

Lean Black Belt Course 3: Effective Leadership and Change Management Participant Workbook



This course will provide an overview of change management and the role an effective leader serves in driving effective and efficient change. The course will introduce you to key change management concepts and provide a model, templates and tools that can be used as guides to successfully implementing your own Lean projects. However, this course does not provide a complete “recipe” for achieving successful change, as each project will require a balance between the science and the art of change management.

MODULES

- ≡ Course Overview
- ≡ 1. The Need for Leading and Managing Change
- ≡ 2. Models of and Approaches to Change
- ≡ 3. Effective Leadership
- ≡ 4. Planning for Change

≡ 5. Conflict Management and Change Resistance

≡ 6. Implementing Change and Monitoring Progress

≡ 7. Review

Course Overview

This introduction aims to prepare you for the content of Course 3 by providing details of the assignment for this course, outlining optional further reading and providing a number of self-assessment questions relating to the preparatory reading for this course.

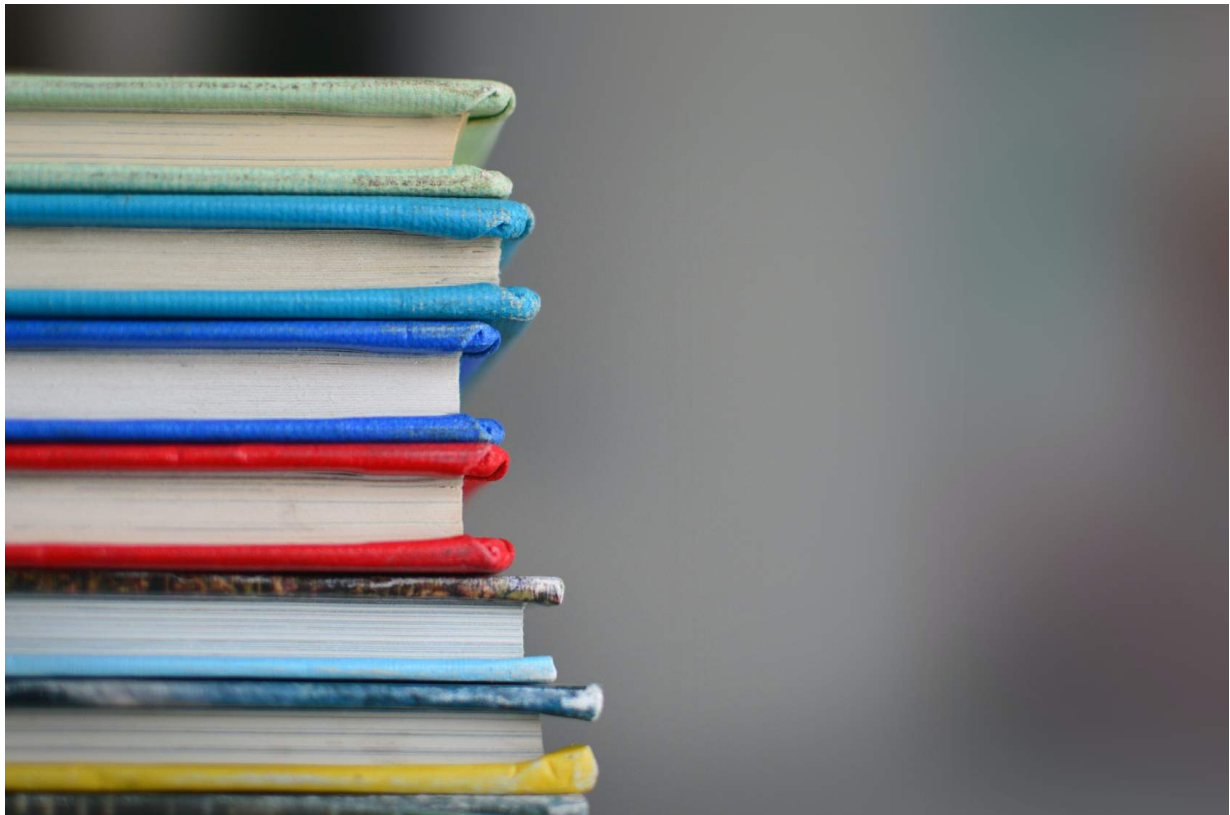
Course Goals

On successful completion of this course, you will be able to:

- ☐ Discuss the need for change management and the people side of change
- ☐ Describe the key role of effective leadership in driving successful change
- ☐ Identify and explain the roles of leadership, project management and change management
- ☐ Define the key elements necessary for an effective approach to managing and leading change
- ☐ Describe the elements of a change plan and how it integrates with a project plan
- ☐ Develop skills in effectively managing change, including identifying and managing resistance to change
- ☐ Understand team dynamics and conflict management

The course consists of seven modules:

1. The need for leading and managing change
2. Models and approaches to change
3. Effective leadership
4. Planning for change
5. Conflict management and change resistance
6. Implementing change and monitoring progress
7. Review



Preparatory Reading

Prior to commencing the modules for this Course, please read this introduction and the following required reading:

1. **Cameron E and Green M 2020**, *Making Sense of Change Management, a complete guide to the models, tools and techniques of organizational change*, Kogan Page, London, Philadelphia. Pages 1–10.
2. **Victoria Quality Council 2006**, *Successfully Implementing Change*. (<https://www.scribd.com/document/187597206/Successfully-Implementing-Change>)

On completing the above required reading, please answer the self-assessment questions in this introduction.

Course Assignment

Your assignment is to investigate the barriers to innovation and change on a Lean or continuous improvement project within your organization that you were directly or indirectly involved in and outline how these barriers could have been overcome using the techniques and concepts taught in this course. This assignment will help you understand these issues in relation to your project and help you analyze the consequences for your organization.

In preparing the report for this assignment, note:

- The executive overview and summary should frame the change in relation to the scale of change and the impact of the change on the key stakeholders and end users. Areas for assessment include but are not limited to: stakeholder analysis, action plans for creating stakeholder engagement, change vision, communications plan and how effective leadership and sponsorship was understood and demonstrated
- The report should identify **what went well** and **what could be improved** related to the “change” and how it was received or adopted by end users and key stakeholders. Please use the information you have learned from the course in framing the lessons learned section. The report should provide enough detail to clearly communicate your understanding of the change initiative and how they would improve the implementation

of the change given the opportunity to apply the effective leadership and change management concepts learned from the course

Assignment Deliverables

The assignment should have a **word count of 8,000 -12,000 words** and include the following:

1

Change Initiative Overview: Provide an explanation or overview of the project you are using as your report/case study. Provide an explanation of any change management approach your organization may or may not have used during the project example. (maximum 1,000 words)

2

Strengths: Provide examples of what worked well for the project. Focus on what, if any, change management techniques were used and how those techniques contributed to the success of the project. (maximum 2,500 words, minimum 1,500 words)

3

Areas for Improvement: Provide examples of what did **NOT** work well for the project. Focus on what areas of change management such as communications, leadership, vision, etc. (all those areas explained in this course) could have been improved on. (maximum 2,500 words, minimum 1,500 words)

4

Lessons Learned: Identify what the top 3-5 lessons learned from the project were (e.g. "leadership needed to be more involved in project communications") and provide detailed examples of the "mistakes made" and what you would recommend for the next project to implement "lessons learned". (maximum 2,500 words, minimum 1,500 words)

5

Gap Analysis: Provide examples that explain how the gaps in achieving significant project success related to how people in the organization accepted and adapted to the change. Examples include a defined change management approach, resources, planning, etc. What steps need to be taken to close the gaps identified before implementing another project? (maximum 2,500 words, minimum 1,500 words)

Summary: Summarize in one or two paragraphs the entire paper and close. (maximum 1,000 words)

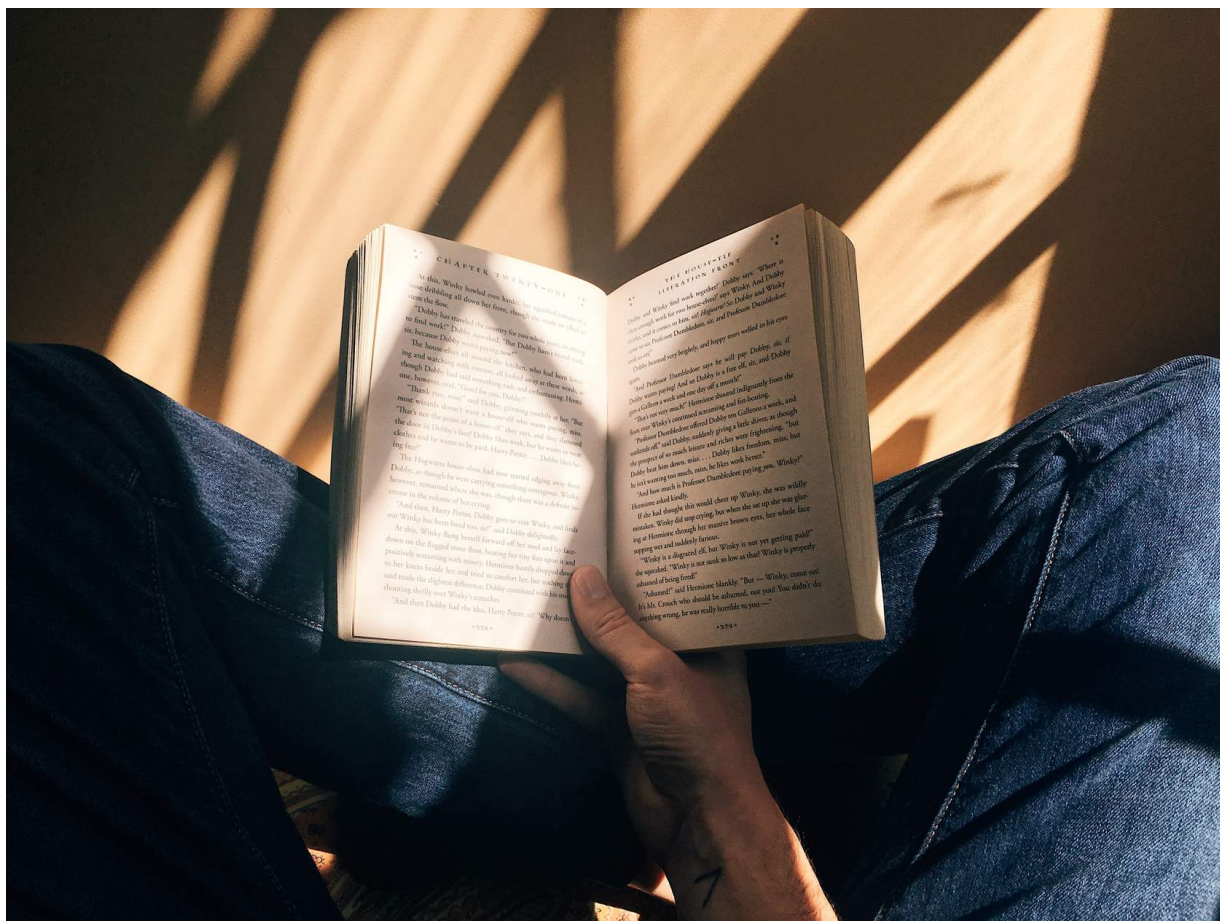
Appendices and graphics or tables should be clearly labeled and accurately referenced. Any specific 3rd party readings used should be indicated and referenced according to author name, publication, edition, date of publication and page number (where relevant). Where a website is used, please include the URL.

