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Introduction



The question 'How do you eat an elephant?' is usually answered by the response 'One bite at a time'. (Don't write in complaining; I love elephants just as much as you.) This was never truer than in the approach you need to take to deliver a successful change. Change is a long-drawn-out process that can't be forced on people. Rush it and you'll pay a hefty price.

All change evokes the emotions of fear and panic as well as of excitement and anticipation. Each person perceives change differently. What is fresh and stimulating to one person is terrifying to the next. People also differ in their ability to face the unknown and deal with the uncertainty that change brings. I don't think for one minute that this section will deal with all of the issues you'll face as someone managing a change process. What it will do is give you a greater understanding of the problems that people have at different stages in the process and some useful ideas to help you manage people under stress.

The one message that seems to override all others is the need for good communication during periods of change. Good communication requires managers to spend more time listening to staff than talking at them. Like the Englishman abroad, too many managers think that if they speak S-L-O-W-L-Y and L-O-U-D-L-Y enough they will be understood.

As an example of what happens if you misread external trends consider the following. Developments in information technology have created a world where people can now communicate on a level they couldn't have dreamed possible less than a decade ago and fortunes have been made and lost in IT over the last 40 years. A shame then for the young computer studies graduate of the 1970s who spurned a career in IT claiming that computers were 'just a flash in the pan' and there was no career to be had in IT. Well, I was only 21 at the time.

Change is about what's happening all around you and you need to be constantly reviewing both your internal and external environment for trends that can impact on you and your organisation.

Always carry out a post-evaluation of any change and do this regardless of the outcome. Knowing why something worked well is just as valuable as knowing why something failed. You can then use the information gathered to inform your next change project.

Good luck

Theory Forty Eight

Kubler-Ross's Change Cycle

Use to track people's journey through any significant change and remember that until everyone has reached acceptance your job isn't done.

Elisabeth Kübler-Ross's five-stage change cycle was intended to help people deal with bereavement but has since been adapted to reflect the stages of any major change event including changes at work.



The Five Stages are:

- **Denial:** This is the initial stage of numbness and shock provoking a sense of disbelief. It can produce either a conscious or unconscious refusal to accept what is happening.
- **Anger:** When acceptance of the reality of the situation takes place, denial turns to anger, either through self-recrimination or anger with others.
- **Bargaining:** This is intended to either resolve the problem faced by the person or put off the inevitable.
- **Depression:** This stage reached if bargaining has failed and it is at this point that the reality of the situation sets in and emotions such as sadness, regret and loss are felt.
- **Acceptance:** Dealing with sadness and regret is a necessary pre-requisite for acceptance. Acceptance is reached once the individual realises that the change is permanent.

Kübler-Ross warns that people don't move through the stages in a well-ordered sequential manner. They may stall at a particular stage or even regress to a previous stage. Such regression may be an essential part of the process before the ultimate state of acceptance is reached.

How to Use It

- Discuss the proposed change with staff as early as possible. This will give them a sense of ownership and control over events and build trust between you and them.
- Remember change may be exciting for you but for many it's terrifying. People fear the unknown and worry that they will lose status and won't be able to cope in the new world (*see Theory 23*). To help staff overcome their fears provide support at every stage of the process by providing opportunities for staff to discuss their fears, options and opportunities with you or another supervisor.
- Remember, people move through the change cycle at different speeds. They may even get stuck at a particular stage or be thrown back to an earlier stage by events. Be on the lookout for such people and offer support and assistance.
- Communicate with staff every which way you can. Don't restrict communications to formal meetings. Use MBWA (*see Theory 10*) to find out what staff feel and think. Answer questions fully. If you don't know the answer say 'I'll get back to you within 24 hours'. Always deliver on your promises and don't try and bluff your way out of a problem. Staff don't trust managers that spread organic fertiliser for a living.
- Appoint change champions (*see Theory 53*) from frontline staff. They can respond to queries instantaneously, stop rumours and misinformation from spreading and act as a link between you and the front line.
- Allow staff opportunities to discuss their fears and concerns openly and provide all staff with training as early as possible. This will reduce the fear of the unknown and build confidence.

Questions to Ask

- Who can I rely on for help and support?
- Who is likely to oppose me?

