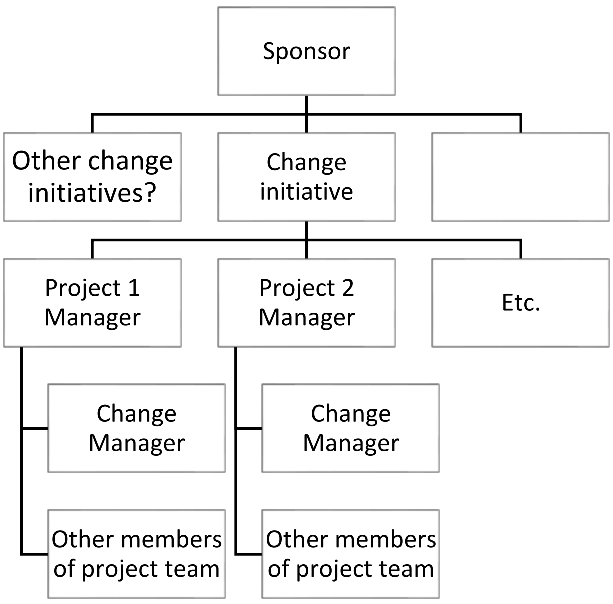
"The business of ...contracting ... is to negotiate wants, cope with mixed motivation, surface concerns about exposure and loss of control, and clarify all parties to the contract."

Peter Block (2000)

ECMH 1D3.2, Page 53-54

CHANGE MANAGER

- In an increasing number of organisations Change Managers are used to stand alongside project sponsors and project/programme managers
- Some commonly adopted programme management approaches (such as Managing Successful Programmes®), specify the role of a 'business change manager' and accord it equal status in the programme organisation structure to the programme manager to achieve effective change
- The nature of the change management role and its reporting relationship is



linked to the organisational change management maturity

- Organisations whose change management thinking is still developing embed tactical expertise in projects, focusing on bringing change management insights and change agent skills to this level

ECMH 1D4, Figure 1.11, Page 56 - **NOT EXAMINED**

Activity 15

Q1. Consider the different roles you have observed and formally adopted in your organisation when managing change? Were these roles visible? What roles should have been present?

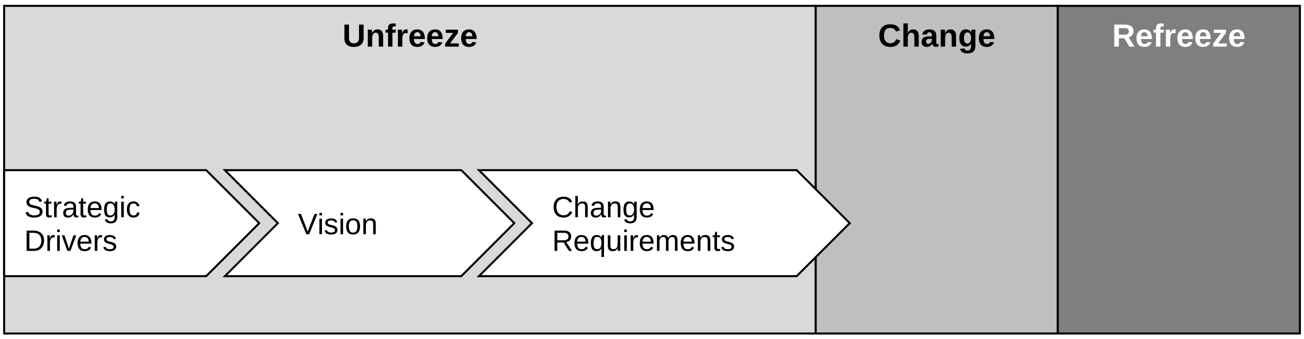
Q2. How well defined is the role of the Change Manager in your organisation?

4.6 DEFINING CHANGE

In this subsection we will look at principles of defining change.

DRIVERS FOR CHANGE

- Force-Field Analysis technique developed by Kurt Lewin (1951)
- Any particular set of circumstances is sustained by a network of forces which are currently in equilibrium
- Two opposing sets of forces (usually drawn as a diagram):
  - those seeking to promote change (driving forces) and
  - those attempting to maintain the status quo (restraining or resisting forces)
- To make change more quickly, then either the driving forces need to be augmented or the restraining forces decreased
- Ideally, both of these must happen



Lewin (1951)

ECMH 2B2.2, Page 93-94

DEVELOPING VISION

- Vision outlines what the organisation wants to be, or how it wants the world in which it operates to be (an "idealised" view of the world)
- Mission defines the fundamental purpose of an organisation or an enterprise, succinctly describing why it exists and what it does to achieve its vision

Within the context of change both are relevant, but the focus for a change initiative is **vision**: This is embodied in a **vision statement** for change that can be represented in either text, graphic images or both.

ECMH 2C1.1, Page 98-99

VIEWPOINTS AND PERSPECTIVES OF CHANGE

- An organisation's stakeholders will have many different views and opinions about the vision and priorities for change
- Viewpoints could be in conflict and may have to be resolved before you can proceed: there may not be a consensus about the "target" for change
- Meaningful and lasting change is most likely to be achieved if there is a **shared vision** of what the business should be like in its "Future State"
- However, the desired future state is not always clear

ECMH 2C1.1, Page 98-99

WRITING A VISION STATEMENT

- Gather together key information on which to base the vision statement
- The challenge when writing a Vision Statement is to create a set of words that:
  - is consumable by a variety of stakeholders and audiences
  - uses terms that are culturally relevant
  - is inspirational to the audience
  - is verifiable, so its achievement can be recognised
  - provides the basis for developing the blueprint or target operating model
  - recognises constraints and obstacles
  - is appropriate in size and length for its purpose
- Consider having a core statement, which is short and to the point
- Create different representations of it for different audiences (Remember: a key requirement is to communicate the change vision effectively, at all levels throughout the organisation)
- Consider working on the target operating model (TOM) or blueprint, at least at a high level initially

ECMH 2C2.2, Page 105

VISION STATEMENT PITFALLS

Avoid these pitfalls for Vision Statements:

- **The To-Do list** – a list of things that need to happen to achieve something, tending to focus on the obvious and often lack longevity and run out of steam in the first year
- **Mission statement** – some blunt statements which sound good, but aren't a foundation for a change initiative
- **Management Waffle** – a few sentences that are vague enough so that key stakeholders can agree, but have little relevance to what needs to happen, or nobody is really sure what they mean
- **Sermons** – goes on for quite a long time, makes lots of promises that can't be achieved or measured, but excites some people for some of the time, something for everyone and but very little for most

ECMH 2C2.2, Page 106 (TIP)

Activity 16

Q1. What is the value of the force field analysis when managing change in organisations?

Activity 17

Q1. What is the purpose and value of having a clear vision statement when managing organisational change?

Q2. How can a vision statement be used during a change initiative and what does it need to communicate?

Q3. Write a vision statement for the following change initiative. Be creative and produce a statement that will excite stakeholders.

5 STAKEHOLDER ENGAGEMENT

In this subsection will look at how to define, identify and segment stakeholders, and investigate tactics to energise and mobilise them.

WHAT IS A STAKEHOLDER

A stakeholder is ‘any individual or group with an interest in the change or its outcomes’.

STAKEHOLDER THEORY

- Stakeholder engagement is pivotal to the whole process of effective change
- The ability to engage with people, and to engage with them often, is correlated with more effective change
- People engagement is the ‘pull’ competence through which much else is contextualised and framed in change management leadership

Mayfield (2013)

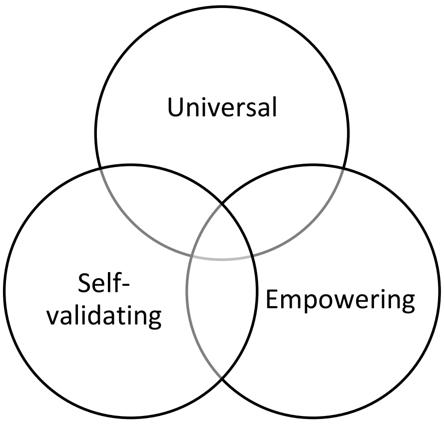
ECMH 4, Intro, Page 172 - **NOT EXAMINED**

STAKEHOLDER ENGAGEMENT – 7 PRINCIPLES

Principle 1: You can forget important stakeholders, but they won’t forget you

Principle 2: Identification is a continuous practice - new stakeholders emerge during a change, old ones can fade away

Principle 3: Prioritising and segmenting stakeholders is in a moment in time. Regularly re-prioritize



Principle 4: Some stakeholders are best engaged by others

Principle 5: Seek first to understand, and then be understood (Covey, 1999)

Principle 6: Emotion trumps Reason

Principle 7: Demonstration trumps Argument

Mayfiled (2013)

ECMH 4, Intro, Page 174-175

STAKEHOLDER IDENTIFICATION

Methods:

- Identification workshops
- Rapid listing
- Group mind maps
- Conversations

PRINCIPLE 1: You can forget important stakeholders, but they won't forget you.

PRINCIPLE 2: Identification is a continuous practice - new stakeholders emerge during a change, old ones can fade away.

Mayfiled (2013)

ECMH 4 Intro & 4A1, Page 176-178

SEGMENTING STAKEHOLDERS

- Segmenting is common practice in marketing
- Segments represent a broad group of a type of stakeholder
- Segments enable a better understanding of different customers and what propositions are more likely to appeal to each customer segment
- This helps prioritise stakeholders supports further analysis and identification of engagement strategies

PRINCIPLE 3: Prioritising and segmenting stakeholders is in a moment in time. Regularly re-prioritise.

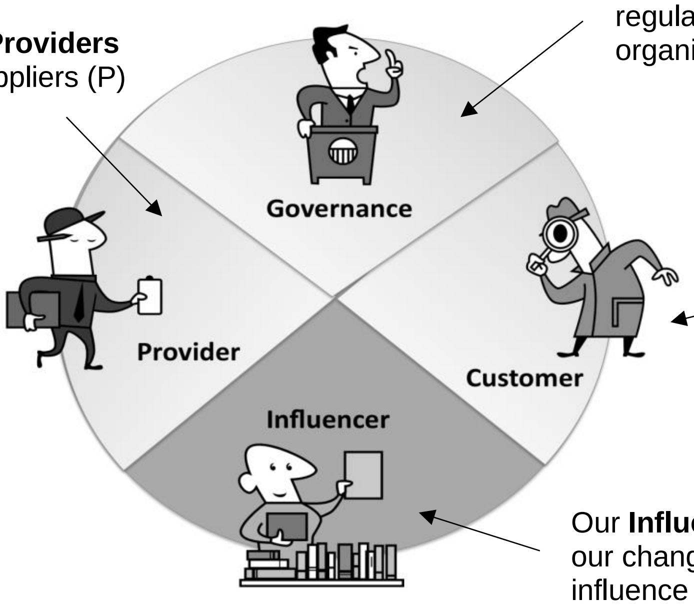
Mayfiled (2013)

ECMH 4A2, Page 178

CPIG SEGMENTATION

Those in **Governance** of the change (G), the decision-makers and the regulators, internal or external to our organisation

Our **Providers** or suppliers (P)



Our **Customers** (C)

Our **Influencers** (I) – those possibly outside our change but who could inform or influence our change

Mayfiled (2013)

