# CHANGE MANAGEMENT TOOLKIT

IAN HALL AND JO CUMMING

KoganPage

# CONTENTS

KoganPage

## SECTION 2  The leadership of change

## SECTION 3  Preparing the ground for change

## SECTION 4  Developing a vision for change

## SECTION 5  Thinking through the effect of change                       000

## SECTION 6  Sharing the vision and gaining commitment to the change

## SECTION 7  Reviewing the preparation stages before moving to transition

## SECTION 8  Managing the change transition

## SECTION 9  Sustaining the momentum of change

## SECTION 10  Evaluating the change and mapping the future

KoganPage

## POWERPOINT SLIDES

## INDEX OF BACKGROUND INFORMATION AND HANDOUTS

## INDEX OF EXERCISES, CASE STUDIES AND ASSOCIATED FACILITATOR'S GUIDES

## INDEX OF POWERPOINT SLIDES

KoganPage

# SECTION A
# INTRODUCTION TO
# THE TOOLKIT

The guide to using the Toolkit is important for understanding the way we have approached the writing of this material, and how you can get the most from its use. We have detailed the sources of other people's materials and acknowledged their contribution to this Toolkit and provided a short section on additional resources.

The article on 'Overcoming the seven sustainability blunders' is an important part of the Toolkit as it looks at the 'what' of change from an environmentally sustainable perspective. It is a very practical read and needs to be incorporated in the organizational thinking on change.

In addition to the following detailed list of sections, we have included a number of indexes to allow for informed access to the contents of the Toolkit. The following abbreviations have been used:

| | |
|---|---|
| Background information (BI) | Information about the context within which the change is happening, research evidence behind topics, and to provide an overall understanding of why an exercise has been chosen and how it could be used. |
| Case study (CS) | A description of an organizational change situation to encourage discussion and see how the learning might be applied to your initiative. |
| Exercise (EX) | Materials designed for participants to explore an issue, develop skills, or be involved in a creative process that has a major influence on the direction of the change initiative. |
| Facilitator's guide (FG) | Learning support materials to help the person responsible for running the exercises. |
| Handout (HO) | Materials designed to be given to participants in exercises or the change team to provide information. |
| Slides (PPT) | A selection of PowerPoint presentation slides that can be used when the change manager wants to give a presentation. |

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## C3 EXERCISE

# LOOKING AT WHERE WE CAN MAKE IMPROVEMENTS

*Purpose: To find out more information about, and potential solutions to, a problem by involving the people close to the issue and those who experience it from the outside looking in.* (CHANGE MANAGER/TEAM)

## QUESTIONS TO BE RAISED

1  What is working really well at the moment? Why?

2  Why would it be important to retain this in the future?

3  Whatever happens, the thing I would not like to lose from what we do is…

4  What I find most frustrating/irritating currently is… because…

5  An issue we don't seem to be tackling is…

6  If money were no object we could…

7  An idea I have that could be part of the new way of working is…

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## C4 FACILITATOR'S GUIDE

## LOOKING AT WHERE WE CAN MAKE IMPROVEMENTS

*Purpose: to find out more information about, and potential solutions to, a problem by involving the people close to the issue and those who experience it from the outside looking in.*

Participants should identify an aspect of the organization they know needs to be improved and where change could add considerable value. If you have a choice, select a group of people who are on the inside, directly involved, or who are on the outside looking in. The exercise is suitable for use with a series of small groups each looking at the same aspect.

Ask the group to come together for one or two hours, depending on how complex the situation is, to explore what is happening and what changes could be made; or run it via a video link.

### RESOURCES

A flipchart or pages for each group, two coloured pens. If using a video link, have one person at a flipchart noting what people say.

### PROCESS

Introduce the session. Explain that the group has been brought together because of their experience in the area where improvements are required. By the end of the time, you want to have a greater understanding of what is happening and to have some ideas for potential solutions. Let the group know who else will be consulted.

Explain how the session will work and how much time they have. Hand out the set of questions or make them available electronically.