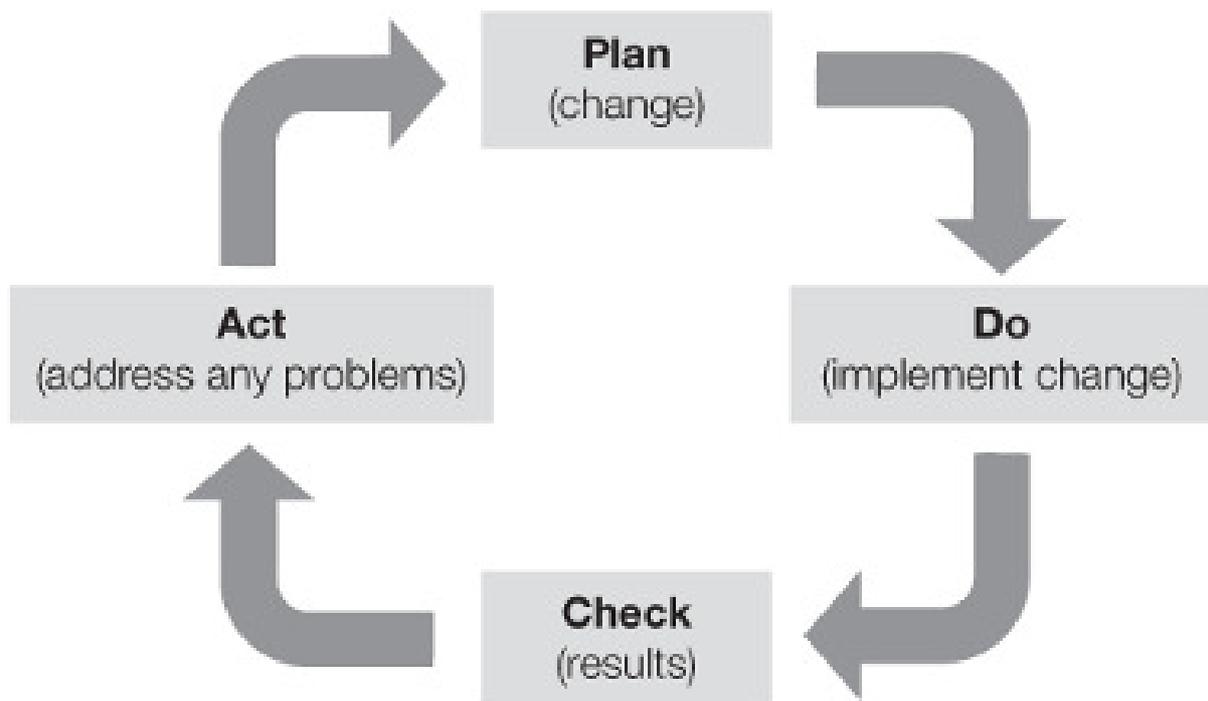
Theory Forty Nine

Shewhart's Plan – Do – Check - Act F (PDCA) Model

Use this model as the basis for any change event

Walter Shewhart developed his model in the 1930s and it was widely used by Deming (see Theory 68) and many others to implement quality improvement programmes.

However, it can apply to numerous business situations. The cycle is a systematic approach which emphasises that any change to a system or process, no matter how large or small, must pass through four stages.



Shewhart's cycle allows managers to anticipate and tackle problems in a structured, disciplined, logical and sequential manner.

How to Use It

- Use evaluative tools, such as Ishikawa's fishbone or Pareto analysis (see *Theories 72 and 81*), to find out what needs to be improved and identify possible solutions. Involve others in the planning process and don't be afraid if some blue sky thinking occurs. After all, who would have thought that putting bits of coloured glass in the middle of roads would save countless thousands of lives? But don't fall into the trap of paralysis by analysis.
- Once you have some idea of what you want to do, undertake a few small-scale experiments to test out whether the changes will work or not. Do your experiments with small groups so as to minimise disruption and communicate with staff before, during and after the experiment.
- Check if the small-scale changes achieved the desired results? If they did then progress to the Do stage and implement your change. If not, don't be afraid to admit failure, learn from what has happened and go back to the Plan stage and start thinking about alternative solutions.
- Check/evaluate the impact of the change you have made. Use your findings to identify any problems/weaknesses in what you have done and act to rectify them.
- Remember, change involves risk. Have the guts to do what you think needs doing. There is nothing more destructive to staff morale than to see time and effort wasted by managers too scared to run with a great idea.