ECMH 4A2, Figure 4.3, Page 179-180

STAKEHOLDER PERSONAS

- A ‘persona’ represents ‘the social role or character played by an actor’
- Typically used as a summary for a customer ‘segment’, written as if it were an individual
- Creating personas helps the change manager to empathise with a stakeholder group’s goals and needs
- Use personas (with fictitious names and a human image) to shape engagement strategies and messages
- Benefits of using personas:
  - Help share a specific, consistent understanding of various audience groups
  - Data about groups can be put in a proper context and can be understood and remembered in coherent stories
  - Proposed solutions can be guided and prioritised by how well they meet the needs of individual personas

- They provide a 'human face' so as to focus empathy on the persons represented

- Beware of social stereotypes – challenge caricatures of the personas represented

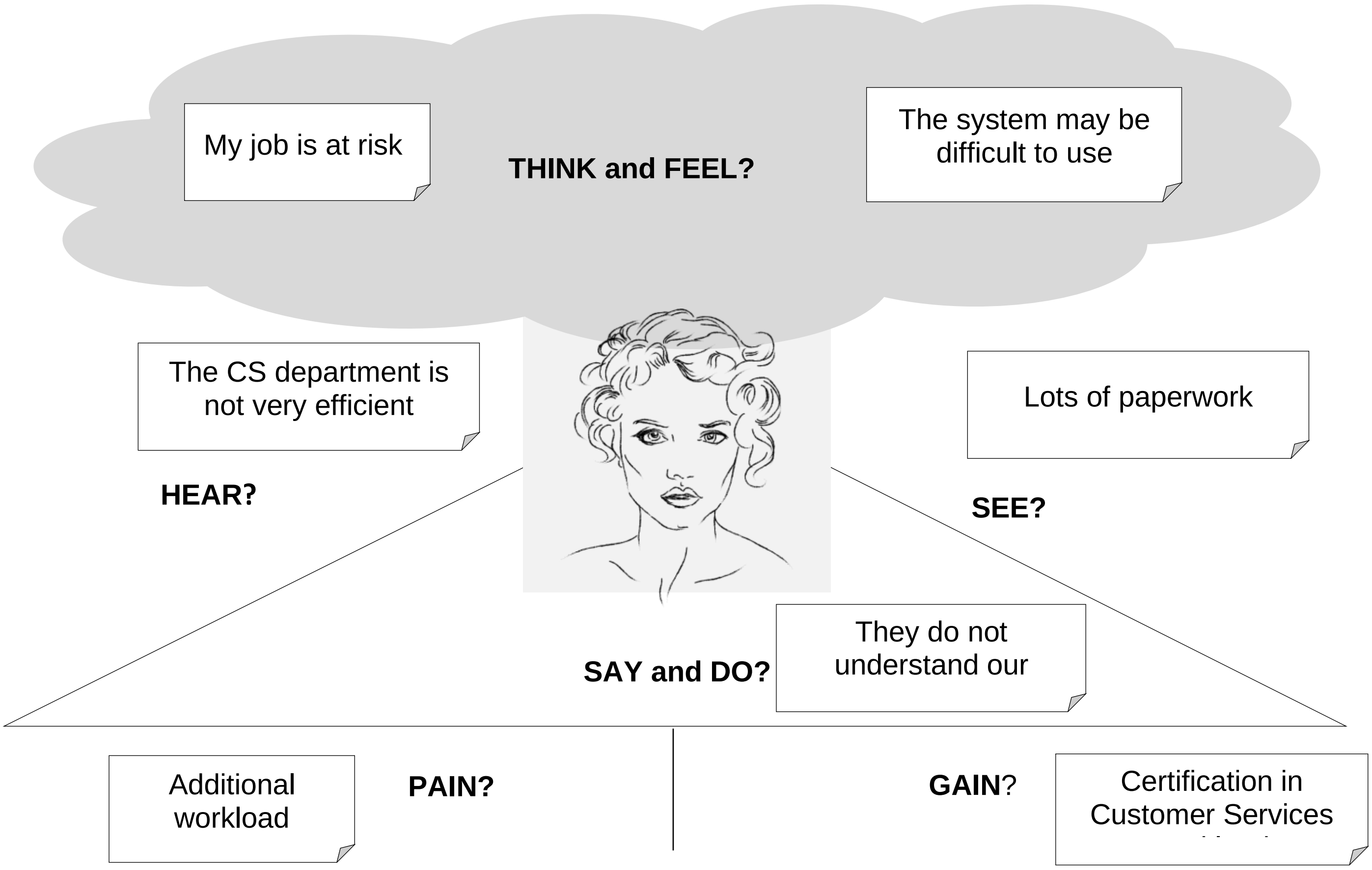
ECMH 4B9.1, Page 191-193

EXAMPLE PERSONA

Sally is in her 30s. She has been working in the Customer Services department since she left school. Her qualifications are secretarial in nature and she has no formal degree. She has basic computer literacy and will need training if a new activity is introduced. She is very busy and handles huge volumes of paperwork on a daily basis, which includes complaints. As a result, she often snacks at her desk but without fail, takes her allotted one hour for lunch.

Sally has children and helps her parents out from an income perspective. Money is tight in the household, so keeping her job is very important. She also feels that her role is vulnerable if new technological advancements are considered.

EMPATHY MAP



ECMH 4B9.1

STAKEHOLDER RADAR

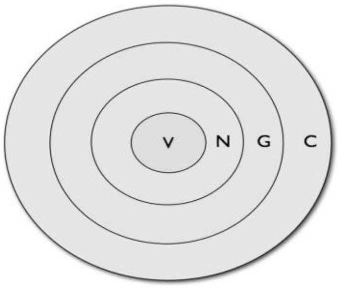
- The segmented stakeholders can be mapped onto a stakeholder radar
- The radar can then be segmented into the four domains of customers, providers, influencers and governance.

  V for vital to engage

  N for necessary to engage

  G for good to have engaged, and

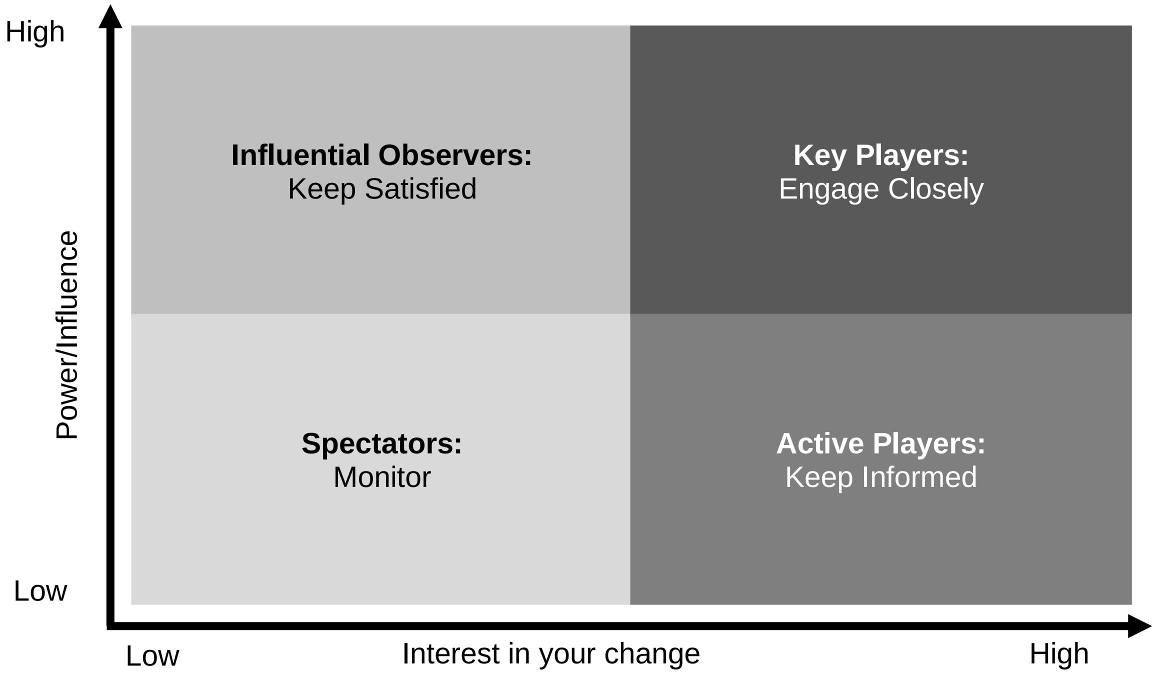
  C for courtesy to inform



Mayfield (2013)

ECMH 4B10, Figure 4.11, Page 195-196

MAPPING IN TWO DIMENSIONS – POWER / INTEREST MAP



ECMH 4B11, Figure 4.13, Page 196-198

MANAGING RELATIONSHIPS AND MOBALISING STAKEHOLDERS

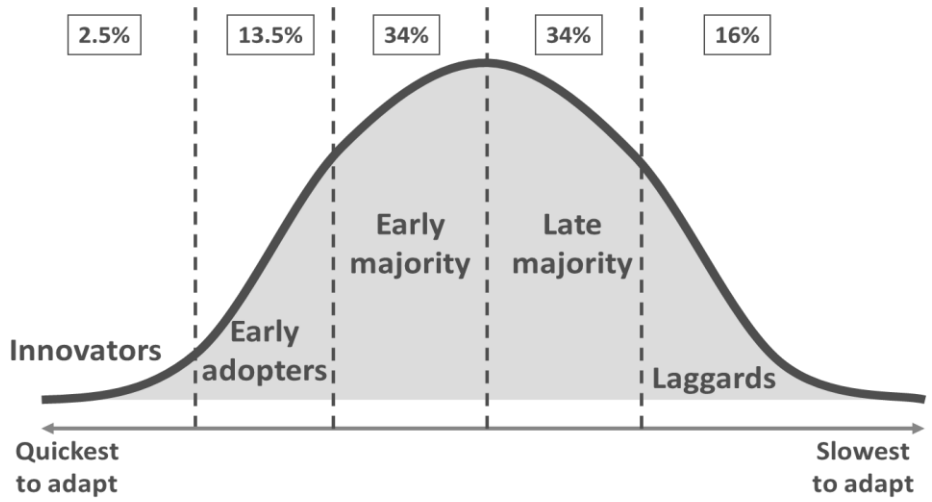
Influencing and Mobalising strategies:

- Identify and target the early adopters (supports Principle 4)
- Listening as a means of mobilisation (supports Principle 5)
- Lead with meaning and emotion (supports Principle 6)
- Influencing through demonstration (supports Principle 7)

Mayfield (2013)

ECMH 4C1, C2, C6, C9, Page 202-207

ROGERS' INNOVATION ADOPTION MODEL – MOBALISATION TECHNIQUE #1



After Rogers (1962)

Principle 4: Some stakeholders are best engaged by others.

ECMH 4C1, Figure 4.15, Page 202-203

LISTENING AS A MEANS OF MOBALISATION – MOBALISATION TECHNIQUE #2

- Ask the other person for their interests, their needs and their fears first
- Be interested genuinely in them and their struggles
- Being fully present with them in conversations about them, breaks down hostility and barriers
- Listening to others first earns us the right to be heard ourselves

- Never start the engagement with your solution!
- Focus on the *need* for change

Principle 5: Seek first to understand, and then be understood (Covey, 1999)

ECMH 4C2, Page 203

LEAD WITH MEANING AND EMOTION – MOBALISATION TECHNIQUE #3

- Influencing beyond authority is one definition of leadership (Bennis, 1994)
- Leaders use meaning as key collateral when seeking to influence others
- Explain the 'why' of the change, and connect stakeholders with the larger purpose
- Connect stakeholders with the meaning of a change as a key to motivating stakeholders sufficiently to change (Kotter and Cohen (2002), Pink (2014) and others)
- Tailor engagement to make an emotional connection (Kotter, Heath and Heath, 2011)
- People justify rationally after an emotional response

PRINCIPLE 6: Emotion trumps Reason.