Ask people to consider them individually for five minutes. At the end of the time either lead the discussion if you have one group or let multiple groups run their own discussion.

Check that anyone writing on the flipchart is using the contributor's exact words or clarifying what is said and putting up an acceptable alternative.

After the discussion, the next step will depend on whether this is a one-off discussion, part of a series, or a data collection exercise for a SWOT Analysis. Ensure people know what will happen to the data and assure them they will be kept informed and/or involved in the next steps.

## NEXT STEPS

Either continue the change process by implementing the changes or feed the output of this exercise into the SWOT analysis (see Section 3, C17–19).

## C5 EXERCISE

## BUILDING A FOUNDATION FOR CHANGE: A CHANGE READINESS ASSESSMENT

*Purpose: A change readiness assessment answers the question, 'Where are we today?' It looks at both past practices and the current situation and provides information that can help focus attention on what might need attention before change commences.* (CHANGE MANAGER/TEAM)

(Used with permission from Rick Maurer, Arlington, VA.)

## A CHANGE READINESS ASSESSMENT

*Note to people taking this assessment:* Please consider each of the items listed in this questionnaire. Score each item as you see it where you are in the organization. Your answer should reflect how things are rather than how you might like them to be. Your answers along with those of your colleagues will be used as a basis for discussion, so there is no *right* answer.

### History of change
*What's our track record for handling change?*

Low 1_____2_____3_____4_____5_____6_____7 High

The past is the best predictor of the future. If your ideas were met with cheers in the past, then it might be reasonable to expect that a new initiative will meet with similar applause. However, if past changes were nothing but headaches – if you had to fight, manipulate, cajole and make back-room deals to push your ideas through – then expect much the same this time. Low scores indicate a strong likelihood that this change will be resisted with great force. You will need to demonstrate repeatedly that you are serious – and that this change is important. People are likely to be very skeptical; you will need to be persistent.

### Direction
*Do people throughout the organization understand and accept the direction the organization is moving and the values that fuel that vision?*

Low 1_____2_____3_____4_____5_____6_____7 High

Low scores could indicate a conflict over values and overall direction. The people who must support the change may not believe they share much common ground with you. This is a serious problem. It almost guarantees that any major change will be resisted. Without shared values and vision, people lack a context for the change.

On the other hand, low scores simply may indicate a communication problem. In some organizations, values and visions remain secret. People don't know where the organization is going. Senior management hangs onto these documents as if they were sacred texts that only they, the high priests, can interpret. This is a communication problem that can be easily resolved by getting the word out.

## Cooperation and trust
*Do people share information and deal with each other openly and with respect?*

Low 1_____2_____3_____4_____5_____6_____7 High

Low scores indicate very serious problems. It is difficult, if not impossible, to build support for major change without trust. Since the opposite of trust is fear, a low score almost guarantees strong opposition. When people are afraid, they will either fight or lie low: neither response will give you the commitment you need to be successful.

## Culture
*Is this an organization that supports risk taking and change?*

Low 1_____2_____3_____4_____5_____6_____7 High

Mid-range to low scores indicate that it may be difficult for people to carry out the changes even if they support you. Your systems and procedures hinder change. You must examine these deeper structural issues.

## Resilience
*Can people handle more change?*

Low 1_____2_____3_____4_____5_____6_____7 High

People in many organizations are simply worn out by the number of changes and transitions they've been asked to weather in recent years. No matter how worthy the change, their opposition to it may stem from a lack of resilience, and not from some objection to the idea being proposed.

Low to mid-range scores probably indicate that people have lost their capacity to respond to another initiative. Even though workers may see the need for this change, they may have little energy to give to it. So, keep two important questions in mind: Is this change really necessary at this time? If so, how can you support people so that the change can be implemented with the greatest ease?

## Rewards

*Do people believe this change will benefit them?*

Low 1_____2_____3_____4_____5_____6_____7 High

One well-used truism: what gets rewarded gets done. Unfortunately, its counterpart doesn't get as much attention: what gets punished gets avoided. For example, organizations that say they want teamwork but reward individual achievement, shouldn't be surprised when cooperation falters.