Questions to Ask

- How detailed/realistic is my change plan?
- Is the plan achievable with the skills and resources available to me?

Theory Fifty

Lewin's Unfreeze – Change – Refreeze Model

Use this to remind you of the need to reduce people's resistance to change by challenging (unfreezing) their current locked-in views before embarking on implementing the change.

Kurt Lewin produced one of the cornerstone models for managing change. He uses the analogy of changing the shape of a block of ice from a cube to a cone to describe the model.

To do this, you must firstly melt the ice cube (unfreeze), then mould the new shape (change) before finally solidifying the cone (refreeze).



Lewin argues that by following the three-step process you motivate people to want change, empower them to contribute to the change process and finally re-establish a sense of stability within the organisation.

How to Use It

- Both before and during any change process be prepared to challenge the beliefs, values and behaviours that may inhibit change.
- Before you start the unfreezing process identify what changes you want to make and why they are necessary (see Section 7).
- Win the support of key people from all levels within the organisation by creating a compelling argument in favour of change (see Theory 55). You may have to vary the argument depending on who you talk to. Those in charge of the money will want to see financial gains, whilst human resources will want to see a positive impact on personnel. Improved working conditions will be music to the ears of the staff and unions.
- Keep staff informed of progress every step of the way. This will motivate the eager and help you deal with the rational and irrational fears of the worried (see Theories 10 and 48).
- Understanding what benefits the change will bring is a critical factor in moving the change process along. Support people as they embed the changes into their everyday working practices. Only when the changes are in place, and you feel confident that they will bring long-term benefits to the organisation, should you begin the process of refreezing.
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Questions to Ask

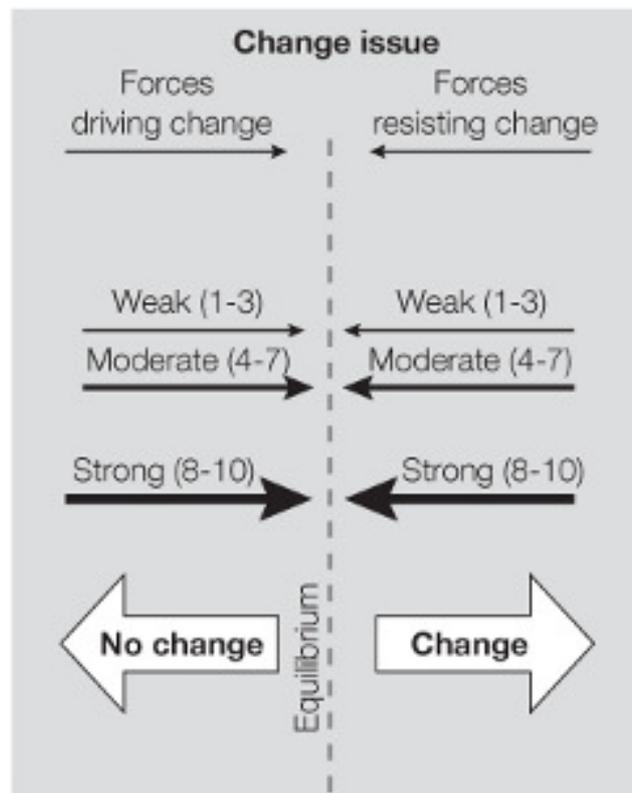
- To create a positive buzz about the project what early success can I promote as good news stories for both the staff and organisation?
- What answers will I use to combat negative arguments against the change from stakeholders, staff, colleagues and senior management?

Theory Fifty One

Lewin's Force Field Analysis

Use prior knowledge of the issue to identify the forces in play that support or resist change and to develop a strategy for driving change forward.

Like other aspects of Kurt Lewin's work (see Theory 50) the basic idea behind force field analysis is simple; it's only in its application that you can truly appreciate how profound his idea is. His analysis involves identifying two sets of factors, those which support change (drivers) and those that oppose it (resistors). By determining the strength of each factor it is possible to 'calculate' whether a change is likely to be successful or not.



Representing the strength by the thickness of the arrows or allocating a score to each will help with the analysis.