ECMH 4C6, Page 206

INFLUENCING THROUGH DEMONSTRATION – MOBALISATION TECHNIQUE #4

- Demonstrate the change working (e.g. Agile developments)
- Demonstrating something working as a means to clarifying vision, requirements and commitment (e.g. a 'prototype')
- Conversations can henceforth be based on something tangible
- Early demonstration of progress or success can be powerfully persuasive in convincing other sceptical stakeholders (e.g. 'early wins'): 'a reason to believe'

TIP: Discuss with the team how the 'future' might be prototyped for stakeholders, in a way that both clarifies and conveys the benefits to them of the change.

PRINCIPLE 7: Demonstration trumps Argument

ECMH 4C9, Page 206-207

OTHER INFLUENCING FACTORS

- **The power of empathy and the other-perspective** - the ability to 'read' a person, to track their thinking, to discern their underlying motives ('social awareness')
- **Inertia and disconfirmation** - the power of habit in individuals creates inertia to change. Yet new habits are the goal, and are energy consuming to develop
- **Conversation in mobilisation** - the power of the simple, but purposeful, conversation as a tool of analysis and 'mode of engagement' is extremely effective in influencing, particularly if used with techniques like Active Listening
- **Resistance to change as a key focus** - Overcoming resistance to change is asymmetrical, in that Lewin (1951) and Schein (1985) recognise that coercing some stakeholders to change often merely increases resistance proportionally
- **Collaboration** - Collaboration within the team and with key stakeholders remains one of the most enduring themes of all successful influencing strategies

Mayfield (2013)

ECMH 4C3-5, C7, C8, Page 202-207 - **NOT EXAMINED**

Activity 18

For the following change initiative, list the key stakeholders, use the CPIG classification tool for segmentation and the stakeholder radar using the VNGC categories.

Stationery R US Ltd. Change initiative

The fictitious company Stationery R US Ltd. is getting a new time and attendance solution. This will be supplied from a local software retailer and installed and configured. Individuals are expected to clock in when they arrive at work and clock out when they leave. Individuals visiting the premises for meetings and so on, should also be recorded by the Receptionist when they enter and leave the building. HR will be able to run reports on the collated information for staff files and for discussions at management meetings.

Activity 19

The fictitious company Mc Cullen Foods Inc. produces a range of canned vegetables and meat for sale to supermarkets. The equipment used in the operations is aging and the company is unable to keep up with the demand for products. Senior Management recognised this and obtained approval from the Board to purchase equipment and new technology as required. This was a big and expensive undertaking which was going to affect all areas of the plant, so the CEO announced the initiative to all staff at a general staff meeting. The CEO told staff why the change initiative was necessary and one of his points resonated with individuals. He said that there had been an increase in the number of accidents and spillage over the last year and this initiative would help decrease the accidents and increase health and safety in the workplace. Staff saw this as a positive move.

Over the next couple weeks, the initiative was allocated a change manager and a change team was also put in place. Stakeholders were identified based on discussions with Senior Management and were segmented using the CPIG tool. Stakeholders were interviewed and was given to opportunity to express their thoughts both positive and negative about the initiative and what it meant for them. This feedback was taken onboard and individuals appreciated this greatly. A quarter of the stakeholders identified were keen on the initiative and expressed interest initially, but as the initiative progressed, they seemed not to care too much, as they were not involved, or had visibility about how the new operations would look. The initiative had a few hiccups and took one year instead of three months to 'go live'. The disinterest continued until the operational improvements were put in place and it was difficult the get back the enthusiasm that was there in the beginning.

For the change at Mc Cullen Foods Inc.

Q1. Identify which of the influencing strategies were used?

Q2. Outline which strategies seemed to be the most effective?

Q3. How would Roger's 'Innovation Adoption Model' have helped in this change situation?

6 COMMUNICATION

In this subsection, biases and techniques to effectively communicate with stakeholders will be discussed.

COMMUNICATION BASICS

Communication is the process by which information is shared to exchange thoughts and ideas, so that behaviour and actions can be influenced as a result.

COGNITIVE BIASES

There are four common biases when people 'filter' information:

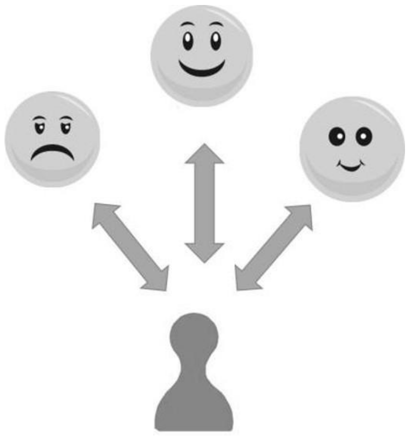
- Confirmation bias – confirming own beliefs
- Status quo bias – keep things as they are
- Availability bias – focus on memorable or available information
- Bandwagon effect – group influence effect

These biases can lead to misinterpretations and incorrect assumptions.

Incorporate feedback opportunities as much as possible.

ECMH 5A2, Table 5.1, Page 214-215

FEEDBACK MECHANISMS

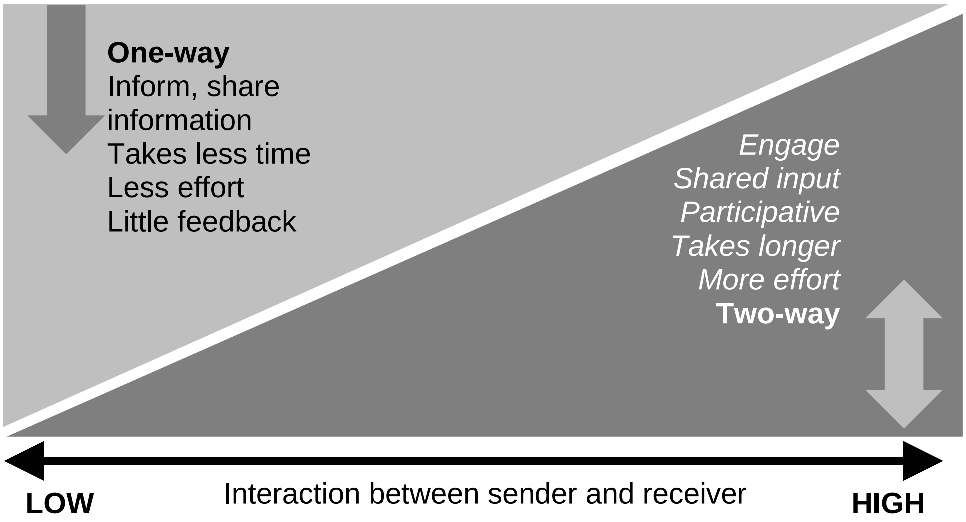


- Feedback is effective for letting the sender know how the message has been received and to turn communication into a two-way process
- This allows a more meaningful exchange to take place and enables the receiver to be equally involved in the process
- During communication, feedback provides valuable information about whether a message has been understood as it was intended
- A critical element to make this work is that the sender must be prepared to listen to the incoming feedback and respond accordingly
- Gathering feedback from people throughout a change initiative, both individually and collectively, is an effective activity to monitor the effectiveness of communication efforts

ECMH 5A3, Page 214-216

COMMUNICATION APPROACHES

- **Interpersonal** – e.g. a meeting, face-to-face interactions – *two-way* exchange
- **Mass communication** – e.g. organisation - wide announcements about change within a newsletter, or a video on an Intranet: tends to be a *one-way* flow
- Different communication channels and methods allow for varying levels of interaction:



ECMH 5A4, Figure 5.4, Page 216-218

COMMUNICATION METHODS

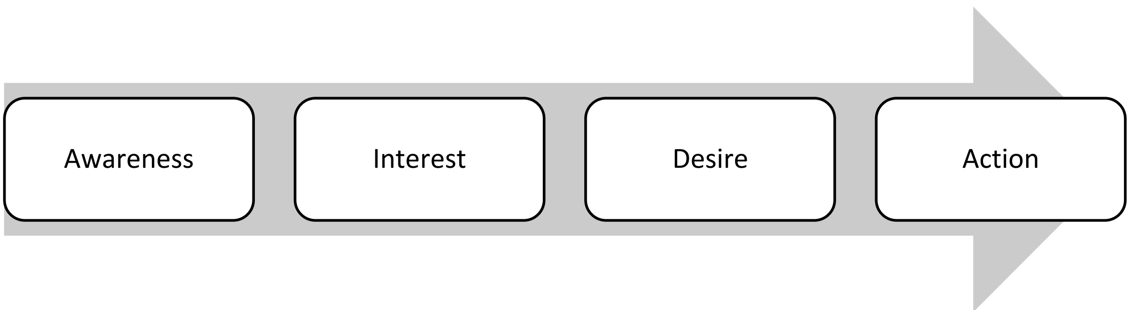
One-way Communication Methods	Two-way Communication Methods
Presentations	Open discussion forums (large and small)
Seminars and large-scale meetings	Smaller meetings, Informal interactions
Newsletters, Emails	Workshops
Websites and Intranets	Surveys
Bulletin boards, Banners, Posters	Instant messaging tools
Video messages	Social media platforms
These favour a one-way flow of information	***These encourage a two-way flow of information***

TIP: Consider what you are aiming to achieve from each communication and the level of interaction that this will require, before deciding on the approach to use.

ECMH 5A4, Table 5.2, Page 216-218

THE ROLE OF COMMUNICATION IN ACHIEVING ENGAGEMENT

- Adopting a ‘relationship marketing’ approach to communication helps people move along the change journey
- People first need to become aware of the change, and to understand what it means to them, before making the necessary emotional commitment needed to play a role in making change happen
- The **AIDA Model** is one way of representing this journey and focuses on the people at the receiving end of communications



ECMH 5A6, Page 218-219

THE ROLE OF SPONSORS AND LEADERS OF CHANGE

- Visible support from the Sponsor and involvement from leaders at the top is critical
- Using a top-down, one-way approach to convey information, such as the reasons and vision for change help get information out quickly to large numbers of people
- To achieve fuller engagement, this should be balanced by a genuine invitation for people to <u>participate</u>
- If people are given these opportunities within an environment of trust and openness, they will feel more involved and committed

Smythe (2007) explains that: 'real engagement means asking people to think the business issue through for themselves'. In other words, *telling* people information will not result in engagement. Smythe goes on to say: 'employee engagement is not an end in itself; it is a platform from which to engage everyone in change so that people move beyond "feeling a part of it" to having a meaningful role in it.'

ECMH 5A6, Page 220

COMMUNICATING CHANGE – 6 FACTORS TO ENCOURAGE ENGAGEMENT

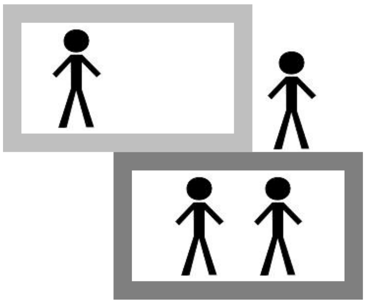
Factors to encourage engagement:

- Don't wait until full information is available
- Focus on two-way, face-to-face interactions when more engagement is required
- Consider impact of changes to individuals
- Target audiences to segment information and avoid overload
- Allow plenty of time
- Encourage feedback and act on it

ECMH 5B2, Figure 5.6, Page 223-226

BARRIERS TO EFFECTIVE COMMUNICATION

- There are many potential barriers to communication
- The 'noise' that gets in the way of effective communication across the organisation includes:
  - Emotions, attitudes and perceptions
  - Type and amount of information
  - Cultural, social and organisational



ECMH 5B3, Page 226-228

APPEALING TO HEARTS AND MINDS

- Successful communication and engagement approaches appeal to people's hearts as well as minds
- Use both logical reasoning to explain the drivers and approach to change and also appeal to their emotions:
  - Symbolic actions and symbolism
  - Use of metaphors
  - Use of narrative and storytelling

ECMH 5B5, Page 230-233

IMPROVING COMMUNICATION EFFECTIVENESS

Five Best Practice Guidelines:

1. Identify clear messages appropriate for the audience
2. Make information simple, clear and easy to navigate
3. Use an appropriate tone and style
4. Cater for different personality preferences
5. Include the actions required from people and where they can get support

TIP: Before finalising any communication, whether it is written or verbal, test it out on a few people and ask them:

- What do they understand as the key points? Are these clear?
- Is there anything that is vague or that could be misinterpreted?
- Is the overall flow logical?
- Is it easy to follow?
- What can be left out?