Obviously, low scores indicate strong potential resistance. After all, who would support something they think will harm them? If employees' perceptions are accurate, then you have a difficult challenge: You must find a way to move forward with the change and find ways to make it rewarding for others. If the low scores indicate a misperception, then you must let people know why they are misinformed. Remember, as anxiety increases, our ability to listen diminishes. It is likely that this message will have to be communicated repeatedly (especially if trust is low as well).

## Respect, control and saving face

*Will people be able to maintain dignity and self-respect?*

Low 1_____2_____3_____4_____5_____6_____7 High

Low scores probably indicate concern over loss of respect, status or face. You must find ways to make this a situation in which all can win.

In my book on building support for change, *Beyond the Wall of Resistance,* I explore various levels of resistance. Leaders often hope that all resistance will be Level 1: opposition simply because people don't have all the facts. Unfortunately, most resistance to major change is Level 2. This deeper resistance stems from a fear of loss. Our slick PowerPoint presentations cannot deal with these deeper and more emotional issues. You must engage wary people in conversation. Be open and listen to their concerns.

## Impact on status quo

*How disruptive will this change be to the status quo?*

Low 1_____2_____3_____4_____5_____6_____7 High

High scores indicate that people view this change as very disruptive and stressful. Get people involved because when they have some control over changes that affect them, the less likely they are to resist.

## Skill at managing change
*How adept are leaders at planning and implementing change?*

Low 1_____2_____3_____4_____5_____6_____7 High

The people leading change need to be adept at such things as:

- creating alignment among diverse interests;
- listening: getting concerns, fears and interests on the table;
- articulating a compelling vision (or working with others to create a shared vision);
- anticipating and responding appropriately to resistance;
- communicating: keeping people informed.

If scores are low in this category, consider how you can develop change management skills as you proceed with the change. There is no shortage of books on the market that cover the needed skills. Consider working with mentors, men and women who have a proven track record, to learn their secrets. Training may be beneficial as well, but choose courses that demand you practise using change management skills.

## INTERPRETING THE OVERALL RESULTS

### High scores
Indicate that you are in good shape for this change and suggest that your organization knows how to work well with its people.

### Mid-range scores
Reveal potential danger and signify the need to look into what is behind these scores. For example, mid-range scores on a category such as Cooperation and Trust might indicate a problem that is slowly developing. Take these scores seriously. You have an opportunity to tilt the balance in your favour by addressing these issues.

### Low scores
Point to serious trouble. The lower the scores, the more likely it is that you will face intense resistance. But even a single low score can pose a problem. Treat any low score seriously because raising low scores helps to build stronger relationships with other individuals and groups.

## C6 FACILITATORS GUIDE

# BUILDING A FOUNDATION FOR CHANGE: A CHANGE READINESS ASSESSMENT

*Purpose: A change readiness assessment answers the question, 'Where are we today?' It looks at both past practices and the current situation and provides information that can help focus attention on what might need attention before change commences.*

## INTRODUCTION

The questionnaire is designed to promote discussion among those who will be affected by the change. Ask your change team to complete it. Stress that each person's vantage point allows them to see only a portion of the whole picture; asking other departments and levels within the organization (where appropriate) will give a more complete view of where things stand.

## THE PROCESS

Allow enough time for each person to complete their ratings of the questions asked. Prepare a table as illustrated on a flipchart sheet to compile the results.

**Table C6** Readiness assessment

| Question | Issue | Low 1–2 | Mid-range 3–5 | High 6–7 |
|---|---|---|---|---|
| 1 | History of change | | | |
| 2 | Organizational direction | | | |
| 3 | Cooperation and trust | | | |
| 4 | Culture | | | |
| 5 | Resilience | | | |
| 6 | Rewards | | | |
| 7 | Respect, control and saving face | | | |
| 8 | Impact on status quo | | | |
| 9 | Skill at managing change | | | |

Enter the total number of people scoring either, low, mid-range or high for each issue. Give people an opportunity re-read the explanations after each of the questions before starting a discussion about the results. Don't analyse the results in depth. You are looking for patterns rather than detailed explanations.