How to Use It

- Assemble a team of around four or five people to help you identify the drivers for change and the resistors to change (*see Section 4*).
- Don't be fazed if the same issue is considered by some as a driver and by others a resistor. This will be down to individual perspective.
- Take an A3 sheet of paper. Describe the change proposed and record this in a box – top centre of the sheet. From the bottom of the box draw a line down the middle of the page.
- List the drivers for change in the left-hand column and the resistors to change in the right-hand column. You might use a SWOT and/or PEST analysis for this (*see Theories 65 and 66*).
- Score each force. For example, assign a score of **1 (weak) to 10 (strong)** to each force/resistor. For added visual effect draw horizontal arrows for each force/resistor towards the centre line (the bolder the arrow the greater the force).
- Clearly, the score allocated to each factor is subjective. That's why you should involve others. Debate the strength of each force/resistor and either agree a single score or take an average of the scores given by the team.
- Add up the scores on each side of the line. A quick glance should tell you whether change is a done deal (drivers far outweigh resistors), a dead duck (resistors far outweighing drivers) or a difficult decision (little to choose between the two).
- If it's a close call and you still want to go ahead with the change then develop a strategy that will enable you to strengthen the forces, weaken the resistors or both.

Questions to Ask

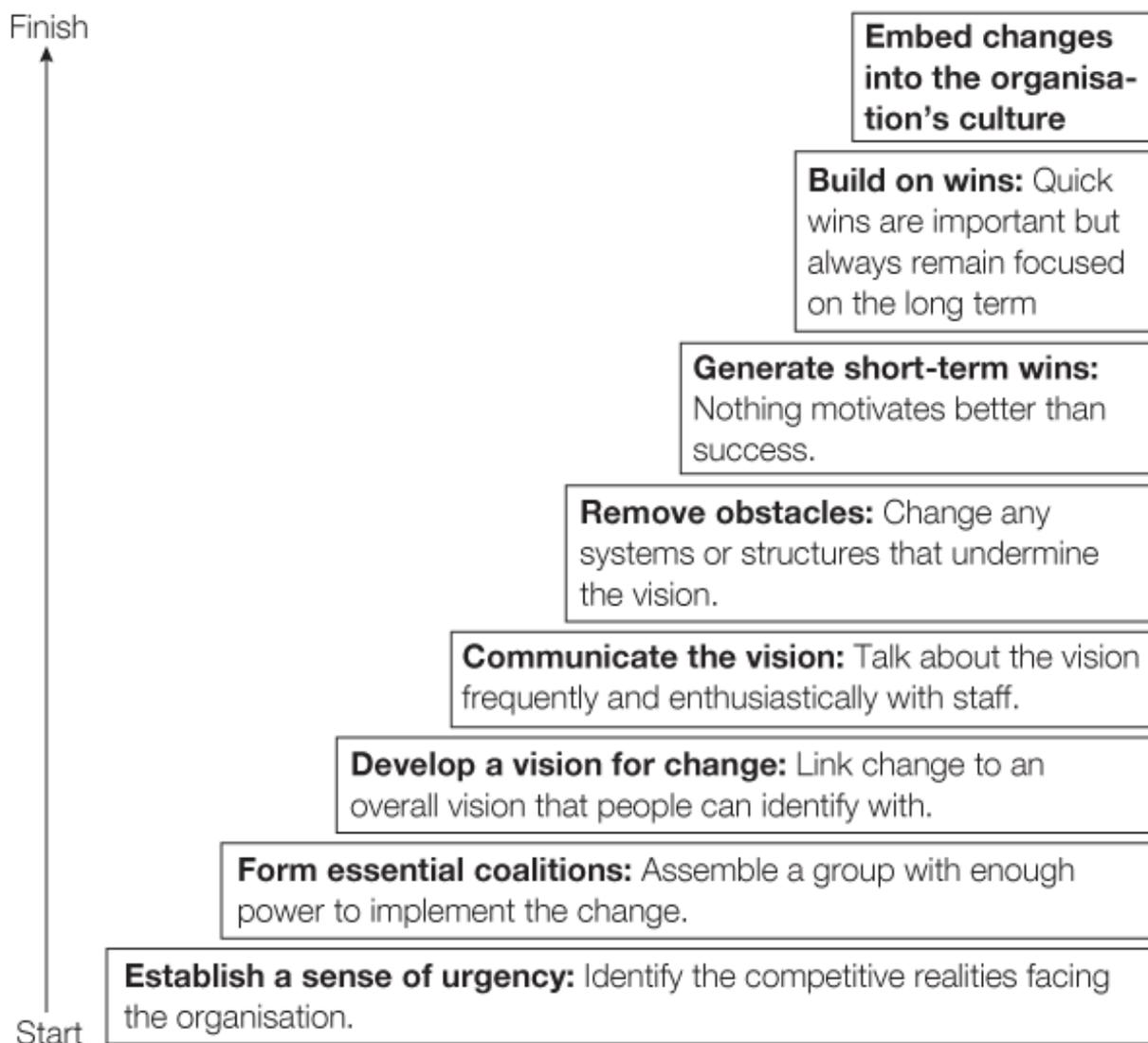
- Who can help me identify the driving and resisting forces?
- Have I selected both advocates and opponents of the change in the team?