ECMH 5B4, Page 228-229

USING STORIES TO ENGAGE PEOPLE WITH CHANGE

Effective Key Characteristics of a Story for Change	**Example:**
Reach a resolution that addresses a problem	'the merger was successful and went smoothly'
Overcome a challenge successfully	'the two companies had very different cultures
Have a clear key message which is the main point of the story	'each company has their speciality and strengths, but together they are much stronger, offer a better service and have more opportunities'
Use rich sensory language to make it come alive	Describe some of the characters involved, the angst they felt, their thoughts and concerns
Move people to action	Be clear on what they should do next – e.g. 'get involved in the forums to offer your ideas'

ECMH 5B4, Page 230-233

COMMUNICATION CHANNELS

Two main channels:

- **Push Channels**
  - Allow information to be sent out to people in a one-way direction e.g. a noticeboard
  - Useful for making announcements
- **Pull Channels**
  - Allow people to access or 'pull' information when they want it, and when it is convenient for them e.g. the Internet
  - Useful for providing access to information when needed

ECMH 5C, Intro, Page 234

LEAN OR RICH COMMUNICATION

- Push and Pull channels can both be 'lean' or 'rich' depending of levels of interactivity, multiple cues and the variety and format of information
- Using a 'lean' medium may provide too little information and result in misunderstanding and confusion
- Using a 'rich' medium for a very simple message could distract from the key points
- A channel is termed 'rich' or 'lean' depending on the following factors:
  - Level of interactivity
  - Multiple 'cues'
  - Variety and format of information

TIP: Where there is least opportunity for misunderstanding, leaner channels are best. Where there is greater uncertainty, significant impact on people or opposing views, then rich channels will be needed from the outset.

ECMH 5C1, Page 235-236

FOSTERING COLLABORATION

- During any change initiative there is a need to bring groups of people together, to share information, exchange ideas and generate solutions to challenging issues
- Groups can be brought together in larger numbers or in smaller, more informal settings:

  - Larger group gatherings e.g. World Café events and Open Space Technology
  - Smaller Face-to-face Interpersonal communication channels e.g. as one-to-one meetings, group meetings or around the 'water cooler'
  - Social media and community building channels e.g. Facebook, Skype, and LinkedIn, enterprise social networks.
- Each channel serves a different purpose, so a wide range of options should be planned for, to meet the communication challenges during any change initiative.

ECMH 5C3, Page 239-242 & 10E5, Page 450-452

USING SOCIAL MEDIA

- Social media has both strengths and pitfalls
- Be aware of legal restrictions and confidentiality of information
- Be patient and plan ahead when embedding social media
- Leaders should demonstrate its use and be seen to be involved
- Apply best practice guidelines:
  1. Link social media objectives clearly to the communications strategy for change
  2. Train people in social media use so they are comfortable using it
  3. Put best practice guidelines in place about what is acceptable and what is not
  4. Establish governance to monitor adherence to a clear social media policy
  5. Have dedicated resource to generate content and interaction to help build momentum
  6. Seek commitment from all levels of management for use of social media
  7. Put monitoring systems and processes in place to measure its effectiveness

ECMH 5C3.3, Page 240-242

PLANNING FOR EFFECTIVE COMMUNICATIONS

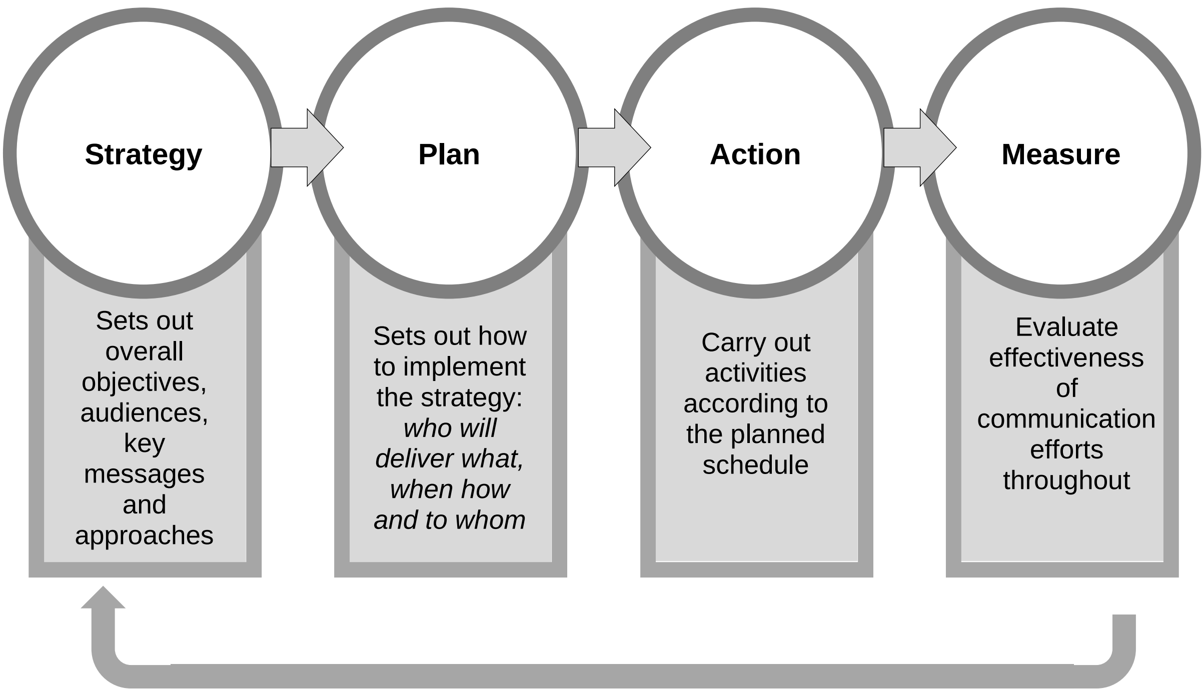
During any change initiative, people need to understand why change is necessary, what is involved, how it will impact them, what role can they play in making change happen and what happens next.

Planning objectives:

- **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 –** 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.

ECMH 5D, Intro

COMMUNICATION PLANNING FRAMEWORK



Sidhu (2014)

ECMH 5D Intro, Fig 5.10, Page 243-244

COMMUNICATION STRATEGY

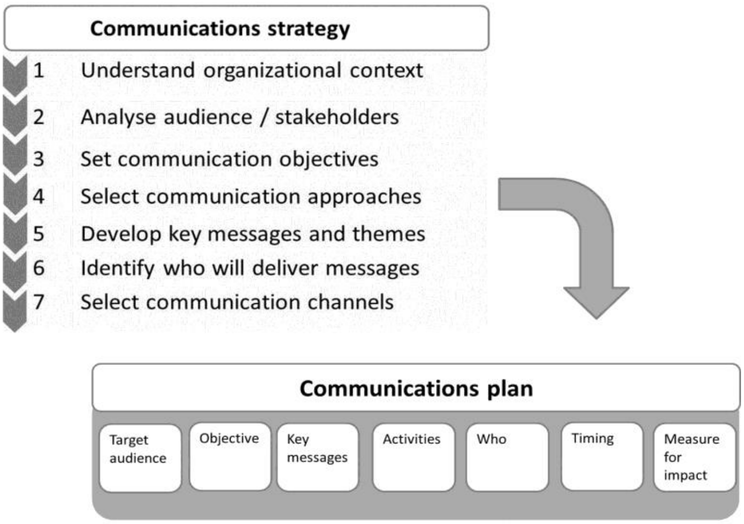
Seven steps for developing a communications strategy:

1. Understand the organisational context (WHY we're doing it)
2. Analyse the audience / stakeholders (WHO we're communicating with)
3. Set communication objectives (WHAT we want to happen)
4. Select communication approaches (HOW we'll go about it)
5. Develop key messages and themes (WHAT we're going to say)
6. Identify who will deliver key messages (WHO needs to deliver messages)
7. Select communication channels (HOW the messages will get there)

ECMH 5D1.1-1.7, Page 245-248

COMMUNICATION PLAN

- Target audience
- Objective that is to be achieved for that audience
- Key messages to communicate
- The activity that will deliver those messages and achieve that objective
- The person(s) responsible for that communication
- Timing of activities
- How the activity will be measured



ECMH 5D2, Figure 5.11, Page 248-250

Activity 20

Bearing in mind the different communications approaches and the barriers to effective communication, how can these be used effectively to achieve an 'emotional connection' when communicating change down to the different levels of an organisation e.g.:

- Senior and middle managers
- Team leaders and Operations staff
- Customers and service providers

Activity 21

Q1. For the organisational change that occurred in TechDreamers Inc identify which communications channels were used?

Scenario

The fictitious software company TechDreamers Inc is relocating from the suburbs to the city to attract the best and brightest tech workers and web developers in the market. The company will have attractive offices in a trendy neighborhood, surrounded by ample restaurants and facilities. The organisation will be located walking distance to the train station and is on several bus routes.

The CEO formally announces the move during a general staff meeting and gave the reasons why the decision was chosen. A few questions were answered during this time and individuals were urged to send other questions by email to the Communications Assistant or liaise directly with their Manager or Supervisor. Over the next few weeks questions were collated; answers were put on the company's SharePoint site and all staff were given access. A few staff members had questions about the cost impacts of travelling to the city and these were addressed in one to one chats with their Manager and Human Resources.

One week before the move, a package was put on everyone's desk with leaflets about the perks of the new location, the surrounding amenities and so on. IT also changed everyone's screen saver to a countdown to the move date.

Two days before the move, the CEO emailed a video and pdf document to staff about what they could expect on the first day and how excited he was that they were soon moving to their new home. On the first day, everyone was welcomed at the office entrance and given a tour in groups. The CEO also hosted after work drinks and mingled with staff to gather feedback and answer any lingering questions individuals had about the new offices.

Activity 22

Based on your own experience of organisational change outline what communication channels are typically used in your current organisation and also have a think about what seems to work best when communicating change?

Activity 23

Two supermarket chains are merging, and the result is that all back-office functions will be combined, and several hundred staff will be made redundant, to achieve substantial running costs saving and efficiencies.

Q1. Prepare an outline communications plan for one of the supermarket chains using these headings:

Communication Plan Headings:

1. Target audience
2. Objectives
3. Key messages
4. Activities
5. Responsibility
6. Timing
7. Measures

7 CHANGE MANAGEMENT PRACTICE

This section is divided into three (3) parts:

- Change Impact
- Change Readiness
- Change Resistance

The aim of this syllabus area is to highlight the impacts of change on different organisational elements, draw your attention to common reactions of individuals to change and possible reasons why they may oppose it and bring together all the key points that need to be considered for making an organisation ready for change.