Where you have consistent mid-range/high scores then this indicates a strength to build on. Where the results are the opposite, it is something that you need to pay attention to. Finally, where there is a complete spread, this indicates that people with low scores could perhaps learn from people in areas where high scores were given.

The really important thing is to engage in discussion about the explanations in the questionnaire. If the group is large (more than eight people) you can split into smaller groups and bring the groups back into plenary to discuss their findings. You might want to use questions such as:

- What are the strengths we can build on to take the change initiative forward?
- How can we embed organizational values within the change?
- If there are barriers to cooperation and trust, how can these best be tackled?
- How can we best support the change team if the organization is risk-averse?
- What can we learn from previous setbacks to encourage us in moving forward?
- How do we best align rewards with the direction of our change?
- How can we move the change forward while sensitively dealing with people?
- How can we reduce the potential levels of stress and disruption in the change?
- Do we have the leadership capabilities and structure to carry out the change effectively?

Ensure that you capture all key points on flipchart or other device that can be seen by and modified by group members. Use these key points to feed into the S(strengths), W(weaknesses), O(opportunities), T(threats) analysis session. Allow 30–60 minutes for exploring the results and associated questions.

## C10 EXERCISE

## CUSTOMER COMPLAINTS 2 – THE PUSHCHAIR (STROLLER) THAT 'BITES'

*Purpose: An opportunity to learn from an example of how a customer complaint was handled, understand the potential costs, and decide where improvements could be made to avoid future complaints.*

## PREPARATION

Individually, take five minutes to consider the case study, 'The pushchair (stroller) that bites'; see below. From the information provided, which of the following points apply to this situation?

1 The problem lies within the manufacturing, service or delivery process; ie the solutions lie internally.

2 The problem lies in the way the customer is using the product or service; are directions clear, is it doing what they want it to do?

3 The customer is using the product or service in a reasonable way but not as you intended it to be used.

4 Marketing promises the product will deliver more than is reasonable; maybe to make the product sound better than competitors' products.

5 Marketing is giving a false impression to encourage more sales; but at the cost of dissatisfied customers, wasted or returned products, and your reputation.

From the information provided, how was the complaint handled? Have you any recommendations for the way complaints are handled in the future?

## DISCUSSION

Consider the following:

- The pushchair was ex-display and bought for £375. The full price was £450. We do not have access to the final figure but what do you estimate the complaint cost the company financially? Take into account price from manufacturing to delivery, cost of sales, cost of handling the complaint and any other costs you think are relevant. The compensation was £8,000. There was also £1,000 in legal fees and £600 for

the consultant orthopedic surgeon who assessed the long term damage. All this was paid for by the company's insurers.

(All figures are exclusive of sales or value added tax.).

- If the figures from the media reporting on another manufacturer are applied to the company in the case study, what do you estimate the cost is now?

- What might be the non-financial costs?

- Are there any learning points that might reduce the complaints your organization receives?

Take 15 minutes to discuss your answers with the rest of your group and summarize your conclusions on a flipchart.

## CASE STUDY   The pushchair (stroller) that 'bites'

In 2012, Karen, accompanied by her partner, mother and grandmother went to a shop to buy a child's pushchair that came in two parts: the handle that folded and the seat with wheels. The pushchair was a display model and after purchase was wheeled from the store. Although some features were demonstrated by the sales person, the folding of the handle was not mentioned and no written instructions were provided.