Theory Fifty Two

Kotter's Eight – Step Approach to Change

Use this to appreciate that building the proper foundations for change is essential. Don't go off half-cocked.

John Kotter argued that 70% of all major change programmes failed due to a lack of careful planning. He devised an eight-step process for dealing with this.



Kotter stresses that hard work, careful planning and building the proper foundations for change are essential to improve the chances of an effective change management programme.

How to Use It

- Talk to everyone affected by the change about the implications of failing to take advantage of opportunities or deal with threats faced by the organisation (see *Theories 65 and 66*).
- The support of senior management is essential to any change (see Theory 55). Identify who they are and get them onside.
- You will have to articulate your vision (see *Theories 20–22*) to a lot of people at different levels in the organisation. You must be able to express it in a single sentence. Remember, it's the vision not the detail you are selling.
- Don't be fazed if not everyone thinks the vision is for them. Address people's concerns and anxieties through good communication and training. Try everything you can to get them on board but if all of your efforts fail then you may have to exclude them from the process.
- Look for a few inexpensive, sure-fire quick wins. Reward people who help you get these wins but be careful of claiming successful change too early. To misquote Churchill, quick wins are not the beginning of the end but merely the end of the beginning.
- When you do succeed, celebrate the achievement and make sure that everyone's contribution is suitably recognised.

Questions to Ask

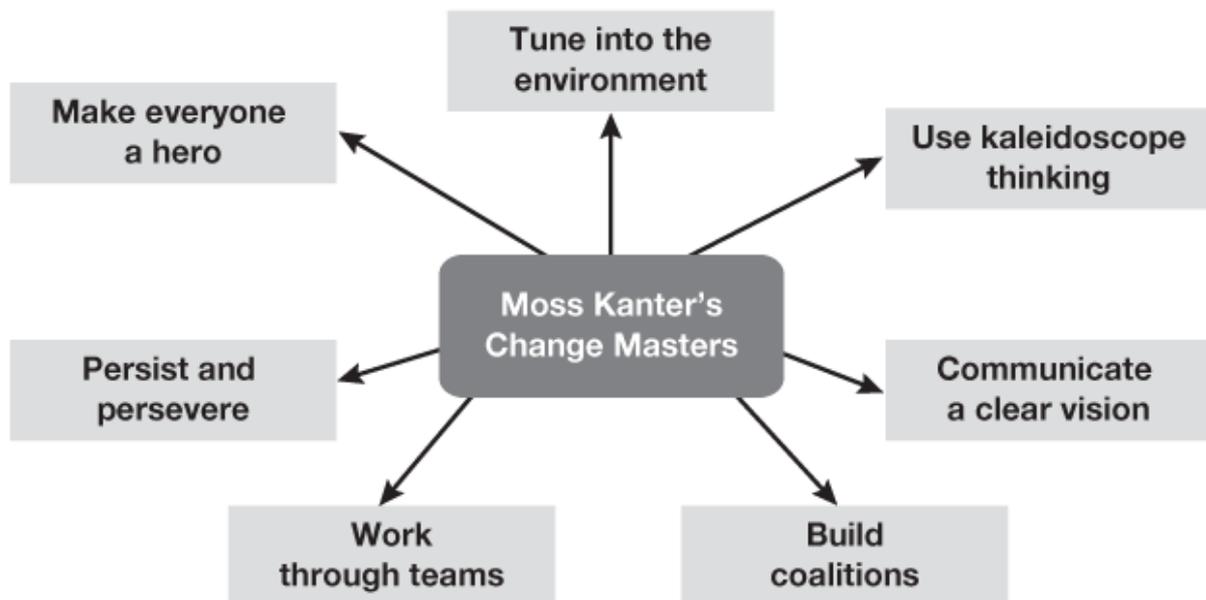
- Does my plan for change take into account all eight stages?
- How am I going to publicise quick wins?