7.1 CHANGE IMPACT

In this subsection, we will look at how to identify and analyse the impact of change on organisations.

CHANGE IMPACT BASICS

- Identifying and analysing the impact of change is one of the keys to effective change management planning
- It helps to avoid or at least minimise the disruptive affects and support the positive aspects of the change
- When assessing the impacts, it is important to bear in mind that there is often an organisational 'Pollyanna' effect
- Viewing change management as an important risk management strategy is useful

ECMH 6, Intro, Page 258-259

CHANGE IMPACT, RISK AND BUSINESS CONTINUITY MODEL

- A comprehensive change plan manages the interplay between the planned change impacts, the risks of the organisation not gaining the required benefits from change, and business-as-usual continuity
- Those leading and participating in change, including people in key change roles, business managers and stakeholders must work together to identify the full

ECMH 6, Introduction, Page 258-259

implications and potential impacts of change

CATEGORISING CHANGE IMPACTS

The intended change

- The vision of the new world, the removal of barriers to get there and the disruption to productivity while absorbing the change

The unintended/unplanned outcome

- System outages, process workarounds, and misdiagnosed behavioural responses are a few of these

The change management activities

- The involvement of subject matter experts (SME) impacts business as usual, time spent in scheduled training, or in leadership change coaching

It is important to fully examine all impact areas, and to ensure that business leaders gain understanding and 'sign-off' on it.

ECMH 6A1.1, Page 260-261

KEY INPUTS

- **The detailed proposal and plans for the change initiative** will have identified the change, the deliverables, and the benefits of and the risks to the change happening
- **The gap analysis** forms a high-level view of the starting point (current state) and the ending point (future state) of the organisation and therefore the gap that needs to be managed
- **The stakeholder assessment**, will help you identify which are the key business areas and whether external stakeholders (i.e. customers) will be impacted

ECMH 6A1.1, Table 6.2, Page 261

MCKINSEY 7S MODEL

- **Strategy**: the plan devised to maintain and build competitive advantage over the competition
- **Structure**: the way the organisation is structured and who reports to whom
- **Systems**: the daily activities and procedures that staff members engage in to get the job done

- **Shared Values**: called "superordinate goals" when the model was first developed, these are the core values of the organisation that are 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 actual skills and competencies of the employees working for the organisation

ECMH 6A1.2, Figure 6.2, Page 262-263

GAP ANALYSIS

- The 7-S model can be used to understand how a change made in one area can impact the others, and what sort of re-alignment may be required to keep all elements of the organisation productive
- The gap analysis process, forms a high-level change view of the starting point (current or 'as is' state) and the ending point (future or 'to be' state) of the organisation
- Using the 7-S model to assess the gap will help to determine the impact and the project or programme activities that are involved in realising the organisational strategy of the initiative
- The change activities need to support and address both the 'gap' and the barriers to change. Using a formal approach such as this will help to identify impacts that may have been missed without looking at the organisational interconnectivities.

ECMH 6A1.2, Table 6.1, Page 262-265

STAKEHOLDER IMPACT ASSESSMENT

- The stakeholder assessment looks at the scope of the change and identifies the key people and areas that need to be engaged to make the change happen
- This assessment helps to assess the impacts at the next level of detail, the stakeholder impact assessment
- Stakeholders can be both internal and external to the organisation, and impacts can often extend further than initial assessment as more information becomes known

ECMH 6A1.4, Page 268

STAKEHOLDER IMPACT ASSESSMENT STEPS

- **Step 1: Conduct a high-level impact assessment** - determine the likely level of complexity for each stakeholder/group and gain an early insight into the required level of investment in the change effort
- **Step 2: Determine the specific impacts on each stakeholder/group** - use the McKinsey 7s model as a checklist
- **Step 3: Analyse impacts in more detail for each business area** - analyse and understand the specific impacts change will have on each business area and what needs to happen for the change to be deemed successful
- **Step 4: Validation of stakeholder impacts** - assess and validate the stakeholder impact assessment with the involved groups, using change documentation, scenario-tests and pilots; identify any unintended consequences of the change
- **Step 5: Assess the severity of change impacts** - determined in terms of complexity, coverage and overall impact for each specific stakeholder group

ECMH 6A1.4, Fig 6.3, Page 268-274

CHANGE SEVERITY ASSESSMENT

The severity of the impacts will depend on a few things:

- **The environment**, i.e. external factors, the culture of the organisation, the strategy/vision and what else is going on (organisational heat maps)
- **The change ability of the organisation**, does the organisation have the leadership, structures and frameworks in place to aid this specific change
- **The history of change in the organisation**, how well change has been managed previously, and how much cynicism or buy-in to the change is observable
- **The individual's response to change**, each of the people within the change will be at different stages and will respond in different ways to the change

Change Initiative	Q1	Team 1	Team 2	Q2
One	**H**	**H**	**L**	**H**
Two	**M**	**L**	**H**	**H**
Three	**H**	**M**	**L**	**M**

ECMH 6A2, Fig 6.8, Page 275-276

Activity 24

Two large commercial product sales organisations are merging, and the result is that all back-office functions will be combined, and several hundred staff will be made redundant, to achieve substantial running costs savings. Some experienced staff will be offered ‘golden-handcuffs’ or short-term contracts to see the changes through. The merged organisation will operate from a single Head Office, requiring some staff to relocate.

For the scenario, conduct a high-level stakeholder impact assessment (Step 1) to determine the likely level of complexity for potential stakeholder groups.

7.2 CHANGE READINESS

In this subsection we will summarise key points that need to be considered for making an organisation ready for change

CHANGE READINESS BASICS

- Change initiatives need the commitment and motivation of the people who are receiving the change
- Unless 'hearts and minds' are won over, people will not make the effort to engage and the change will struggle to be successful
- No two individuals will react in the same way to the change
- The certainty is that every individual will have <u>some</u> reaction to the change
- This reaction may range on a spectrum between embracing the change wholeheartedly to resisting the change with every bone in their body
- Building individual motivation to change is key: it is crucial to understand how the proposed changes may affect people's motivation

ECMH 7A1, Page 291 - **NOT EXAMINED**

THE BECKHARD AND HARRIS 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

Beckhard and Harris (1987)

ECMH 7A3.1, Page 292-293

CHANGE AGENT NETWORKS

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 organisation 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 which is trusted and 'one of us'
- A group of users with indepth knowledge about the change, who can challenge, constructively criticise and suggest best ways to approach the change for their particular areas
- Expert users for new processes or systems brought about by the change
- It is important to recruit the right people into the network
- Once your network is established, your change agents need to be inducted into the change programme to raise understanding, get to know people, expose them to the change itself and offered training

ECMH 7A4.1, Page 294-297

SCALING THE CHANGE AGENT NETWORK

- The use of change agent networks or middle managers, as well as all other resources you need for your change needs 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 organisation's previous experience with changes of this nature
  - the time allowed to complete and absorb the change.

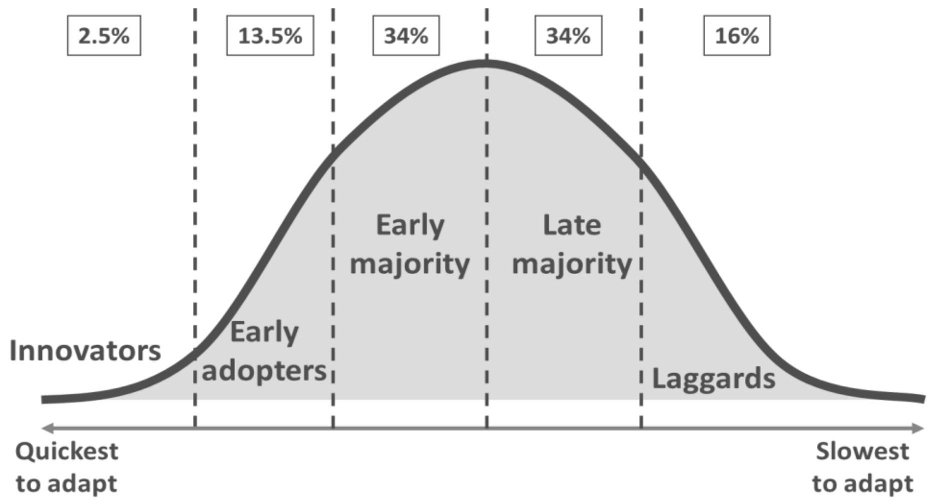
ECMH 7A4.2, Page 297-298

THE USE OF MIDDLE MANAGERS

- Use middle managers as change agents
- Works well in organisations who are more mature in their change management approach and where line managers are used to taking ownership of change
- It is often the middle managers who are key in making the changes work
- The biggest challenge with this approach is the amount of time middle managers can dedicate to the change
- Caution: Middle managers may not all be supportive of the change, especially in the early stages (so also need to be inducted)
- Scale use of middle managers (and change agents) to match the size, scope and speed of the change

ECMH 7A4.2, Page 297-298

WORKING WITH INNOVATORS, MAJORITY AND LAGGARDS



After Rogers (1962)

ECMH 7A4.3, Figure 7.2 (Figure 4.15 shown)

BUILDING A CHANGE TEAM – INTERNAL VS EXTERNAL RECRUITMENT

Internal recruitment:	
Pros	**Cons**
Applicants will already be familiar with the organisation's culture and processes	The appropriate skills and knowledge may not be prevalent within the organisation
Staff will generally trust their colleagues more than they will an outsider	You may not get 100% of people's time – they may have to keep their day job 'ticking over' as well as working on the change initiative
Recruitment can be quick as people can be moved into informal secondments rather than going through formal recruitment processes	Internal recruits may find it difficult to work on tough change initiatives where there is resistance amongst their colleagues as they don't want to be seen working 'for the other side'
Working on a change initiative can be an excellent career development opportunity for staff	Internal recruits may be reluctant to go back to their original role after the excitement of working on a change initiative!

External recruitment (including consultants):	
Pros	**Cons**
You can choose someone who has exactly the specialist knowledge and skills you need	Staff can be suspicious of 'outsiders', believing that they do not understand the organisation
Senior managers will often listen to and respect the opinion of an outside expert	Bringing in outside resource to work on change can increase the feeling that change is being done to people and reduce opportunities for ownership
Knowledge transfer can increase the capacity of the organisation to deal with future changes internally	External recruitment can be a lengthy process – this may not fit with the timelines of your change initiative
External employees will not have any emotional attachment to the way things are, so can be objective about your change initiative	External employees will need inducting into the organisation, including culture, values and accepted language

ECMH 7B2.4, Table 7.4, Page 308-309

FIVE STAGES OF TEAM DEVELOPMENT

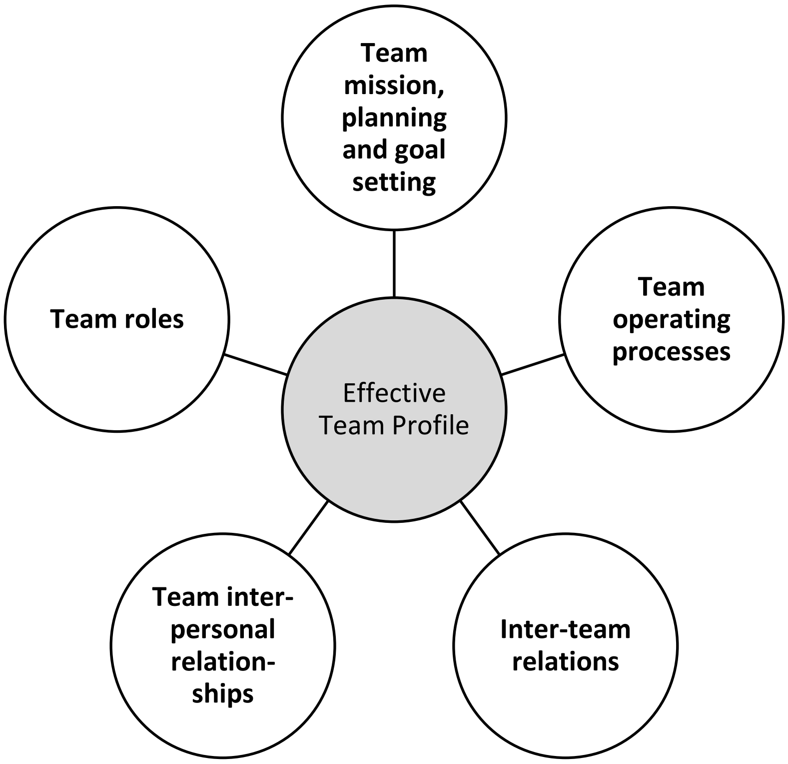
1. Forming *e.g. high dependence on direction, questions, unclear roles*
2. Storming *e.g. uncertainty, challenge assumptions, difference of opinion*
3. Norming *e.g. working together, consensus, purpose clear*
4. Performing *e.g. unity, shared vision, mutual support, autonomy*
5. Adjourning (or mourning) *e.g. completion, achievement, sense of loss*

The phases of team development described by Tuckman are not discrete – progression is not inevitable, and teams may go backwards, oscillate between the stages or get stuck.