Assignment Assessment

The assignment will be assessed by assigning a score out of ten for each of the following assessment criteria:

1. Professional appearance of assignment report
2. Scope of the change defined
3. Evaluation of organizational change readiness
4. Demonstration of effective leadership and sponsorship understanding
5. Evaluation of process and/or people transition
6. Clear statement of the vision for the change
7. Reason for the change clearly identified
8. Evidence of ongoing change assessments (before, during and after)
9. Change communications plan assessment
10. Completeness of thought process

The scores for each component will be totaled to produce an **overall score of 100**.



References and further optional reading

If you would like to do further optional reading about this course's topic, you may wish to consider the following resources that the creators of this course drew on in preparing this course:

- **Cohen D S 2005, *The heart of change field guide, tools and tactics for leading change in your organization*, Harvard Business School Press. **Chapter 1 (Leading Organizational Change)**.**

Preparatory Brief

Video Tutorial: Why Effective Leadership?

The actions and behavior of leadership is the most influential factor in delivering a successful Lean transformation. Leadership must be active, involved, and consistent in the actions, behaviors, and decisions in making these steps happen. Research by Prosci, a renowned change management center, supports the emphasis on these leadership-orientated strategies.

The following video discusses the contributing factors leading to effective Lean leadership.

Video Notes:

Having reviewed the preparatory reading for this course, please answer each of the following three self-assessment questions.

- Briefly describe a change project that you have been involved in.
- Identify the things that went well and what could have gone better in the change project you described above. Examples of the type of issues you might identify include, but are not limited to, communications, participation, planning, execution, stakeholder engagement, visibility of leadership, quality of training and team understanding of processes. Note that the list of issues that you identify here will be discussed throughout future modules.
- Write a single page paper that reviews the Victoria Quality Council article from the preparatory reading for this course. The review should identify what you learned from each case study and how these case studies compare and contrast with your own prior experience (not necessarily confined to the change project that you identified in question 1).

Note on Links:

If you find that a hyperlink used in this course is out of date, please notify us at cdneducationlead@leadingedgegroup.com. You may also be able to find an out of date web resource by searching for the expired URL at <http://archive.org/web/web.php>

1. The Need for Leading and Managing Change

Module Overview

This module outlines the necessity of leadership and management of change for successful results. The module demonstrates why organization change efforts and projects often fail or do not achieve their full potential. The module introduces key concepts that are essential for achieving effective and efficient change.

Modules Objectives

On successful completion of this module, you will be able to:

- Understand four different perspectives on how change impacts human behavior
- Understand five factors that shape how individuals respond to change
- Understand team development and how teams influence change
- Define change management



Required Reading

- **Cameron E and Green M 2020**, *Making Sense of Change Management, a complete guide to the models, tools and techniques of organizational change*, Kogan Page, London, Philadelphia. **Chapter 1, pages 11-64; chapter 2, pages 65-102 and chapter 3, pages 103-115 and 126-140.**

Module Topics

The topics that will be covered in this module are:

1. Four Approaches to Change
2. How to Manage Change
3. Team Change

4. Team Development
5. Change Management Defined
6. Case Study: Pulling a Diverse Distribution System Together

Reflection and Self-assessment

During this module you will be asked to reflect on your motivation, on different approaches to change, on how you define “teams” and how you distinguish “teams” from “groups” and on the types of teams you are a part of. At the end of this module you will be asked to answer two self-assessment questions related to the required reading.

Video Tutorial: Lean Implementation and Change Management

Successful Lean implementation both require and result in change. Lean means changing the ways things were done in the past, and finding a better way to do things. Change occurs before, during, and after any Lean implementation. Never underestimate the importance of change management to successfully disseminate, deploy, and sustain Lean.

The following video describes the importance of change management in Lean initiatives.

Video Notes:

1. Four Approaches to Change

Change is at the core of everything achieved in organizations and in life. Some people adapt to change quickly and others more slowly, but change remains inevitable for all of us.

Going through change is analogous to learning something new. Buchanan and Huczynski (1985) define learning as “the process of acquiring knowledge through experience which leads to a change in behaviour”. To illustrate this, think about when you learned to drive a car. When you were about five years old you were probably unconsciously incompetent (you did not know what you did not know). When you were about 12 years old, you were probably consciously incompetent (you became aware of mom/dad shifting, braking, accelerating, etc.). By the time you were 16–18 years old, you may have prepared for your driver’s license and became consciously competent (you read the drivers manual, followed every rule, paid close attention, etc.). Now that you are older, wiser and more experienced at driving you probably drive to locations and don’t even remember how you got there (unconsciously competent).

The journey towards unconscious competence is summarised by Cameron and Green (2020) in Figure 1.3 on page 15 of Making Sense of Change Management. In Chapter 1, pages 11–13 of the same textbook, a number of perspectives about how change impacts individuals and organizations are identified. Some of these perspectives on change include:

- The behavioral approach to change – how to change people’s behavior
- The cognitive approach to change – how change can be made attractive to people
- The psychodynamic approach to change – how people respond to change
- The humanistic psychology approach to change – how people maximize the benefits of change

This module will explain each of these four perspectives in a little more detail.

1.1 Behavioral Approach to Change

The behavioral approach to change is just as the name implies – focused on how to influence people to change their behaviors in order to support change. This approach to change principally focuses on rewards and punishment.



Reflection: Think about what rewards and punishments (financial, feedback, social, etc.) operate in your organization today. What types of reward motivate you?

When looking at motivation and behavior, Cameron and Green (pages 23–24) focus on two approaches: theory x and theory y from McGregor (1960) and motivating factors from Herzberg (1968).



Reflection: Review both the theory x and theory y and motivating factors approaches and then consider which of these two approaches influences you?

1.2 Cognitive Approach to Change

The cognitive approach to change is based on the premise that we are the result of all of our prior experiences. If we have had positive experiences with change, then we may view change as positive. If we have had negative experiences with change, then we may view change as negative.

Cameron and Green (page 27) state that the cognitive approach advocates the use of goals, with an assumption that the clearer the goal, the greater the likelihood of achievement. The cognitive approach suggests that we pay attention to the way we talk to ourselves about results. Cameron and Green (page 27) explain this with the example that after a particularly good performance one person might say, “I knew I could do it”. Another person might say, “That was lucky, I doubt whether I’ll be able to repeat that.” After a particularly poor performance, one person might say, “I could do a lot better next time.” Another person might say, “I thought as much, I knew it would turn out like this”.

The cognitive approach uses several techniques for changing a person’s beliefs. Some of these techniques are positive listings, affirmations, visualizations, reframing, pattern breaking, detachment, anchoring and resource states and rational analysis. These techniques are explained by Cameron and Green (pages 28–30).

The drawback of the cognitive approach to change is its lack of recognition of the inner emotional world of the individual, and the positive and negative impact that this can have when attempting to manage change.

1.3 Psychodynamic Approach to Change

The psychodynamic approach to change is focused on the premise that people can experience a variety of internal psychological states. The most notable example of the psychodynamic approach is the work on death and dying by Kubler-Ross (1969). Kubler-Ross is explained in more detail by Cameron and Green (pages 32-34), and is referred to again later in this Course. At a high level, the Kubler-Ross model consists of denial, anger, bargaining, depression and acceptance as individuals process change.

An example of the Kubler-Ross model in practice is when someone who is greatly respected leaves an organization or work team. The individuals who remain on the team or in the organization may go through the Kubler-Ross process not believing that the person is leaving, then being depressed or sad at the reality of the team member leaving, moving to bargaining or understanding that if the person left on their own terms that things will turn out the way they are supposed to and moving on to acceptance as the team adjusts to the “new normal” moving forward.

As Cameron and Green (page 36) point out, the psychodynamic process is very complex and individuals may not have an awareness of the phases they are going through. Additionally, each individual processes these stages at varying rates.

1.4 Humanistic Approach to Change


The humanistic approach to change combines some of the insights from the previous three approaches while, at the same time, adding a number of new insights of its own. According to Cameron and Green (page 40) this approach to change emerged in the United States during the 1950 and 1960's. The American Association of Humanistic Psychology describes the humanistic approach as being concerned with “topics that have little place in existing theories and systems: e.g., love, creativity, self, growth...self actualization, higher values, being, becoming, responsibility, meaning...transcendental experience, peak experience, courage and related concepts”.

The humanistic approach has a number of key areas of focus:

- The importance of subjective awareness as experienced by the individual
- The importance of taking responsibility for one's situations

- The significance of the person as a whole entity in the sense that, as humans, we are not just what we think or what we feel – we are not just our behaviours

This theory is partially based on Maslow's hierarchy of needs, outlined by Cameron and Green (pages 42–44). In the same textbook, the authors also provide an outline of Rogers and the path of personal growth (pages 44–46) and the Gestalt approach to individual and organizational change (pages 46–49).