Theory Fifty Three

Moss Kanter and Change Masters

Use this to identify the abilities you need when managing change.

Rosabeth Moss Kanter is rightly regarded as one of the great innovators in change theory. She uses the term Change Masters to describe managers who are at the forefront of change within their organisations and suggests that they all share the same seven abilities.



- tune into the environment and identify new opportunities, threats and ideas before others;
- use kaleidoscope thinking and encourage staff to indulge in blue sky thinking;
- communicate a clear vision and inspire others to become excited by their vision;
- build coalitions and enlist the support of others;
- work through teams and get the commitment of everyone whose efforts are required to make the vision a reality;
- persist and persevere and are not discouraged by obstacles and problems;
- make everyone a hero by celebrating achievements and acknowledge all contributions that helped make the change work.

Moss Kanter argues that effective change masters should, firstly, focus on tasks where the emphasis is on results not procedures; secondly, organise people into teams with complete responsibility for their part of the end product; and, finally, create an atmosphere which emphasises the value of the people involved.

How to Use It

- Work with a small group of people to examine what new ideas, opportunities and threats face the organisation (*see Theories 65 and 66*). Encourage the team to indulge in blue sky thinking and challenge assumptions that hinder progress. Canvass other staff for their ideas about what needs to change. Make sure that all ideas are acknowledged.
- Identify what changes need to be made and put together your change plan (*see Section 7*).
- Communicate a clear vision for change and use it to inspire others while building coalitions and enlisting the support of others (*see Theory 55*).
- In a large project organise people into sub-teams and give them complete responsibility for their part of the job.
- If you have just one team, ensure that members own the project and don't expect you to be responsible for everything. They must take responsibility for their part of the project (*see Section 4*).
- At first, focus on tasks which produce concrete results not procedures. This will give the team something tangible to celebrate and undermine the doubters.
- Don't be discouraged by obstacles and problems. Managing the difficult middle section of any project is hard. The change is underway, when suddenly resources dry up, obstacles arise and critics crawl out of the woodwork. Morale sags and momentum slows down. That's the time to follow Churchill's advice and 'Keep Bugging On'.
- On completion, celebrate everyone's achievements and acknowledge all contributions that helped make the change work.

Questions to Ask

- How am I going to create an atmosphere in which team members feel valued?
- Which of the seven activities listed by Moss Kanter am I going to find most difficult?
- What am I going to do to deal with this?

Theory Fifty Four

Burke – Litwin’s Drivers for Change

Use this theory as a starting point to identify and understand the different dimensions that you have to take into account if you are to plan for and implement a successful change.

Warner Burke and George Litwin’s change model looks at 12 organisational dimensions that are key to change.

The dimensions are organised into four levels and each dimension is explored using a series of questions.

Failure to deal with the content of each dimension will impede or stop change.



How to Use It

This theory requires you to ask a series of questions at each level. Based on the answers received you must decide what change is required and develop a suitable implementation strategy.

The following questions are prompts only and you need to develop questions specific to your organisation under each heading.

- **Level 1 The environment:** What are the political, economic, social and technological developments prompting change (*see Theory 66*)?
- **Level 2 Strategic management:** How does the change fit into the organisation's vision and mission (*see Section 7*)? Who is driving the change? Do the organisation's beliefs, values and assumptions embrace or reject change (*see Section 5*)?
- **Level 3 Operational management:** Do the various power bases in the organisation support change (*see Theory 55 and Section 9*)? Do the organisation's policies and procedures support change? Do current working practices support change? Are the staff receptive to change?
- **Level 4 Staff management:** Does the staff have the skills to support change? Will the change address both organisational and individual needs? Are staff motivated enough to make the change work and perform well after it (*see Section 3*)?

Once you have answers to the above you can start to plan your change.