Tuckman and Jensen (1977)

ECMH 12B1, Page 502-503

DEVELOPING AN EFFECTIVE TEAM



ECMH 12B2, Page 504-505

DEVELOPING A CHANGE MANAGEMENT PLAN

Document a set of typical recurring actions which contribute to change readiness:

- **Stakeholders:** who, why, when and how they are going to be engaged
- **Communications:** how targeted to different audiences, what channels and when to be used
- **Developing skills:** how sponsors, the change team and change agents or middle managers will be supported and developed

- **Building support:** what activities are planned to communicate the need for the change and increase buy in
- **Resistance:** what are the expected types and reasons for resistance and how this will be dealt with
- **Feedback:** how can key stakeholders (including users) feedback their thoughts and ideas about the change and approach to implementation, and how will this be fed into the change planning
- **Measurement:** how will you know your change interventions are working?

ECMH 7B3, Page 310

Activity 25

Q1. In the scenario below, how recognisable are the different reactions described by Rogers and what were the characteristics you observed of each type of reaction?

Scenario

The fictitious company InsureWithUs Ltd will be rolling out updated software to all staff across their 8 locations. This will be done in phases and a project team has been set up to carry out the work. Employees will be required to leave their laptops at work the night before the update and engineers will visit the locations to facilitate the install. Their Microsoft applications will be updated to the latest version and well as their specialised Insurance Software. No other files or applications will be touched.

The CEO announces the initiative to staff and tells them that they should back up their files using a specified tool and leave their laptops at work this coming Friday. As soon as Jeff, Michael and Daniela got back to their desks, they started arranging their files and backing up those that were completed. They could not wait to get the new software suite as this would allow them more functionality. They were all smiles as they strut through the office and casually checked in with other individuals about if they had finished as yet. Jenn and Lucy thought about the change for a while, started to organise their files and did the backup bit by bit. Carl, Mike and Krissy looked on and only started the backups after others were commenting about how easy it was and how they have completed all tasks. They debated in their heads the tasks to be completed and the upcoming change to the applications but finally gave in as they didn't want to be left behind. Lulu and Peggy watched all the activity and comments in the office and decided they were going to do nothing. They were scared that they may accidentally delete something important when they were backing up. They also asked questions about the necessity of the software rollout because they were quite comfortable using their current applications. They made a lot of excuses and decided that IT should do the backups for them to ensure that they were done correctly.

Activity 26

For the fictitious company InsureWithUs Ltd:

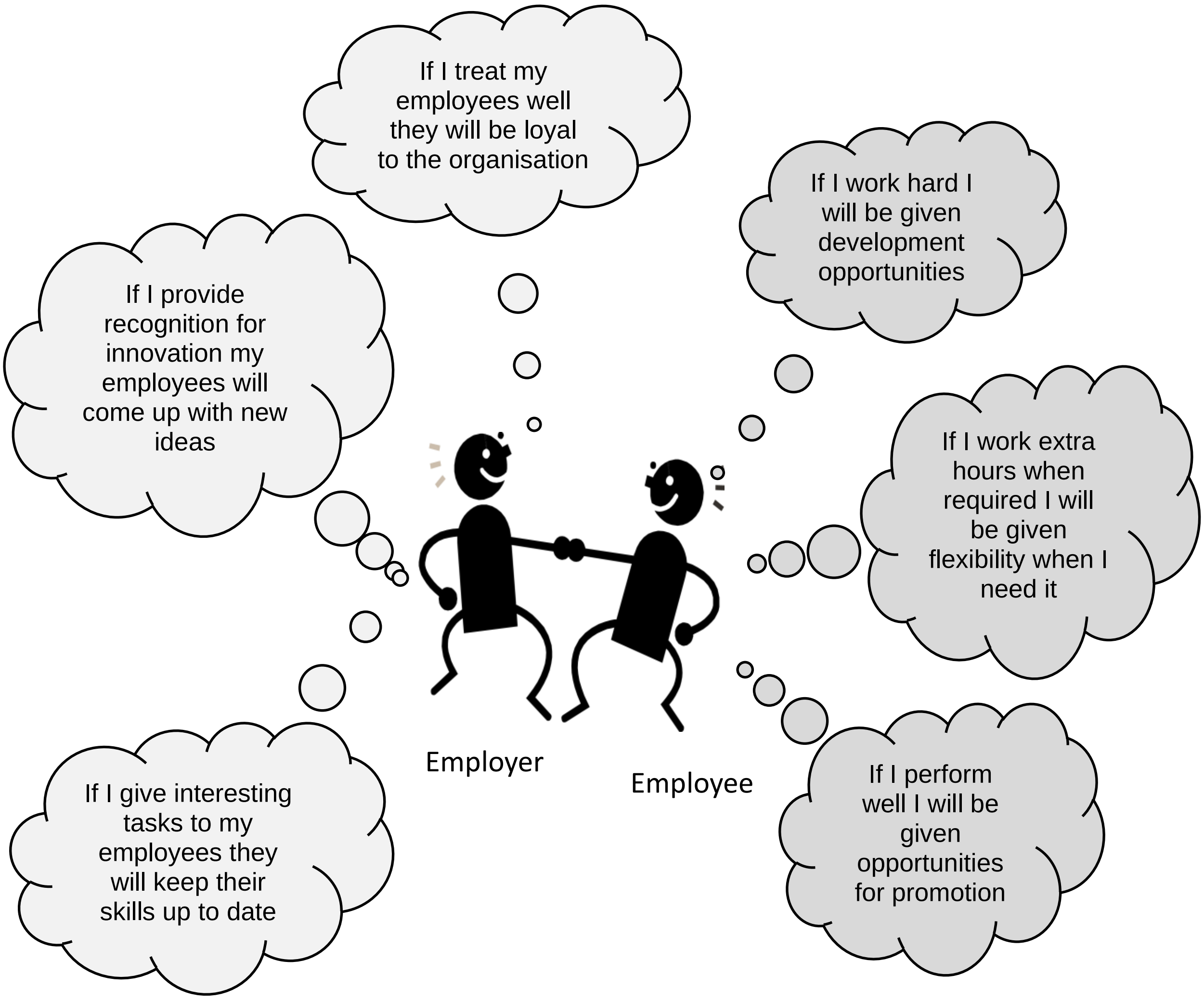
Q1. Identify what barriers or obstacles were observed?

Q2. What steps could have been taken to assess 'change readiness' of the organisation?

7.3 RESISTANCE TO CHANGE

In this subsection we will discuss the common causes of resistance and the types and strategies that could be employed to manage this and build and sustain change momentum.

THE PSYCHOLOGICAL CONTRACT



- Organisations which have positive psychological contracts with their staff are rewarded with high levels of employee commitment
- This normally translates into a positive impact on performance
- If this psychological contract is broken, the results can be a negative impact on job satisfaction, commitment, engagement and therefore performance
- Mitigate the threat to the psychological contract by:
  - Communicating openly and honestly about the change as early as possible
  - Building in lots of opportunities for feedback and involvement
  - Being realistic about the impacts of the change
  - Involve HR very early when high staff impact (e.g. redundancies)

It is very important to consider the psychological contract when planning for a change initiative as alterations to current ways of working can threaten a positive psychological contract.

ECMH 7C1, Page 311-313

KANTER'S COMMON CAUSES OF RESISTANCE

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
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)

ECMH 7C2, Table 7.5, Page 313-314

TYPES OF RESISTANCE AND SYMPTOMS

Audible unhappiness:

- **Symptoms**: e.g. lots of one-way communication of unhappiness with change
- **Be careful of:** Can 'infect' others and dominate meetings – unsettling for managers
- **Deal with it by**: 1:1 engagement, identify personal benefits for individuals, get feedback and work with people to find solutions

Disengagement:

- **Symptoms**: e.g. lack of attendance at change meetings; lack of participation; unquestioning agreement
- **Be careful of:** easy to miss in early stages, disengaged managers can negatively affect their teams, missed opportunities for people to input to change plans
- **Deal with it by**: identify causes, take the change to them, involve them to increase engagement

Sabotage:

- **Symptoms**: people bring their own agendas; they try to 'break' systems and processes; they spread negative rumours about change
- **Be careful of:** subversive nature makes it hard to identify the source, new systems and processes easily broken if the will is there
- **Deal with it by**: identify the saboteurs and ensure they know, give people responsibilities for aspects of the change to get buy-in and accountability

ECMH 7C4, Table 7.6, Page 316-317

BUILDING A STRATEGY TO MANAGE RESISTANCE

Two considerations:

- **Analyse the following four situational factors:**
    1. The amount and kind of resistance that is anticipated.
    2. How powerful the initiator of the change is in relation to the resisters.
    3. Who the people are who have the relevant data to design the change and the energy to implement it.
    4. How great the risks are to organisational performance and survival if the change isn't made.
- **Determine the optimal speed of change:** the above analysis will help to decide how quickly or slowly the change should proceed.

Caution: a slower pace will give time to reduce resistance but if the current risk to organisational performance and survival is very great, it will be necessary to implement the change more quickly which will involve less buy in and focus on 'forcing' the change through.

Kotter and Scheslinger (2008)

ECMH 7C5, Page 317

SUPPORTING MANAGERS AND SUPERVISORS

- Managers and supervisors play a crucial role in successful change
- They translate policy into action
- They can really influence the change
- Potential tensions between implementing change, dealing with resistance and maintaining performance
- Support them by:
  - Communicating as much as you can
  - Helping them to answer questions about the change (e.g. FAQs)
  - Facilitating access to coaching or mentoring

ECMH 7C6, Page 317-318

BUILDING AND SUSTAINING MOMENTUM

- Build momentum through:
  - Regular communications
  - Engagement with stakeholders
  - An active change management network
- If the change has a long lead-time for implementation don't try to build momentum too early
- Four key strategies:
  - Timing of communications
  - Phased approach to communications
  - Keep visibility of the change high
  - Task managers with the responsibility for delivery

ECMH 7C7, Page 318-319

Activity 27

Q1. For a change initiative you are familiar with, what forms of resistance were encountered?

Q2. How was this resistance managed?