 **Reflection:** Review Maslow's hierarchy of needs, the Rogers path of personal growth and the Gestalt approach and consider what you find to be the most powerful aspects of each one.

In summary, the humanistic approach to change suggests that what makes effective managers is the degree of emotional self-awareness and the ability to engage with others on an emotional level. This approach also states that, without being fully present emotionally in the situation, you cannot be fully effective, and you will not be able to maximize your learning or another person's learning.

2. How to Manage Change

Cameron and Green (pages 52–63) examine how to manage change within ourselves and in others. As individuals leading a change, we will still experience many of the same feelings as those we are leading through the change. Cameron and Green (page 52) use Myers–Briggs Type Indicator™ types to explain how different categories of individual may react to change. The same authors (page 53) identify five factors in responding to change, reproduced as figure 1.1 below.




Figure 1.1: Five factors in responding to change

The above model is powerful because it encapsulates all of the information provided so far about how and why individuals respond to change so differently. As a change leader in your organization, understanding these five factors will enable you to accurately diagnose which of the tools and methods discussed later in this Course may best fit a particular situation.


Furthermore, it is important to remember that almost all changes will initially result in a dip in performance as individuals process a change and progress through the model of unconscious incompetence to unconscious competence (when the change becomes the natural mode of operation or automatic response).

3. Team Change


Team dynamics are a significant part of the change process because most organizational change involves teams. Cameron and Green (pages 66–67) outline a number of definitions of “teams”.

 Reflection: Review the definitions of “teams” described by Cameron and Green and, on the lines provided below, create a definition of “teams” that fits with your experience of your organization today.

It is important to understand the difference between a group and a team in leading a change effort. Team members need to have a more collectivistic view of the work to be done as well as clear and defined roles and responsibilities. Cameron and Green (Table 2.1, page 66) highlight distinctions between groups and teams.

 Reflection: Review Cameron and Green’s comparison between groups and teams. Does the definition you create above allow for a distinction between groups and teams?

Cameron and Green (pages 68–75) review the various types of teams. Types of team include, but are not limited to; work team, self managed team, parallel team, project team, matrix team, virtual team, networked team, management team and change team.

 Reflection: Review Cameron and Green’s description of the different type of organizational teams and, on the lines provided below, outline the various types of team

4. Team Development

Cameron and Green (pages 78–83) review team development. In developing teams, there are five stages of team development that were identified by Tuckman (1965):

1. Forming is stage one when the team comes together and all members are excited about the change and the chance to take on something new. The team is energized about the change.
2. Storming is stage two when, after a period of time, the team begins to test the boundaries of what the various roles and responsibilities are. The project or change may not have a clear vision yet or individuals may understand the vision differently. Personality and other conflicts may arise within the group.
3. Norming is stage three when, after a period of time, the team has processed through conflicts; roles and responsibilities are clarified; the goals of the team are clearer and, in general, the team is working together. This is the most fragile stage in team development as teams may revert back to storming so it is important to be aware that a phenomenon known as “groupthink” may take over. Groupthink is when the team may sacrifice effective dialogue and healthy debate on topics for the sake of “getting along”.
4. Performing is stage four when, after a period of time, the team is completely comfortable with each other; there is respect and appreciation for differences and the team works as a well oiled machine.
5. Adjourning is stage five when, after the project or change is completed, the team breaks apart and moves on to the next challenge.

As a change leader, it is important to identify actions that are appropriate to the team stage of development. If a team is storming you may need to provide more assistance, coaching and facilitating. If a team is performing you may need to loosen the reins and allow the team some creative space, checking in periodically

5. Change Management Defined

Having completed an overview of how individuals may react to change and the challenges of working in teams, we will now move into organizational change, as outlined by Cameron and Green (chapter 3, pages 103–140).

Change management is the application of a systematic approach and tools required to move an organization (or component of an organization) from its current state to a desired future state. The aim of change management is to more effectively and efficiently implement new systems, structures, methods and policies in an ongoing organization.

Change can occur at many levels in the organization, including the following:

- **Organization-wide change** such as an organizational transformation from a decentralized localized national company to a centralized corporately managed organization
- **System or process change** such as implementing a new business process
- **Individual change for example**, altering or creating a new position affecting one or several individuals

Change occurs from two primary dimensions, both of which are inter-related and highly influence the successful outcome of the other:

1. The technical dimension of change.
2. The cultural dimension of change.

The technical dimension of change involves the physical aspects of the change such as new methods, systems, processes and structures. The cultural dimension involves aspects such as

impacts on the values, behaviors, norms and attitudes in the organization with respect to the overall change – the “people side” of change.

These two dimensions are represented by the following equation:

$$E = M \times C$$

Effectiveness of the Change (i.e. achievement of desired result) = Methods (the technical change) x Culture (the “people side” of change).

Note that the interaction is multiplicative, in that there is a high degree of influence and impact of one dimension on the other. In studying change and project management, researchers have found that project failure generally has little to do with technology. The most common reason that organization change efforts and projects are less than successful is due to lack of attention to the cultural and people side of change. The best technical solution can often fail due to the change not being effectively adopted by the organization and its stakeholders.

Most academic institutions, industry analysts and others conclude that between 65 and 80 percent of IT projects fail to meet their objectives, run significantly late or cost far more than planned. As Michael Hammer – a founder of the business process re-engineering management theory – observed in 1993, *“The soft stuff is the hard stuff ... the technology issues are the easiest to deal with and don’t usually make the most difference.”*

Beer and Nohria (2000), describing the success rates of change for major companies state: *“Despite some individual successes, change remains difficult to pull off, and few companies manage the process as well as they would like. Most of their initiatives, installing new technology, downsizing, restructuring or trying to change corporate culture have had low success rates. The brutal fact is that about 70 percent of all change initiatives fail.”*

Prosci (2007) found that 20 percent of change projects exceeded objectives, 40 percent met

their objectives, and 40 percent were failing to meet objectives. The researchers found a clear link between the application of excellent change management practices and the meeting of project objectives, timelines and budgets.

Therefore, for high quality successful change, valid technical solutions must be present combined with an approach to manage the cultural aspects of the change. The “just do it approach” employed by some “leaders” ignores the complexities associated with the cultural/people aspects of change and is rarely successful.

The final component that must be emphasized is effective leadership in driving and managing change. Any change in the organization must have leadership and sponsorship but the larger the change and the more numerous the systems being impacted, the greater the need for more senior management involvement. As noted by W. Edward Deming:

"A system must be managed. It will not manage itself."

"A system must have an aim. Without an aim, there is no system. The aim of the system must be clear to everyone in the system."

Leadership and sponsorship are the responsibilities of executives, senior leaders and organizational managers who authorize, fund and charter projects and change initiatives. These leaders are responsible for making decisions, providing directions and advocating for the particular change – whether it is a strategic direction, creating cultural transformation, a redesigned system or process from a Lean project, restructuring within the organization and/or any type of business change. Leadership plays a critical role in project management oversight and ensuring that the cultural dimensions are addressed. Fundamental change will not occur without commitment and advocacy from leaders and managers.

The next module explores the underpinnings of effective leadership and change management.

6. Case Study: Pulling a Diverse Distribution System Together

A large distribution system with over 50 facilities across the Moduleed States adopted a change model based on John Kotter's change management model (outlined by Cohen 2005).

This major change initiative sought to consolidate new standardized processes to more than 40 facilities in two years. The change model provided the basic principles for successfully leading more than 40,000 employees through smooth transitions to the new processes. The project represented a substantial change in the organization's infrastructure and supported the organization's strategic vision to function as a single system. The project's aims were to reduce costs, streamline critical business functions and make it easier to evaluate and improve performance at individual sites and across the system.

The company considered the human side of the change being as important as the technical side. Key components of the change initiative included:

- Appointing a project manager and executive sponsor at each facility
- Providing change training to change-agents at the system level and some 200 change-agents in local areas to help them lead the transition to the new processes
- Conducting change management training sessions at each local facility
- Performing readiness assessments at facilities to understand their current environments, identifying barriers to change and finding ways to overcome them
- Holding bi-weekly executive sponsor calls led by senior leadership and local business module CEOs

The company instituted an approach to process transition. It identified the most critical processes that would affect each organization, and then met with managers and staff to talk through how the new processes would work in terms of role and policy changes. The organization then created and carried out action plans to ensure a smooth transition and to

address any barriers to success. All programs related to the change initiative included activities that addressed key components of Kotter's Change Model, such as:

- Increase urgency
- Build guiding teams
- Get the vision right
- Communicate for buy-in
- Enable action
- Create short-term wins
- Don't let up
- Make it stick

Rollout of the process changes began with a pilot project, followed by quarterly “wave” rollouts involving specific local organizations. Lessons learned in the earlier waves helped subsequent waves proceed more smoothly. To date, management considers this major change initiative a success. Generally, people are working more closely together across local areas, and between local areas and the central organization.

References and Further Optional Reading

If you would like to do further optional reading about the topic, you may wish to consider the following resources that the creators of this course drew on in preparing this module:

- **Beer M and Nohria N 2000**, *Cracking the code of change*, *Harvard Business Review*, May–June. **Pages 133–41.**

- **Buchanan D and Huczynski A 1985**, *Organizational behaviour*, Prentice Hall, London.
 - **Cohen D 2005**, *The heart of change field guide, tools and tactics for leading change in your organization*, Harvard Business School Press.
 - **Herzberg F 1968**, *One more time: how do you motivate employees?* *Harvard Business Review* (Jan/Feb). **Pages 53– 62.**
 - **Kotter J 1996**, *Leading change*, Harvard Business Review Press.
 - **Kubler-Ross E 1969**, *On death and dying*, Macmillan, New York.
 - **McGregor D 1960, McGregor D 1960**, *The human side of enterprise*, McGraw-Hill, Maidenhead.
 - **Prosci**, *Change management learning centre* (<http://www.change-management.com/>)
 - **Tuckman B 1965**, *Development sequences in small groups*, *Psychological Bulletin*, **63. Pages 384–99.**
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Module 1 Self-assessment

Review the case study and then answer the following two self-assessment questions.