Questions to Ask

- What specific questions, relevant to my organisation, do I need to ask under each heading?
- Who can help me to identify and answer the questions?

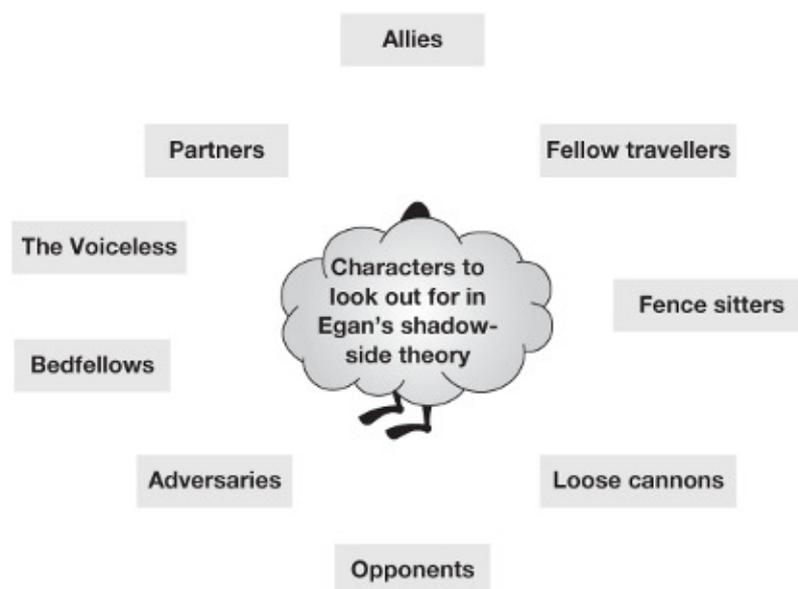
Theory Fifty Five

Egan's Shadow – Side Theory

Use this to develop strategies for dealing with the different stakeholders who may support or hinder your change plans.

Gerard Egan argues that different approaches need to be taken to manage different stakeholders within an organisation.

He categorises the stakeholders as follows:



- **Allies:** Those who, if encouraged sufficiently, will support you.
- **Fellow travellers:** Those who support the agenda for change but not necessarily you.
- **Fence sitters:** Those whose allegiances are unclear, even to themselves.
- **Loose cannons:** Those who you have no idea of which way they'll jump.
- **Opponents:** Those who oppose the agenda for change but have nothing against you personally.
- **Adversaries:** Those who oppose you and the agenda for change.
- **Bedfellows:** Those who support the agenda but may not trust you.

- **The voiceless:** Those who have little or no power to support or oppose the agenda for change.
- **Partners:** Those who support the agenda for change

Egan describes working on the 'shadow-side' as a way of dealing with stakeholders who can't be dealt with using the organisation's usual practices. Partners and Allies need to be kept onside, whereas Opponents and Adversaries may have to be discredited or marginalised. Fence sitters and the Voiceless should be seduced to ensure they don't go over to the other side.

How to Use It

- Recognise the role that the organisation's stakeholders play in the success of major change events.
- Recognise that this theory is concerned with organisational politics (see Section 9) and that without some political savvy you'll 'get done' by those who play the game better.
- Identify and get to know the key stakeholders in your organisation. Do this even if you don't envisage making a change in the near future. Work out what power, influence and interests each stakeholder has.
- Identify those stakeholders that might have an impact on your project. Rank them in terms of possible impact. The stakeholder with low power and low interest needn't take up too much of your time. It's those with high power and high interest that you have to engage with and develop as allies (*see Theory 62*).
- Continue to keep a watchful eye on the others and brief them regularly, but remember where your priorities lie.
- Get to know how each stakeholder feels about your change agenda and you personally. This will help you deal with them. Socialising with people you don't particularly like may be a chore but the odd drink outside of work may save hours of work in the office and at formal meetings.
- Remember, as the agenda for change rolls out it will affect more people. In focusing on the Opponents and Adversaries don't lose sight of the importance of consolidating your Partners and Allies.
- As the change progresses, monitor what the Fence sitters, Loose cannons and the Voiceless are doing. If they suddenly side with the opposition it could prove disastrous for you.

Questions to Ask

- Have I identified all the stakeholders connected to the change?
- Do I know which stakeholders I need to concentrate my efforts on?