8 APPENDIX - ANSWERS

ACTIVITY 1

The Change Curve

Faith may go through the following stages - Shock, Denial, Anger, Depression and Confusion, as she is not too fond of change and the new CEO and get stressed quite easily.

Unless Faith can come to terms with the change and find ways of working with this new state, she will not emerge successfully from the change curve. Please note that this is worst case scenario for Faith's reactions given her personality and feelings.

Now the change curve can support Faith in this scenario. The following tactics could be used:

1. Announcing the change to the organisation to lessen office gossip and shock.
2. Confirmation of positions and making small changes such as changing offices, door titles, email signatures and so on. These acts would help Faith with her feelings of denial and make the change more real.
3. Communicate constantly - outlining expectations, work preferences and behaviours can help Faith to confront anger, depression and confusion she may feel. The new Claims manager could hold a meeting as well as one to one sessions, to help individuals like Faith to get a feel for her personality and work ethic. The new CEO should also communicate what his position entails in formal and informal forums.

Sam may be overwhelmed by all the changes in his life and the change curve can help in this scenario.

1. Communication is key to help lessen any anger, depression or confusion he may feel.
2. A one to one session with the new Claims manager would be very helpful as she would gain an understanding of some of the things Sam is dealing with and be able to help him.

Bridges stages of transition

Bridges stages of transition could be used to help both Faith and Sam.

Endings - It is important for the new CEO to communicate formally and informally what will be different, now that he is in that role. The company meeting was a great time to start communications on this matter. The new Claims manager should also do this as well, preferably before she starts assigning duties. Department meetings and one to one session with staff are perfect for this type of interaction.

Neutral Zone - The new Claims manager will also play an important role during the neutral zone to help both Faith and Sam navigate through working with new departmental and company leadership. Checking in with these two individuals to see how they are coping with the new structure can help inform strategies, to help them cope with the changes.

New Beginnings - The new Claims manager and CEO need to be consistent with their attitudes and actions once fully in their new roles and set goals and standards for how the department and company will function going forward and keep motivating staff. This will facilitate and help make the new beginnings stage successful.

ACTIVITY 3 – Q2

The Document Management System may have some impact on this individual as they may think their job is in jeopardy.

The introduction of new systems can often cause anxiety about job status, so someone at the 'Safety Needs' level may be naturally curious about if and how their job will be affected.

ACTIVITY 4

1. As individuals are quite frustrated already with the meeting room booking process, persuading them that the current system is not working should be quite easy. Emphasize that failure to comply with and use the new system and process will be frowned upon, especially to the individuals who may not seem to care. Survival anxiety can be brought to a reasonable level with these two tactics.
2. Training and continuous support on the new application MeetMe and providing documentation on the process and steps for booking meetings, can collectively assist with any learning anxieties experienced.

These tactics can be used to reduced learning anxiety and bring survival anxiety to a reasonable level to enable motivated individuals.

ACTIVITY 6

If my personality type is different to yours, I may respond differently to a change situation.

For example, I am Introverted, so I generally need time to process communications about the change, especially the first time it is mentioned. I will probably think about the situation at work, when I'm driving home and putting my clothes in the wash, before discussing it with anyone else. I need 'me time', to wrap my head around change situations.

My extraverted colleagues, however, can't wait to discuss change communications. They chat about it in the office, over coffee and at the pub in the evenings. The more individuals can weigh in on these situations the better.

This is just one example using the Extravert/Introvert dichotomy, that shows how our responses to change are different.

ACTIVITY 7

Individuals will be learners as the timesheet system is new, and they will enter the learning stages at **Unconscious Incompetence**. During unconscious incompetence, individuals are not aware of what they do not know about the new system.

Once individuals are given an idea about the new timesheet system in the form of a presentation or workshop, for example, they may become aware of the features and functionality of the system which may have some challenging aspects to it. This is known as **Conscious Incompetence** or being aware that they may not be skilled enough for the task. This stage may cause some anxiety for individuals and be the start of the learning dip.

With training, individuals will become aware of their skills and abilities and will make progress with executing tasks. Some individuals may be quicker at this than others. This is referred to as **Conscious Competence**.

With usage just after training and continued practice, individuals will become competent at utilising the timesheet system and tasks will become second nature. This stage is **Unconscious Competence**.

Training, application of skills just after training and continued practice and support, would help individuals to emerge from the learning dip and become competent at the new timesheet system.

ACTIVITY 9

1. Email from one department manager to the other

   In this organisation, the 'political systems' metaphor is prevalent.

   Jane is reaching out to Ted on a matter of mutual interest alerting him that two individuals can thwart their plans. Jane needs Fran and Jeff to join their coalition so the motion will pass, and she is willing to have conversations to that effect.

   Leaders in an organisation that is viewed as 'political systems', need to be aware that power is key as it allows conflicts and interests to be resolved.

   Power decides who get what, how and when and can be exerted by those with formal authority in the organisation and by other individuals. The ability to recognise the power players is key; Jane and Ted may be two of them and they intend to form a coalition to progress a cause.

   Leadership whose authority is accepted by staff can use this as well as oratory skills as a form of power. In this scenario, leadership power could be used to affect Jane and Ted's plans.

   Change initiatives need to be supported by the power players in the organisation. This includes individuals with formal authority, as well as those who have control over knowledge, technology, boundaries etc. Alignment of all the power players which includes Jane and Ted is therefore crucial for change to occur and conflicts to be resolved.

2. Email from the CEO

In this organisation, the machine metaphor is prevalent.

The CEO communicated to staff all the relevant information about the project and is relaying it in a clear, precise and methodological way. The email implies that there is structure to the project and the CEO is requesting that staff be onboard with the plan and next steps.

Leaders in an organisation that is viewed as ‘machines’ typically plan, forecast and control staff so buy-in by staff is likely after reading this email.

As it pertains to change, this can be controlled and managed in organisations viewed as ‘machines’. The email by Mr. Kim is evidence that there is a clear plan in place for the upcoming change.

ACTIVITY 10

Brains

The advantages of organisations going through change that are operating according to the ‘brains‘ metaphor, is that they see change as a learning process using double loop learning. This allows for innovation, as different perspectives would be entertained which in turn allows for intelligence and organisational learning to increase.

The disadvantages are that the norms and status quo may be questioned at the strategic level while the operational level may be still caught in single loop leaning due to bureaucracy. This makes strategic development and operations out of sync which can cause problems for the change. As well, double loop learning requires an organisational culture that supports change, risk taking and innovation. This can increase anxiety in organisations especially among managers who like to be in control and is not in favour of creative chaos which is often a by-product of innovation.

Flux and transformation

The advantages of organisations going through change that are operating according to the ‘flux and transformation’ metaphor is that change is already a part of their existence as they ebb and flow and renew with everything that is happening around them. Change is therefore the norm.

One of the disadvantages is that managers and leaders may find this way of working a bit stressful as they cannot have total control over the change. The only ability managers have is to nudge things along in the desired direction. There can also be tensions and there may be a backlash from the status quo, but this is inherent in all change scenarios. The inability to take advantage of positive feedback loops to positively support the change can also prove to be a drawback.

ACTIVITY 12

Feedback from Luke

The culture in my organisation is **quite formal**, we wear suits to work and the company occupies a very **plush office space** in the city of London. The culture is very **achievement oriented, competitive and customer centric**. We **work hard** to achieve our targets as this is seen as a good thing, and we are **praised and remunerated** when that happens. It's also very competitive, everyone wants to be employee of the month and get the perks that go along with the title. Acquiring and retaining customers is key, we are given customer service training twice a year and this is mandatory. Its hard work but the wages are decent.

I love the energy of the company, but it gets too competitive at times to the point where there is hardly any comradery - this takes the fun out of working.

To tone down the competitive culture:

1. Leaders could stipulate more teamwork assignments to facilitate comradery.
2. Leaders could include the criteria of 'ability to work in teams' as something individuals will be judged on for 'employee of the month'. This would take some of the focus off of self.
3. Leaders may also need to tone down their aggressive competitive behaviour and exhibit behaviours of teamwork and collaboration, as well as chat with staff about instances where teamwork was absolutely required and saved the day.

Feedback from Dave

We **wear to work whatever we like**, well once we don't have a client meeting. Things are very **informal**. I work in an **open planned office** in Shoreditch. The culture is very **creative**, we are always coming up with new ideas and solutions to Client problems. We use lots of post-it notes, flip charts and anything we can get our hands on to display a creative concept. We also have **work flexibility** - I work from home on Thursdays and work 10am-6pm 2 days a week. This really works for me.

We are however a bit disorganised in the office and our files are all over the place. There are on our individual laptops, some are on a shared drive and some are in cabinets. This makes finding client information very difficult.

The CEO recognised this as an issue and addressed this in a recent staff meeting. He told us about how we barely passed our last audit and it's time to get all relevant Client information stored for easy access and retrieval by staff.

He also asked Managers to implement procedures in their department to ensure all client related documentation is stored in a central location.

In my weekly department meeting, this initiative is addressed, and individuals are commended for storing client related information in the prescribed locations. My manager also stores some of his information there. He is a good role model.

ACTIVITY 13

1. A major restructuring arising from a merger with another organisation requires a clear vision and strategy for the future that is sponsored at the Leadership level. Communication about the vision and strategy would help inform staff about the direction of the organisation and what to expect. This process needs to be carefully implemented, planned and managed with support from leaders and advice from Human Resources and Organisation Development personnel.

   Therefore, Kotter's 8 step model would facilitate this type of change.

2. The introduction of a new corporate enterprise IT system may cause job and learning anxieties, fears of loss of control and so on. For adoption to take place, communication about why the new system is important to the organisation and the way forward is key. A safe learning environment, allowing experimentation over solutions to problems, as well as the use of role models to help individuals through the change should be provided. Rewards for system usage and adoption is another tactic that would facilitate adoption.

   The Lewin 3 stage model is appropriate for this type of change as it would assist with breaking down old mindsets and includes tactics to facilitate use and adoption.

3. Realignment of people, processes and systems to reflect changes in an organisation's marketplace and customer needs is transformational change. Considerable resources are required for this undertaking, which should include significant leadership and change management support. Widespread and sustained communication about the importance of the change is crucial, and learning events for staff would be required to facilitate use of the processes and systems. Taking advantage of positive feedback loops would also be essential to help drive the change in the right direction.

   Senge's systems thinking model would facilitate this type of change as it would focus on creating favourable conditions for the future state to occur.

ACTIVITY 14

Exert from Nina

Our CEO encourages everyone to think innovatively and express their thoughts about how the organisation could be more efficient and cope with changes in the marketplace. This is really inspiring, so my colleagues and I are always looking for improvements. We implement the smaller ones ourselves, but we bring the transformational initiatives to our manager for additional resources, funding and so on. Once the leadership team is onboard with the transformational initiative, they help us with obstacles we face, freeing up resources and smoothing the way for us to get things done. I enjoy this way of working as I get to play a part in making the organisation successful.

This is a positive response where leaders facilitate emergent change.

Exert from Kurt

In my organisation, when my colleagues and I present our ideas to management, there is loads of excitement and interest in the beginning, but then this slowly fizzles out. Everyone is busy with the day to day running of the company and meeting deadlines to assist with these types of tasks. Challenges take a while to resolve and we lose a lot of time in the process. It is a struggle most of the time and discouraging to my colleagues, but we still put forward our ideas to see if one day a difference will be made.

Emergent change is not properly facilitated by leaders based on Kurt's response.

ACTIVITY 15

1. Some of the change roles I have seen in my organisation include the MD, who typically acts as the Project Sponsor, the Change Manager who manages the people side of the initiative and Change Agents. These individuals comprise the change team along with the line managers. This structure worked particularly well for a corporate change initiative that was recently undertaken.