1. What did you learn and what have you experienced that is similar or different from the content in the case study?
2. What could you apply within your organization?

2. Models of and Approaches to Change

Module Overview

This module introduces concepts that underpin effective leadership and change management and also provides an overview of the existing models and approaches to leading and managing change. It identifies the steps involved in moving from a current state through a transition state to a future state. It explores the concepts that should be incorporated into any organizational change initiative, including how best to ensure that change is sustained.

The final section of this module identifies methods to help manage specific transitions related to process and people.

Modules Objectives

On successful completion of this module, you will be able to:

- Identify the forces that drive change in organizations
- Understand how to identify and manage resistance to change
- Understand the Kubler-Ross Grief Cycle theory of how individuals process change internally
- Understand John Kotter's eight step change management methodology
- Understand William Bridges' managing transitions theory
- Identify the leader's role in managing transitions



Required Reading

- **Cameron and Green 2020**, *Making Sense of Change Management, a complete guide to the models, tools and techniques of organizational change*, Kogan Page, London, Philadelphia. **Chapter 1, pages 31-34; chapter 3, pages 112-140.**

The topics that will be covered in this module are:

1. Models of and Approaches to Change
2. Kubler-Ross Grief Cycle
3. Kotter's 8 Step Model for Effectuating Change
4. Kurt Lewin - Freeze/Re-freeze
5. Bridges - Transitions

6. Conclusion

Reflection and Self-assessment

There are no reflection and self-assessment exercises in this module.

1

1. Models Of and Approaches to Change

For effective and efficient change to occur, the forces for change must exceed the forces resisting change. Cameron and Green, in chapter 3, pages 119–121, reference Beckhard and Harris (1987) who describe the relationship between these opposing forces using the following equation:

$$C = [ABD] > X$$

Where:

- C = Change
- A = Level of dissatisfaction with the status quo
- B = Desirability of the proposed change or end state
- D = Practicality of the change (i.e. minimal risk and disruption)
- X = 'Cost' of changing

Factors A, B, and D must outweigh the perceived cost (X) for change to occur.

Ineffective management of the resisting forces can result in projects not meeting their full potential, loss of productivity, valued employees leaving the organization and other negative impacts.

1.1 Force Field Analysis

Kurt Lewin was one of the first researchers to study group dynamics and organizational development and introduced the notion of a force field analysis (Lewin 1951). Such an analysis provides a framework for looking at the factors (forces) that influence a situation. A force field analysis looks at forces that are either driving movement toward a goal or change (helping forces) or blocking movement toward a goal or change (hindering forces).

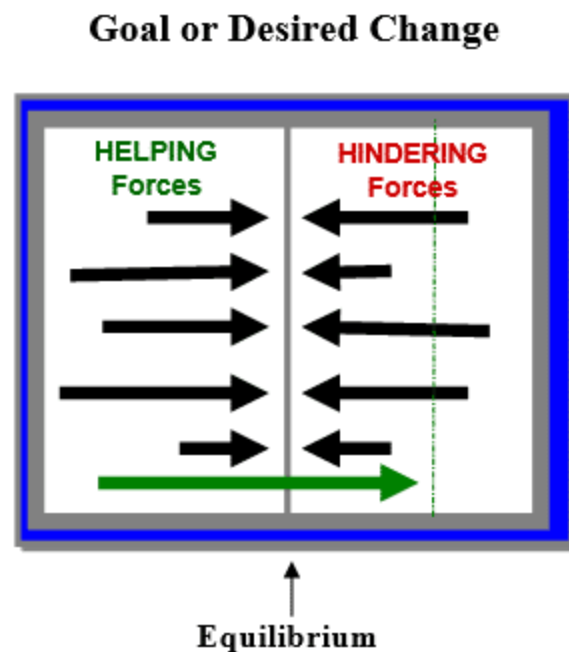


Figure 2.1: Force field analysis – Helping forces exceeding hindering forces

A force field diagram is depicted on the right. In a typical force field diagram, the desired change or goal is depicted at the top of the chart, an equilibrium line is drawn from top to bottom and the helping or hindering items are described by arrows on the other side of an equilibrium line. The relative strength of each item is depicted by the length of its arrow. If the additive strength of the helping forces exceeds that of the hindering forces, a shift toward the desired change or goal will occur (as shown by the dashed line on the chart).

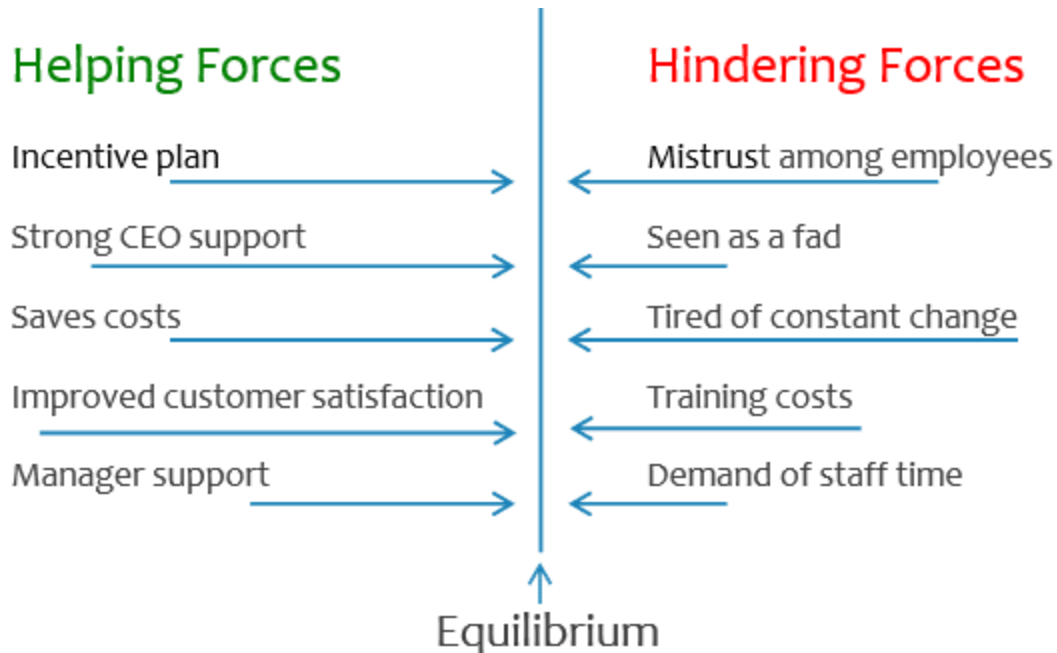


Figure 2.2: Force field analysis with sample helping and hindering forces

Steps involved in conducting a force field analysis:

1. Draw a vertical line down the center of the paper. This represents the crossover point between helping and hindering factors. At the top of the page, label the desired change or the question being addressed. Label the left side of the chart as "Helping" and right side as "Hindering."
2. Brainstorm all the factors for each side of the chart; first those that help the change and then those that hinder the change.
3. Clarify the results and resolve any differences.
4. Agree on the relative impact of each factor in terms of its relative strength to help or hinder the change. Weights can be assigned using a scale (for example, 5 = very strong, 4 = strong, 3 = medium, 2 = low, 1 = weak)
5. For each factor, draw a line from its determined level of impact to the center line.
6. Build an action plan to address the priority factors.

Resistance to change and related conflict should be anticipated and seen as normal. The goal in change management should be to reduce resistance and barriers to change, not necessarily eliminate them.

Some of these reasons for employee resistance may include:

- Not understanding the need for change
- Sensing lack of support of key managers
- Fear of the unknown, changed state
- Sense that prior change efforts were not supported or successful
- Belief that the change initiative is a temporary fad
- Feeling of too much change
- Loss of authority or control
- Loss of status or social standing
- Lack of faith in their ability to learn new skills
- Lack of trust in or a dislike of managers
- Loss of job security

There may be multiple reasons, including more deeply personal reasons. It must be recognized that people work through a psychological change process as they give up the old and come to either adopt or reject a change.

2. Kubler-Ross Grief Cycle

Elizabeth Kubler-Ross published her seminal work in *On Death and Dying* in 1969, which described five stages that patients went through who were terminally ill: denial, anger, bargaining, depression and acceptance. This research has been helpful in understanding the stages people progress through when experiencing significant change. (See Cameron and Green, chapter 1, pages 31-34 for more detail).

Typically, someone facing a significant change may experience an initial period of denial. The person may then begin to realize that the change cannot be ignored, resulting in strong feelings such as fear, anger, helplessness and frustration. The individual may then try bargaining to either try to hang on to the past or to adapt the future state. Finally, the person accepts the change either negatively – with feelings of resignation and complacency – or positively – with renewed optimism regarding the changes.

People work through these stages at varying degrees and levels. The aim of change management is to minimize the depth of these stages.