We went on a family holiday together with Karen to France and as Ian took the push-chair out of the car, the handle unfolded and trapped his finger causing a serious injury. If someone with a small finger had unfolded the handle in the same way, the finger could have been cut off or seriously crushed. He had to go to Accident and Emergency to get the wound stitched, which took six hours. Ian was in pain; a nurse came every day to dress the wound, and he was unable to drive or enjoy the swimming pool. We contacted the manufacturer; they were not interested, insisting there must have been an instruction manual with the pushchair, even although we said there were several witnesses to say none was provided. Feeling angry that our complaint was not taken seriously, we then contacted our Citizens Advice Bureau for advice who said Karen had to contact Trading Standards, the government standards authority. Their representative looked at the instructions for this model on the manufacturer's website. She found no mention of any safety instructions for the handle.

We studied various instructions on the back of the pushchair in several languages, but none were relevant. On the pushchair handle a strap had the words *'mise en place avant de promenade'* but this did not mean anything to us because we don't speak French. (Note: Is there a reason that the instructions on the handle were in French? Was the pushchair manufactured in France but bought in the UK?) The pushchair was bought in the company's store in Inverness, Scotland.

Ian plays his whistle semi-professionally with a fiddle group and now has difficulty covering some of the holes. He can no longer play his mandolin having lost feeling on part of his finger.

When we put in a claim for compensation, through our lawyer, the manufacturer sent her a copy of the instructions which they still insisted Karen would have been given. This was in the form of loose sheets, not a bound copy. There was a double sided page with diagrams of how the strap should be used to close the folded handle so it did not spring open and trap your fingers. However, unlike the other pages, this one had a version number and the register marks used to ensure the printing was straight. Remember how Trading Standards found no reference to a safety feature for the handle on the website instructions?

The manufacturer's insurance agreed to pay us compensation. We will certainly never recommend this company and will warn people to be very cautious with its products.

*Further information:* in December 2009 a newspaper reported that a group of British parents sued a different pushchair manufacturer over claims their children's fingertips were severed in accidents involving its fold-up 'umbrella-style' buggies. More than 15 families have sought legal advice amid allegations that the firm knew more than a year ago that its products had injured children.

The newspaper pointed out that safety concerns first came to light a month earlier in November 2009 when the company, which has a UK base, announced a recall of 1 million buggies in the United States after reports of 12 children having parts of their fingers cut off. All single and double umbrella pushchairs in the United States were voluntarily recalled by the company, which said it was providing customers and retailers with a kit to cover the elbow joint on the hinge mechanism.

## C11 FACILITATOR'S GUIDE

# CUSTOMER COMPLAINTS EXERCISE 2 – THE PUSHCHAIR (STROLLER) THAT 'BITES'

This exercise can be used as a warm up to introduce people to the complexities of customer complaints before completing a customer complaint analysis for your organization. The timing is a guide and can be extended if the group is gaining benefit from the discussions.

## GROUP SIZE

We suggest groups contain a maximum of five people to allow everyone to contribute.

## FACILITIES

You require space for each group to work without too much disturbance from the other groups.

## RESOURCES

Each group needs two different coloured pens and flipchart pages, either on a table or a stand. Each person needs a copy of the case study and briefing.

Provide some way of displaying the flipcharts so everyone can see them.

## PROCESS

(Estimated total time: 40 minutes.)

Hand out a copy of the case study with the briefing and the questions to each group member; allow five minutes for them make notes individually.

Allow 20 minutes to discuss the answers in small groups and summarize the conclusions on the flipchart. Allow around 20 minutes to display the flipcharts and hold a general discussion.

Here are some ways of addressing the problems; they may have more ideas:

- The way training was provided during the sale.

- The written/diagrammatic instructions provided; the way the customer used the product.

- The way the complaint was handled (a missed opportunity to find out why the customer did not understand that the strap was for holding the handle closed and for damage limitation).

- The design process.

- The cost to the company's reputation, especially with the extensive use of social media and the speed with which angry customers can tell the world.

- What impression did they get of the company's values?

- Cost to the organization of the one complaint and cost of 1 million recalls.

There is no right answer as to the cost of the complaint because we don't have enough information. The importance of this question is to encourage the group to take a broad view of the financial costs incurred when complaints are not taken seriously and changes made.