In my experience, the change roles I have seen is the MD or Senior Manager as the Sponsor. The Project Manager was involved in change management activities so there is no separate Change Manager role. There were also individuals acting as Change Agents, but no official title was given to them. Sometimes we were a bit confused about who was doing what, so the next time there is change initiative, I will suggest that roles be clearly defined and communicated to everyone.

2. My organisation has a Change Management Office with Change Managers assigned to different organisational initiatives. They work on IT projects, initiatives involving culture change and process change. There is a job description for the role and individuals are expected to have a change management certification like the APMG Change Management Practitioner™. They also use standard templates and processes when working on initiatives. Everyone knows and understands the role of the Change Manager, so we liaise with them seamlessly on initiatives.

My organisation recognises the need for change management skills and have been resourcing for project work. We have one individual so far, and they predominately work as a Change Manager on IT projects reporting to the Project Manager. The Project Manager also does change management, so they have a dual role on some projects. The organisation is still trying to define this role and ascertain where it best sits in the organisational chart. For now, it sits in IT, but things may change in the future.

ACTIVITY 16

The force field analysis tool allows the change team to identify the driving and restraining forces for the change so individuals can put steps in place to augment the driving forces and decrease the res training forces. This allows for buy-in to the initiative and is manifested by increased participation, less resistance and increased adoption.

ACTIVITY 17

1. A vision statement allows individuals to envisage the future state on hearing about the change initiative. They should gain a clear understanding of how things will be. The vision statement also allows individuals to have something firmly in mind to work towards and should make individuals excited and buy into the initiative.

2. The vision statement can be used to gain consensus about the future state prior to the start of the change initiative. It can be used during the initial stages of the change to communicate the vision to staff to encourage excitement and buy-in. It can also be used as a reference during the change to ensure that there is movement in the right direction, which is towards the desired state. The vision statement communicates what the future state will look like in words, images or both, so individuals can create a mental picture of the desired state.

3. Message from the CEO of Grand Oil Limited
   Grand Oil Limited is about to enter a new phase of its existence. The organisation is going to be merged with Luxe Oil Limited and will be the largest producer of petroleum and petrochemicals in the world.
   We will have a new name; Mammoth Oil Inc, and our operations will span 10 countries. We will offer new products and services to our customers and will be exposed to the latest technology and research and development. There will be opportunities for everyone to grow and develop their skills and reap the rewards that come from a merger of this magnitude. Our future and longevity in the marketplace are going to be bright as we embark on this new and exciting journey.

ACTIVITY 18

1. Key stakeholders include the software retailer and staff of Stationary R US Ltd, which can be further broken down into Senior management, Human Resources, the Receptionists and other staff members in the organisation.
2. Classification using CPIG gives the following:
   - The Customers or Users of the change are the receptionists, HR and other staff members
   - The Provider or Supplier of the change is the Software retailer
   - Influencers of the change are not applicable in this scenario
   - Governance of the change is Senior Management
3. Using the stakeholder radar

- Vital to engage would include the Receptionists, HR and other staff members as they are users of the change as well as Senior Management from a governance perspective.
- Necessary to engage would include the software retailer.

ACTIVITY 19

1. Two influencing strategies were used in this scenario.

   Lead with meaning and emotion and listening as a means of mobilisation. The CEO appealed to hearts and minds of staff in his address which had a positive result. The change team spent time listening to individuals and implemented some of their feedback which was also seen as positive by staff.

2. Both strategies used seemed to be just as effective in influencing individuals as a positive result was achieved.
3. The Rogers Innovation Adoption model would have helped this initiative greatly. A quarter of the stakeholders were 'Early Adopters'. These individuals should have been targeted, their energy and enthusiasm used to promote the change to other staff. The change unfortunately took longer than expected and without constant engagement and visibility of how the new operations would look, this group unfortunately lost interest in the change.

ACTIVITY 20

Senior and Middle Managers need to be onboard with the change so they can positively influence their subordinates. To establish an emotional connection, the drivers for the change must be emphasised, the vision, and why the organisation cannot afford to continue with its current state. A face to face meeting is the best medium for this type of communication as it allows for the seriousness of the situation to be seen and heard and initial questions to be answered. The messages should be clear and simple, the correct tone used when communicating and the use of metaphors could be considered to add punch. Visual artefacts and pictures can also be used to grab attention and invoke emotion. Follow-up face to face chats, meetings and workshops can be used to gather feedback and address any queries and biases this group may have. Active listening is crucial during this process. Success stories will also appeal to the emotional side of this group and would encourage them to remain positive about the change.

To establish an emotional connection with Team Leaders and Operations staff, the drivers for the change must be emphasised and the vision stated in a clear and concise way. Storytelling could be used to get initial messages across so individuals could visualise the future state. A face to face meeting again is the best medium for this type of initial communication as it allows for the seriousness of the situation to be seen and heard and initial questions to be answered. Messages should be clear and simple; the correct tone should be used, and the messages delivered should be appropriate for this group. This should be followed by one to one chats, workshops, townhall meetings and even videos, to allow for feedback, questions and biases to be addressed and status updates to be received. Active listening is crucial during this process. The use of symbolic actions, visual symbols and success stories can also play an instrumental role in establishing an emotional connection with this group.

To establish an emotional connection with Customers and Service providers face to face meetings, workshops, video conferencing and even social media can be used to communicate change. These channels allow for this group to see and hear the meaning behind the messages, allows for feedback and individuals to have their queries answered. The visual aspects of these approaches also allow for an emotion connection to take place.

ACTIVITY 21

Several communication channels were used in this scenario:

- The general staff meeting was used to announce the upcoming change of office venue.
- The company's SharePoint site was used to provide staff with answers to their questions about the change.
- 1 to 1 chats with Management and Human Resources was used to address personal issues with the change
- The move package served to give individuals tangible information that they could take away, read and ponder on with respect to the new offices and the environment.
- Screen savers were also used as a channel to communicate time remaining before the move.
- The video from the CEO and the pdf served to set expectations for staff's first day at work
- Group tours of the office were used to familiarise staff with the layout
- Afterwork drinks allowed for feedback to be received and further questions to be answered

ACTIVITY 23

Some of the plausible answers that could be given for this question are as follows:

1. Target audience
    - All staff of the supermarket chain
2. Objectives
    - To alert them to the upcoming merger and the vision for the future
3. Key messages
    - Drivers for the merger, benefits and disbenefits, the vision for the organisation as well as progress updates
4. Activities and timing
    - Staff meeting to announce the upcoming merger lead by the CEO
    - Monthly progress updates via email or face to face meeting

  - Townhall meeting one week after the announcement to answer questions staff have about the merger

5. Responsibility

  - CEO and Senior Leadership team

6. Measures

  - Feedback from 1-1 chats and information gathered during the townhall meetings

ACTIVITY 24

To conduct a high-level stakeholder assessment, the stakeholders must first be identified and grouped.

The stakeholders for the back office could include:

- IT
- Human Resources
- Legal
- Customs Clearances
- Compliance
- Accounts personnel
- Administration Department

IT

A merger would entail becoming familiar with the new systems and infrastructure of the merged entity for support and upkeep. In the initial stages, things may be hectic as they would need to ensure that all individuals can log into the network and access shared drives, printers, applications and so on.

Human Resources

These individuals will be quite busy as well, ensuring contracts and paperwork reflect the merged entity and short-term contracts are distributed to experienced staff. They would also need to ensure that the new organisational structure is created and made available to staff as well as the new company handbook and other material that would be used for the new entity going forward.

Legal

Legal will also be busy ensuring internal and external contracts with Stakeholders reflect the merged entity and the terms and conditions and sound.

Custom Clearances, Compliance and the Accounts Department

These departments will have to get up to speed quite quickly with new systems and processes mandated by the new entity to ensure operations continue.

Administration Department

Individuals in this department may need to learn a new system and processes to ensure that records and stored logically and can be easily retrieved. Again, things will be hectic in the beginning as new processes and relationships are navigated.

Overall, back office staff will have to 'hit the ground running' and probably be prepared to do a bit of overtime and or weekend work so the business can continue its operations. Some individuals would have the added complexity of relocation to cut down on commute time and cost.

ACTIVITY 25

Using to the Rogers diffusion of Innovation model, the reactions by individuals were quite recognisable.

Jeff, Michael and Daniela are the **'early adopters'**, as they started the backup process with gusto when they got back to their desks. They had a positive attitude about the change, saw the benefits, and started to motivate others by asking them about and if they had finished their tasks as yet. This could be viewed as annoying for some, but on a subconscious level their actions served as motivators.

Jenn and Lucy are the **'early majority'**, as they thought about the change for a while and started to organise their files and do the backup bit by bit.

Carl, Mike and Krissy are the **'late majority'**. They looked on and only started the backups after others were commenting about how easy it was and how they had completed all tasks. They needed that extra push and to see that others were onboard.

Lulu and Peggy are the **'laggards'**. They were sceptical about the tasks and the change and watched all the activity with the firm decision that they were not in agreement. They had valid points however, about the possibility of deleting something important when they were backing up and that IT should do the backups for them to ensure that they were done correctly. These points should have been considered and support offered, to get Lulu and Peggy on board and ready for the change.

ACTIVITY 26

The obvious barriers to the change were from Lulu and Peggy. These individuals were sceptical about the tasks and the change and actively resisted taking part in the pre-change activities.

A walkthrough should have been done in the days leading up to the change to see how many persons performed the backup and what challenges they were facing. Feedback on their thoughts and fears would have set the wheels in motion for support initiatives, to help individuals transition. As this is a small office, the early adopters could have been used more to help with the transition and a member of IT could have been seconded to offer quick support and calm the fears of staff.

ACTIVITY 27

Exert from Mary

I work at a local hospital as an Admin Assistant and the Senior Consultant told us in a meeting that the patient files were going to be digitised and we will have to use a computerised system going forward. This was a big change especially for the Admin staff and reactions were quite varied.

The younger Admins were eager to get a computerised system but the older Admins like myself were very sceptical about leaning a new system. As a result, we voiced our concerns to whomever would listen. Some of us will retire in 1 to 2 years and simply do not want to spend the last couple years struggling and being frustrated with a computer system. Based on the three types of resistance, this would be classed as **audible unhappiness**. Some effort by the project team and lead consultants were made to discuss the benefits with us and calm our fears. We found this quite useful.

I also did my best to participate and assimilate the training when the time came, but a few of my colleagues did not show up for training on the days it was held. One lady in particular fell asleep during the training session and quite a few seemed not to be putting in much effort. There was high **disengagement** during this initiative and the team leading the effort recognised this. They had chats with individuals to find out the cause of the disengagement and it turned out, that it was fear of looking stupid and not assimilating the information. The team therefore decided to have more one to one sessions and handholding for this group of individuals to help boost engagement.

9 SUMMARY

Congratulations! You have completed preparation for the Change Management Foundation exam. Be sure to complete the practice test and review any areas that you have concerns about.

Exam specifics can be found in the next section.

10 CHANGE MANAGEMENT FOUNDATION EXAM PREP

The exam has the following characteristics:

- It is 40 minutes in duration
- It is a closed book exam taken in a silent environment
- It tests that you have read and understood the principles of change management
- There are 50 multi-choice questions
- 25 correct answers or more is required to pass this exam
- 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.
- Sample exam papers can be taken as preparation so be sure to do these and review any areas you are having issues with

Once you have reviewed all the videos, answered the questions and completed the practice test, you should be in a good position to pass the exam.

Good luck with your examination, and I wish you much success as you implement change in your organisation.