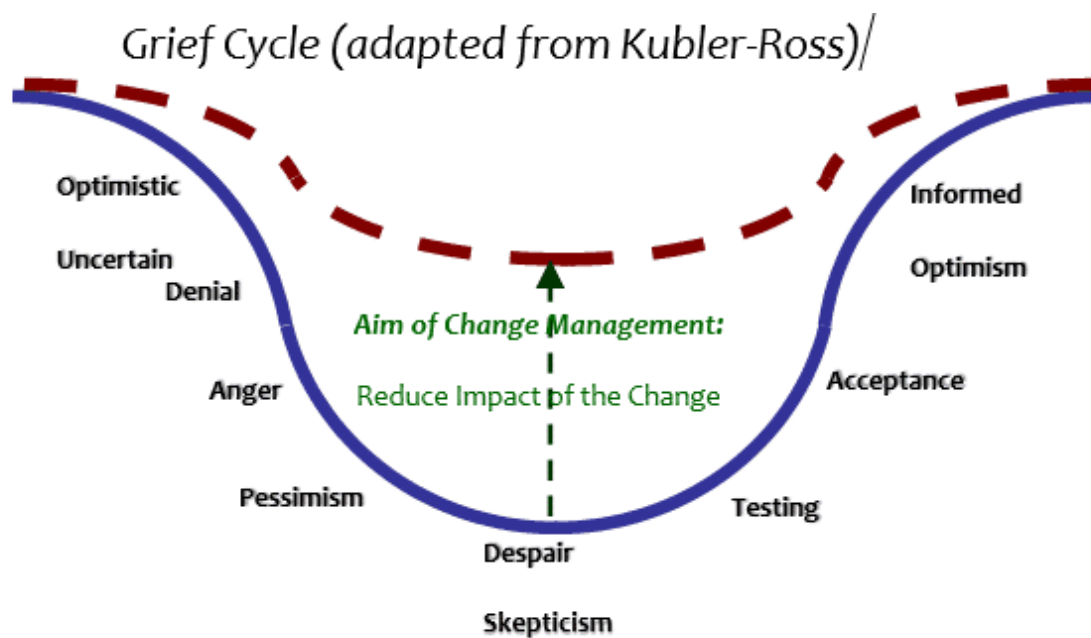


Figure 2.3: Grief cycle (adapted from Kubler-Ross) Source: Cameron and Green

3. Kotter's 8 Step Model for Effectuating Change

Cameron and Green, in chapter 3, pages 117–118, discuss research by John Kotter, a professor at the Harvard Business School, who is regarded as an authority on leadership and change. Kotter offers a comprehensive model to accelerate change and to address many resistance issues. The eight steps of the model as outlined in the 2006 book *Our iceberg is melting* (co-authored with Holger Rathgeber) are listed below. Next to each steps, a number of questions are listed that should be addressed when planning any change.

The 8-Step Process of Successful Change

Create a sense of urgency.

Help others see the need for change and the importance of acting immediately.

Areas of Assessment/Questions

1. Are all project team members aligned around the need for change?
2. Who are the stakeholders? How much importance do they give the initiative?
3. Has the need for change been framed to reflect the concerns of all stakeholders?
4. How can we help increase the sense of the need for change?

Pull together the guiding team. Form a powerful guiding coalition.

Make sure there is a powerful group guiding the change - one with leadership skills, bias for action, credibility, communications ability, authority and analytical skills.

Areas of Assessment/Questions

1. To what extent are leaders:
 - Helping to understand organizational and individual impact?
 - Clarifying roles and responsibility for accomplishing change?
 - Motivating and inspiring for change?
 - Committed to the change and leading by example?
2. What are leaders doing well? What could they improve on?

Develop the change vision and strategy.

Clarify how the future will be different from the past and how you can make that future a reality.

Areas of Assessment/Questions

1. Has a change vision and strategy been clearly articulated?
2. Is the vision and strategy simple and straightforward?
3. Is it the vision and change actionable, motivating and energizing?

Communicate for understanding and buy-in.

Make sure as many others as possible understand and accept the vision and the strategy.

Areas of Assessment/Questions

1. Is the vision shared and understood across the organization?
2. Is the impact of the vision/desired outcomes understood?
3. Is the strategy for the change clearly understood?

Empower others to act.

Remove as many barriers as possible so that those who want to make the vision a reality can do so.

Areas of Assessment/Questions

1. How well has the following occurred:
 - Identification of key stakeholders?
 - Analysis of sources of resistance?
 - Removal of barriers to make change successful?
 - Development of transition plans and crosswalks for role and process changes?

Plan for and produce short-term wins.

Create some visible and unambiguous successes as soon as possible.

Areas of Assessment/Questions

1. Are early successes used to build momentum?
2. Where/How can we build excitement around the initiative?

Don't let up.

Press harder and faster after the first successes. Be relentless with instituting change after change until the vision becomes a reality.

Areas of Assessment/Questions

1. Where are additional commitments needed?
2. Are the right resources allocated at right time, manner and effectiveness?
3. How are we learning from the experience?
4. Is the organization committed to making change a success?

Create a new culture.

Institutionalize the new approaches. Hold on to the new ways of behaving, and make sure they succeed, until they become a part of the very culture of the group.

Areas of Assessment/Questions

What systems, structures and policies need to change to embed the change?

1. Are right talents, skills and competencies in place?
2. Has the right education & training occurred in timely manner?
3. Do reward systems promote behavior needed?
4. Will non-supportive behavior of people in powerful positions be corrected?

Kotter's 8 steps and associated questions

Perhaps the notion of “steps” in Kotter’s model is a misnomer. There is no “recipe” for successful change and in practice, change is not linear. It is often necessary to loop back and address the model components or steps as the needs arise in the change process. Change plans developed and implemented around this model should be regularly monitored and revised as results and learnings occur to ensure the most effective change.

4. Kurt Lewin – Freeze/Re-freeze

Kurt Lewin (1951) also offers a model for change that uses the metaphor of ice melting and refreezing. He proposes three stages to organizational change:

Stage One: Unfreezing the current state

- Examine the status quo
- Increase driving forces for change
- Decrease resisting forces

Stage Two: Moving to a new state through participation and involvement

- Take action
- Make changes
- Involve people

Stage Three: Refreezing and stabilizing the change

By establishing new policies, reward systems, standards and structures

- Make change permanent
- Establish new way of doing things
- Reward desired outcomes

5. Bridges – Transitions

Cameron and Green, in chapter 3, pages 124–127, examine another model that provides insight in producing effective change. William Bridges (1991) – an organizational development consultant – approaches effectuating change by “managing transitions”. He separates the “physical change” (for example, changing a process, equipment, organization structure or job description) from the “psychological change” (the human process of understanding, adapting to and accepting a change).

Bridges outlines that “change” occurs when something new starts or something old stops, and it takes place at a particular time. “Transition” he defines as “the gradual psychological process through which individuals and groups re-orient themselves so that they can function and find meaning in a change situation.” The physical change is relatively simple when contrasted with the psychological transition.

Bridges describes three zones that a person moves through when experiencing a transition.

- **Ending Zone:** Before something new can begin, something must end. Recognize and mark the endings. Endings may mean letting go of power and control, relationships, familiarity, routines and security.
- **Neutral Zone:** The psychological area between the old way and the new one. It is often the time when one hasn't let go of the past or the new way is not yet comfortable. People may feel betrayed, confused, disengaged, anxious, resistant and self-absorbed.
- **The New Beginning:** People develop a new identity, experience new energy and discover a new sense of purpose that makes the change begin to work. There are typically new problems to solve and new opportunities.

William Bridges Ending and Beginnings

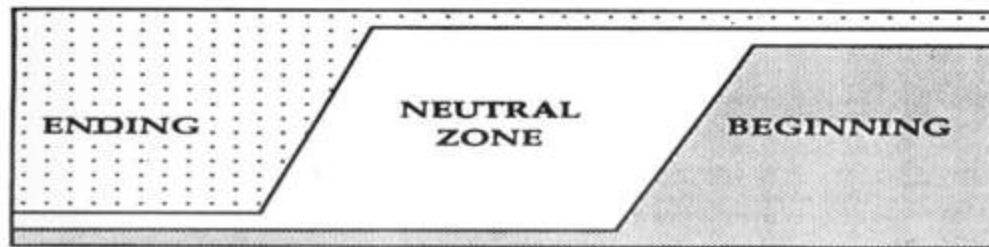


Figure 2.4 Managing Transitions: Making the most of change by William Bridges

It is the role of leaders to lead and manage the organization through these zones.

5.1 The Leader's Role: During the Ending

- Don't overreact to resistance and opposition and allow people to mourn losses
- Recognize that people are resisting letting go of things they have always done or situations they have depended on and may often be distracted sorting through what to let go of and what to shift attention to
- Understand that people crave information
- Leader should help define what it is time to let go of and what people do not have to let go of
- Conduct an event to mark the ending, recognize the need to let go and mark the turning point

5.2 The Leader's Role: In The Neutral Zone

- Recognize people are "reorienting from the old way to the new way" and may feel lost and confused:
 - What are the rules? Who's in charge of what?

- What does the new strategy do to the old priorities?
- Understand that people need:
 - Control (of their situations)
 - Understanding (of what is happening to them)
 - Support (regain the support they used to have)
 - Priorities (clarify and reinforce)
- Express whatever concern you feel for employees and managers
 - Express concern by listening
 - Really hear what others are saying
 - Listen to “bottom-up” communications
- Identify and help employees address barriers to transitions
- Take stock of your own situation as a leader
 - How has your role changed?
 - How have your personal plans been impacted?
 - What do you need to let go of and refocus on?

5.3 The Leader's Role: The New Beginning

- Allow enough flexibility in the details of your planned changes to allow people to customize their situations to fit
 - Your fundamental plan may not change but specific particulars may need adjustment
- Help others understand how they can contribute to the vision and change at their level
- Reward new behavior and attitudes
 - Plan how you are going to explain, encourage and reward new behaviors the changes will require

- People are trying out new behaviors that may not feel normal or natural
- Remember you are further along in transition than your followers
 - You have known about the change longer
 - You have a broader context and understanding

6. Conclusion

For more information relating to the approaches described in this module, please read Cameron and Green, pages 103–140.

To be an effective leader, manager or consultant to change, it is important to understand the fundamental concepts of change and related models and approaches. As leaders of change, we must have the knowledge to select appropriate approaches for particular situations. For certain, efficient and effective change will not occur without solid leadership, whether it is at the individual, team or organizational level. Change leadership is explored in more detail in the next module.

References and Further Optional Reading

If you would like to do further optional reading about the topic, you may wish to consider the following resources, which the creators of this course drew on in preparing this module:

- **Beckhard R F and Harris R T 1987**, *Organizational Transitions: Managing complex change*, Addison-Wesley, Reading, MA.
- **Bridges W 1991**, *Managing Transitions*, Perseus, Reading, MA.
- **Kotter J 1996**, *Leading change*, Harvard Business Review Press.
- **Kotter J and Rathgeber H 2006**, *Our iceberg is melting*, St Martin's Press, New York.
- **Kubler-Ross E 1969**, *On death and dying*, Macmillan, New York.
- **Lewin K 1951**, *Field Theory in Social Science*, Harper and Row, New York.
- **Prosci**, Change management learning centre. (<http://www.change-management.com/>)

3. Effective Leadership

Module Overview

This module outlines how effective leadership relates to ensuring successful change. The module discusses the difference between leadership and management and focuses on the importance of establishing urgency for change, creating a vision for change and enabling the organization and key stakeholders through communication, removal of barriers and conflict management. The module explores key leadership characteristics and the factors involved in successfully leading change.

Modules Objectives

On successful completion of this module, you will be able to:

- Understand the role leaders have in managing change and organizational transition
- Recognize the role of sponsorship and project management in change management
- Identify the competencies and characteristics a leader must possess in order to effectively lead change



Required Reading

- **Cameron E and Green M 2020**, *Making Sense of Change Management, a complete guide to the models, tools and techniques of organizational change*, Kogan Page, London, Philadelphia. **Chapter 4, pages 141–203.**

Module Topics

The topics that will be covered in this module are:

1. Effective Leadership
2. Leadership Roles
3. John Kotter Change Management Methodology
4. Prosci Sponsor/Leadership Research

Reflection

In this module you will be asked to reflect on your ideas about leadership. There are no self-assessment questions for this module.

1

1. Effective Leadership

Leadership of any change initiative is critical to success. In 2007 research conducted by Prosci, 426 companies surveyed indicated that the number one reason for poor change management success was lack of active and visible executive sponsorship. Participants in the survey cited this factor four times more frequently than any other area impacting change. Participants indicated the need for leaders to be more accessible, visible, involved, committed and knowledgeable about the change.

There are many reasons why leadership is a key ingredient for successful change. People tend to pay attention to what their leaders – their “bosses” – say and do. If a leader is not committed to a change, it is unlikely that their lower level managers and employees will be committed or have the power to drive the sustained fundamental change.

For change projects to be most efficient and effective, visible commitment and advocacy for the change must be exhibited by the most influential executives in the organization. In addition, those leaders and managers that have a key or direct stake in changing the specific systems, processes or policies and may commit to and advocate the changes. If people do not see the organization’s influential leaders backing a project, they will be very unlikely to change. Sirkin, Keenan and Jackson in their October 2005 Harvard Business Review article The hard side of change management claim that no amount of top-level support is too much.

They add, “When you feel that you are talking up a change initiative at least three times more than you need to, your managers will feel that you are backing the change.”

One useful approach to determining what leadership actions are working is to simply ask if “this leadership action or decision is increasing organizational commitment or detracting from it?”

Cameron and Green, in chapter 4, pages 142–143, state that the first basic ingredient of leadership is a guiding vision – that the leader has a clear vision or idea of what is needed.



Reflection: When you think of strong and visionary leaders what names come to mind?

You may have thought of names like John F. Kennedy, Martin Luther King, Margaret Thatcher, Winston Churchill or others. The trait that these diverse groups of leaders have in common is a great sense of vision and the ability to communicate and enlist others in their vision.

Cameron and Green, on table 4.1, page 142, outline the difference between managers and leaders. Review this table and consider what key strengths you possess and what key strengths you may need to develop.

Cameron and Green also outline the classification by Peter Senge (1999) of three important, interconnected types of leader; local line leaders, executive leaders and network leaders:

1

Local line leaders are the front line managers who make the core processes work. Without these people no significant change will happen.

2

Executive leaders are management board members. These leaders are responsible for three key things: designing the right innovation environment and the right infrastructure for assessment and reward, teaching and mentoring local line leaders and serving as role models to demonstrate their commitment to values and purpose.

3

Network leaders are people who work at the interfaces between project groups, functions and teams where significant organizational challenges occur. Network leaders are guides, advisors, active helpers and access facilitators, working in partnership with line leaders.

2

2. Leadership Roles

Effective leadership is one of three key roles in effectuating successful change. The Prosci Project Change Triangle highlights the three general roles for successful projects (depicted below). They are leadership, project management and change management.

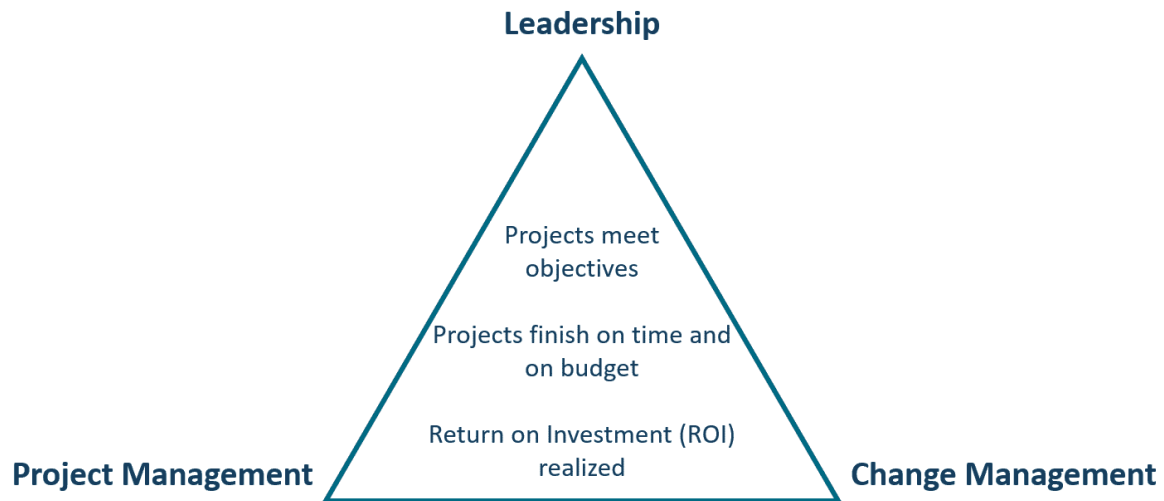


Figure 3.1: Prosci Project Change Triangle (PCT) Model

Key aspects of these roles are summarized in the following table:

Leadership/Sponsorship	Change management	Project management
------------------------	-------------------	--------------------

Leadership/Sponsorship	Change management	Project management
<ul style="list-style-type: none"> • Responsible for making decisions, providing direction and demonstrating commitment and advocacy to the particular objective and related projects and changes • Establishes the strategy and direction • Effective changes must be clearly aligned with the vision and strategy of the organization • Leadership plays a key role in project management oversight and change leadership participation as an active and visible sponsor • Applies the change models and tools for effective change 	<ul style="list-style-type: none"> • Applies the change models and tools for effective change • Includes improvement resources and may include change agents, communications , training and knowledge management resources • Change resources are the concepts, methods and tools used to manage the people side of a change 	<ul style="list-style-type: none"> • Represents the fundamentals of managing a project, including the design of work tasks and the management of resources to implement changes on time and on budget • Applies the change models and tools for effective change

The ultimate responsibility and accountability for the change cannot be ignored by leadership. Leadership must effectively lead and coordinate the key aspects of the change effort.

Video Tutorial: Essentials of Lean Leadership

Black Belts on Lean projects are certified full-time continuous improvement, or CI, project and technical team leaders responsible for implementing process initiatives within organizations. Black Belts are highly skilled in the use of Lean methodologies and tools, facilitation and change management, and in leading CI teams to reduce waste and costs to increase efficiency, productivity, and customer satisfaction levels.

The following video describes the essential roles and skills of Lean leadership.

Video Notes:

3. John Kotter Change Management Methodology

Leadership underpins each of John Kotter's eight steps, described in the previous module. In particular, Kotter recommends that leadership focus on the following steps to establish a

solid foundation for the change initiative (see Cameron and Green, page 180–183):

1. Establishing a sense of urgency.
2. Creating the guiding coalition.
3. Developing a vision and a strategy.
4. Communicating the change vision.

4.4. Prosci Sponsor/Leadership Research

Leadership must be active, involved and consistent in the actions, behaviors and decisions in making these steps happen. Research by Prosci supports the emphasis on these leadership-oriented steps. This research has found that the greatest contributors to success in over 400 companies studied were:

- Effective sponsorship from senior management in terms of active visible support, ongoing support throughout the life of the initiative, acting as role models for the change, communicating and being ambassadors for change
- Buy-in from front-line managers and employees which enabled the organization to change
- Continuous and targeted communication throughout the project, tailored to meet the needs of various stakeholders and audiences
- An experienced credible team (i.e. guiding coalition) that maintained good internal relations, networking and feedback mechanisms in the organization
- A well-planned and organized change management approach

Relative to a specific change initiative, a leader should exhibit certain competencies and characteristics if they are to be effective. These include the following:

- Knowledge of change management processes and principles
- Understanding of and support for the change initiative
- Ability and willingness to be an active and visible sponsor of the change
- Experience and success rate as a sponsor of past change projects
- Ability to communicate the vision and the need for change to employees and managers
- Capacity to generate respect, support and attention from employees and managers
- Ability to influence and build support with other business leaders
- Ability to provide resources and funding for the project
- Degree of direct control over the people and processes being impacted by the change
- Degree of direct control over the systems and tools being impacted by the change

A leader can be assessed relative to these factors to determine if the right leader(s) are involved in the change effort and to anticipate potential issues that may arise when moving forward with the change. Ultimately employees need to hear about change from two types of leaders:

- 1 The most senior person involved in the change – this is the person best suited to communicate business messages around the change.
- 2 The line manager – this is the person better suited to communicating more personal messages, translating the change into a “local context” and assisting in individual and group transitions.

For significant change efforts, a leader may utilize a change agent to help facilitate change. The role of a change agent includes the following:

- Facilitator of change
- Helps the sponsor(s) stay aligned with the change plan
- Responsible for coaching sponsor(s) on change progress

- Expert resource for change models and tools

It should be stressed that the change agent cannot assume the role of the sponsor. The change agent typically does not have line or operational responsibility and the ability to drive the change is minimal.

The critical role of leadership in driving successful change cannot be underestimated. In subsequent modules, an approach for planning and implementing change is described.

References and Further Optional Reading

If you would like to do further optional reading about the topic, you may wish to consider the following resources, which the creators of this course drew on in preparing this module:

- **Kotter J 1996**, *Leading change*, Harvard Business Review Press.
 - **Prosci**, Change management learning centre. (<http://www.change-management.com/>)
 - **Senge P, Kellner A, Roberts C, Ross R, Roth G and Smith B 1999**, *The Dance of Change*, Nicholas Brealey, London.
 - **Sirken H L, Keenan P and Jackson A 2005**, *The hard side of change management*, Harvard Business Review, Oct.
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4. Planning for Change

Module Overview

This module introduces the concepts of preparing and planning for change and how a change plan integrates within an overall project plan. The module reviews scope of change, organizational readiness and the capability requirements for leaders of change. The module introduces various sponsorship and organizational change structures that can support and drive change initiatives.

Modules Objectives

On successful completion of this module, you will be able to:

- Understand the rationale for identifying the scope of a change project
- Assess the capability and readiness of an organization, leaders and managers to lead change
- Determine and develop an appropriate sponsorship coalition
- Carry out a stakeholder analysis
- Develop change plans



Required Reading

- There is no required reading for this module.

Module Topics

The topics that will be covered in this module are:

1. Planning for change
2. Understanding the scope of change
3. Assessing the capability and readiness of the organization
4. Determining and developing a sponsorship mode
5. Determining and developing a change strategy and structure

Reflection and Self-assessment

At the end of this module you will be asked to answer a self-assessment question related to planning a successful change project in your organization.

1

1. Planning for Change

Previous modules in this course have introduced various concepts, models and approaches to change, while emphasizing that there is no one solution or recipe for change. Managing change depends on many parameters, such as the context for change, type of change desired, the existing culture and the individuals and organizations involved to name a few. So how does one go about preparing the organization for change given these complexities?

Cameron and Green (2009) reference Roberto and Levesque (2005) who suggest you need to plan for change long before the change is going to take place:

“...the seed of effective change must be planted by embedding procedural and behavioural changes in an organization long before the initiative is launched. To achieve institutionalization, core process and enabling conditions must be embedded into the organization well before the change initiative is rolled out...to embed change in an organization, managers have to create the conditions that enable employees to take ownership of the new procedures and systems and integrate and apply the key principles of the initiative to the way day-to-day work is done.”

Cameron and Green (2009) outline the four “antecedent processes” that Roberto and Levesque suggest contribute to enabling an environment in which change can occur:

- 1 Chartering
- 2 Learning
- 3 Mobilizing
- 4 Realigning

Please also review the tables below, which summarize the examination by Balogun and Hope Hailey (2004) of the “levers” (for example, time, scope, capability and readiness for change) that can be pulled to implement successful change as well as the “design choices” (for example, change path, change style, change role) that can be considered when planning change. Planning for change involves drafting plans related to these aspects and specifying how a change or project will be effectively managed from the perspective of the “people” side of change. The following activities are included in the planning:

- Understanding the scope of change
- Assessing the capability and readiness of the organization, its leaders and managers to lead and make the changes
- Determining and developing a sponsorship model including expectations, roles and responsibilities (including sponsorship coalition)
- Determining and developing change strategy and organizational change structure including expectations, roles and responsibilities
- Assessing and preparing leaders, sponsors and change resources through on-boarding, coaching, training, education, etc.
- Determining success measures for the project
- Developing change plans
- Integrating change plans with the overall formal project plan

Video Tutorial: Leadership Requirements for Successful Lean Implementation

Successful leaders understand how to develop and implement high level three-to-five year Lean transformation roadmaps. These plans start with preparing to transform, followed by building the infrastructure. Then, improvements are made and sustained, the transformation is expanded, and continuous improvement becomes the new culture.

The following video discusses the requirements for successful Lean implementation.

Video Notes:

2. Understanding the Scope of Change

It is important to understand the magnitude of change that may occur as a result of the project. A larger scope of change requires more intense application of change models, tools and resources. Identifying the scope of change is necessary in order to understand the resource intensity of the effort, the amount of change resources required and the activities needed to produce the most effective and efficient change.

In identifying the scope of change, it is helpful to:

- Identify the situation that brought about the change
- Identify the size and characteristics of the change
- Begin to understand the current state
- Begin to understand what the future state will be and look like

The magnitude and scope of change assessment should consider the following aspects:

- Scope of change (process, department, cross department/function, organization-wide)
- Number of impacted employees
- Variation in groups that are impacted
- Type of change (i.e. simple, complex, many aspects)
- Degree of process change
- Degree of technology and system change
- Degree of job role changes and impacts
- Degree of organization restructuring
- Amount of change overall (i.e. Incremental versus radical change)
- Impact on employee compensation
- Reduction in total staffing levels
- Time frame for change

Project leaders or sponsors should ensure that this step occurs and can be done by convening project leaders

3. Assessing the Capability and Readiness of the Organization

An organization readiness assessment can identify factors that will “help” or “hinder” the change effort. It assists in anticipating and addressing the challenges that may be encountered as a result of the change or as changes are implemented.

The areas that should be examined when assessing organization readiness are outlined in the following table:

Area to Be Examined	Assess Whether
A. The perceived need for change among employees and managers	<ul style="list-style-type: none">• A compelling business need for change is visible• Employees are dissatisfied with the current state• Employees do not view change as necessary• Employees are satisfied with the current state

Area to Be Examined	Assess Whether
B. The impact of past changes on employees	<ul style="list-style-type: none"> • Employees perceive past changes as positive • Employees perceive past changes as negative
C. Change capacity	<ul style="list-style-type: none"> • Competing priorities exist, including those relating to changes already underway
D. The success of past changes	<ul style="list-style-type: none"> • Past changes were successful and well-managed • Many failed projects occurred and changes were poorly managed
E. Shared vision, direction for the organization and for the specific change	<ul style="list-style-type: none"> • A widely shared and unified vision exists for the organization and the specific change • Many different directions and shifting priorities are occurring
F. Resources and funding availability	<ul style="list-style-type: none"> • Adequate resources and funds are available or are limited

Area to Be Examined	Assess Whether
G. Organization's culture and responsiveness to change	<ul style="list-style-type: none"> • Culture is open and receptive to new ideas and change • Culture is closed and resistant to new ideas and change
H. Organizational reinforcement	<ul style="list-style-type: none"> • Employees are rewarded for risk taking and embracing change • Employees are rewarded for consistency and predictability
I. Leadership style and power distribution	<ul style="list-style-type: none"> • Leadership power is centralized or distributed
J. Executives/senior management change competency	<ul style="list-style-type: none"> • Business leaders demonstrate effective sponsorship on change projects • Business leaders lack sponsor skills and knowledge

Area to Be Examined	Assess Whether
K. Middle Management change competency	<ul style="list-style-type: none"> • Managers are highly competent at managing change • Managers lack knowledge and skills for managing change
L. Employee change competency	<ul style="list-style-type: none"> • Employees are highly competent at managing change • Employees lack the knowledge and skills for managing change

The level of detail and breadth of the survey will depend upon the scope of change. A larger change scope would need a more detailed and intense organizational readiness assessment. Conducting a readiness assessment provides a look into the organization and identifies cultural and organizational barriers to successful change. Plans and activities to mitigate the barriers must be developed.

The assessment should occur at project initiation; however, periodic assessments may be helpful during the project to identify progress and/or problem areas. Consideration should be given to utilizing a confidential and/or anonymous survey approach that may involve an external resource. These assessments could be combined with other assessments but the change assessment is focused on the people side of change.

4. Determining and Developing a Sponsorship Model

Effective sponsorship is the number one variable impacting successful change. It is therefore critical to determine the sponsorship necessary to drive success and create the appropriate relationships between sponsors and stakeholders.

It is important to develop the necessary leadership and sponsorship coalition (i.e. the group of leaders whose engagement is needed to ensure efficient, effective and successful change), to identify where sponsorship skills may need to be developed and to determine if there are pockets of resistance that need to be addressed. A sponsorship model should be reviewed and decided upon early, with decision-making authority and methods clearly established. The complexity of the sponsorship model depends on the scope of change. A larger change scope would need a more structured and defined sponsorship model and usually a larger number of committed sponsors.

4.1 Sponsor

The primary or executive sponsor is the leader that is ultimately responsible and accountable for the initiative and achieving its intended results. The sponsor should be in a position of sufficient authority to drive the change and remove barriers to success.

4.2 Sponsorship Coalition

The sponsorship coalition consists of the leaders, managers and other stakeholders that must be advocates for the change in order for it to achieve the desired results in the most effective and efficient manner. Members of the sponsorship coalition are in a position to lead, manage and establish expectations and significantly impact change. The coalition addresses the cascading and functional sponsorship needs of the change initiative or project. Expecting a manager or supervisor to be committed to a change is unrealistic if his or her direct supervisor is not committed.

4.3 Key Sponsor Responsibilities

The key sponsor:

- Champions the changes within the organization
- Displays visible, active and public support needed to convey organizational commitment to the project
- Understands the organization, the planned changes and the impacts
- Understands and communicates the importance and benefits/value of the project
- Helps remove any barriers that may impact the success of the project
- Commits the resources necessary to make the project a success
- Communicates 'lessons learned' and successes throughout the project
- Alters systems and structures as needed to drive success (for example, training, communication, rewards and organization structure)

4.4 Understanding Key Stakeholders

Stakeholders are people who have some form of interest in the change. They can be responsible for sponsoring the change at some level or they can be the targets of the change, managers or other interested parties. It is important to identify the stakeholders early, including their level of required enrollment in the change process. Key questions to answer in the earliest stakeholder identification analysis include:

- Who are the key leaders and stakeholders for the change?
- What is their current level of enrollment versus the level of enrollment needed?
- What activities need to occur to increase enrollment?

4.5 Stakeholder/Sponsor Enrolment Plan

The following chart can be used to assess the current state of key sponsors and stakeholders relative to where they need to be for the project to be successful. In the case of the sponsor driving the change, it is important to consider the skills level that they have in change management. If this is limited, then a coaching plan should be considered.



Figure 4.1: Enrolment Plan Chart (Adapted from Cohen, 2005)

4.6 Engaging the Stakeholders: The Enrolment Process

The following table defines five key aspects of the enrolment process and summarizes the principal strategy relating to each one.

	Awareness	Understanding	Collaboration	Commitment	Advocacy
Definition	Stakeholders are aware of and understand change purpose and progress	Stakeholders have a sound understanding of the benefits and the implications of the change for them	Stakeholders support the change, believe it is worthwhile, and would act if prompted	Stakeholders proactively communicate and take action required in support of the change	Stakeholders take initiatives to improve and sustain performance
Strategy	Stakeholders are kept Informed	Stakeholders are participating in project	Stakeholders are given meaningful roles	Stakeholders are given accountabilities	Stakeholders are given ownership

Figure 4.2: Enrolment Process Chart

5. Determining and Developing a Change Strategy and Structure

The change strategy and organizational change structure deployed should clearly identify the appropriate mix and level of change resources necessary to make the initiative a success. The change strategy and structure provides the foundation for establishing the working relationships between project teams and change resources. Larger scale change projects are likely to have relatively more dedicated resources in terms of change agents, communication and training resources.

More dedicated change resources may be required if assessments conducted reveal the following:

- The project scope is large
- The readiness of the organization is weak
- Leaders and sponsors are less prepared and competent in change concepts, methods and tools
- The barriers or hindering factors to change are numerous

The purpose of dedicated change agents and resources is to accelerate change by ensuring the “people-side” of change is adequately addressed. If dedicated change agents are used as a part of the change resources on a project, their role may include advising and assisting project sponsors, project managers, other project leaders and managers in leading and managing change, including:

- Conducting change assessments
- Conducting orientation to change models, methods and tools

- Conducting/coordinating change planning sessions for sponsors and stakeholders
- Creating an understanding of desired outcomes/vision and a shared need for the change or initiative
- Conducting stakeholder assessments and plans
- Identifying barriers and developing plans to mitigate these barriers
- Identifying metrics and monitoring process
- Facilitating transitions from current to future state
- Scheduling regular meetings with project sponsors, leaders, management, functional leads and teams and other change resources to
 - Identify barriers or issues needing resolution to facilitate change
 - Monitor progress
 - Identify and facilitate sharing of key learnings

For complex change projects, consideration may be given to developing a change resource team that can help monitor, plan and drive the implementation of the change:

- The team members should represent a variety of functions, departments and levels in the organization
- Team members need to have excellent communication skills, have business influence, be committed to the change and know the business. Change management experience would be an asset
- The team does not have to be working on the project full time, but must be able to commit some time to the project as is deemed necessary to ensure success
- The team may require some team development to provide a common understanding of the business issues that motivated the change and the future state for the organization
- The team needs to identify roles and responsibilities in the implementation of the change plan

5.1 Assessing and Preparing Leaders, Sponsors and Change Resources

For major change initiatives, it is essential to have sponsors, leaders and change resources competent to address the people side of change. This will lead to a more efficient and effective project and change effort. Preparing sponsors, leaders and change resources for the change ensures that they are prepared to lead and support the organization through the transition from current to future state.

If the assessments indicate a gap in the organization in terms of its readiness and competency to drive successful change, more formal coaching, education and development plans should be developed. A basic competency with respect to change models, methods and tools should exist in the organization.

5.2 Determining Success Measures for the Project

It is essential for the desired results of the project to be clearly identified so that all efforts of the change project can be aimed at meeting those intended results. Clearly identifying these up-front, including how the metrics will be measured, will eliminate downstream confusion when assessing progress and success. When the success measure is clearly stated at the beginning of the project it provides a compass for the team to continually validate that their specific project measures and activities are aligned with the overall project destination. It also helps the team create a common vision of the desired outcomes of the initiative.

5.3 Communications

The overall change plan should contain a plan for effective communication. The following template contains the elements that are addressed in a basic communications plan.

Audience/ Stakeholder	Key Message/ Content	Delivery Mechanism	Timing	Responsibility

Figure 4.3: Communications Plan Template Table

5.4 Developing Change Plans

A plan should be developed that ensures the project leader will address the components of a solid change model. Kotter's model described in Module 3 is a useful model to guide plan development. The plan should ensure that all eight components of Kotter's model are addressed.

The change plan should clarify all the change activities that need to be conducted over the course of the initiative to ensure effective and efficient change by leaders and change resources supporting those leaders. The change plan must be integrated with the overall project plan to ensure appropriate resourcing, monitoring, responsibility and accountability occurs.

It may be useful to conduct a change planning session. Such a structured session results in a plan owned by leadership to ensure each of the components of Kotter's model are sufficiently addressed. Ensuring the project adequately addresses the components of the model is essential to realizing the most efficient effective project results.

The change planning session should include the key leaders and stakeholders necessary to drive successful change. It should be led by the overall sponsor and can be supported by the change agent.

References and Further Optional Reading

If you would like to do further optional reading about the topic, you may wish to consider the following resources that the creators of this course drew on in preparing this module:

- **Balogun J and Hope Hailey V 2004**, *Exploring Strategic Change*, FT/Prentice Hall, Harlow.
 - **Cameron E and Green M 2009**, *Making Sense of Change Management, a complete guide to the models, tools and techniques of organizational change*, Kogan Page, London, Philadelphia.
 - **Cohen D 2005**, *The heart of change field guide, tools and tactics for leading change in your organization*, Harvard Business School Press.
 - **Kotter J 1996**, *Leading change*, Harvard Business Review Press.
 - **Roberto M and Levesque L 2005**, *The art of making change initiatives stick*, Sloan Management Review, Summer.
-

Module 4 Self-assessment

1. Given the information in this module, describe how you would approach planning for a significant organizational change in your organization related to a Lean initiative, outlining the steps you would involve in planning to ensure that change will be successful.

5. Conflict Management and Change Resistance

Module Overview

This module reviews conflict management and resistance to change. The module overviews the sources of team conflict and resistance, reviews assessment tools and introduces a number of strategies to manage and overcome resistance and various types of conflict.

Modules Objectives

On successful completion of this module, you will be able to:

- Identify a number of potential sources of conflict and change resistance
- Use the appropriate tools to create a safe environment to deal with and manage resistance to change
- Use appropriate tools to manage conflict and the types of conflict that may arise during change and transition
- Develop change resistance plans



Required Reading

- **Cameron E and Green M 2020**, *Making Sense of Change Management, a complete guide to the models, tools and techniques of organizational change*, Kogan Page, London, Philadelphia. **Chapter 4, Pages 141–203.**

Module Topics

The topics that will be covered in this module are:

1. Conflict management
2. Seven “S” framework
3. Organizational and group conflict
4. Strategies for dealing with resistance

Reflection and Self-assessment

In this module you will be asked to reflect on your experience of change projects. At the end of this module you will be asked to answer three self-assessment questions related to dealing with conflict.

1

1. Conflict Management

In a mature team or organization, a certain degree of conflict can be synergistic, leading to major breakthroughs and forward movement. Conflict may be beneficial, making groups effective, energetic, creative. It can also release tensions, leading to change; but it can also be disruptive.

Conflicts may occur in the organization, among leaders, managers and employees due to many factors. Any individual, team or organizational change is a potential source of conflict. At a very fundamental level, there may be a gap in the perceived need for change and/or the vision or desired outcome of the change. Similarly, the change may challenge many aspects of the status quo. At an individual level, conflict can occur as a result of divergent values and vision with the organization as well as changes in an individual's role.

In one large North American company with over 70 operating sites, the decision was made to standardize supply procurement, inventory management, payroll and human resource benefits and policies. Tremendous conflict and, as a consequence, resistance existed among many of the CEOs of the operating modules because their need for change and vision of the change was not aligned with the system or corporate vision. Tremendous frustration, costs, rework, and attrition occurred as a result of this conflict and resistance. The CEOs who exhibited true commitment and advocacy for the changes experienced a much smoother


implementation and transition with fewer issues at “go-live”.

The goal in change management should be to reduce the conflict that can underpin resistance to change.

2. Seven “S” Framework

Cameron and Green (2009), describe a seven “S” framework. This framework outlines seven aspects of an organization that may need to adapt to in order to drive and sustain an organizational change. Until those adaptations are made, conflict and resistance may result. The seven categories include the following:

1. **Staff:** Important categories of people.
2. **Skills:** Distinctive capabilities of key people.
3. **Systems:** Routine processes.
4. **Style:** Management style and culture.
5. **Shared values:** Guiding principles.
6. **Strategy:** Organizational goals and plan, use of resources.
7. **Structure:** The organization chart.

 **Reflection:** Think about a recent change in your organization. Review the seven categories above and identify the areas that were adapted or needed to be adapted to create efficient, effective and successful change. What were the sources of conflict that occurred relative to these seven areas? What could have been done differently to close the gap between the status quo and the changes needed in the seven areas?

3. Organizational and Group Conflict

Generally, conflict in an organization and groups is inevitable. Conflict can range from mild disagreements to angry outbursts. In groups and team interaction, much conflict can be avoided by establishing ground rules and decision-making approaches and processes. When conflict occurs, it is best dealt with when it occurs. It is best to get the issues out in the open and not allow them to fester, becoming more difficult to resolve.

A key to dealing with conflict when it occurs is to create a “safe” environment where free flow of information and meaning can occur. In the book *Crucial Conversations*, Patterson, Grenny, McMillan and Sitzler (2002) describe unproductive reactions people often have, including:

- **Silence: People tend to withdraw, avoid or mask their responses:**
 - Masking (sarcasm, sugarcoating and couching)
 - Avoiding (steering away from sensitive subjects)
 - Withdrawing (pulling out of a conversation all together; e.g. stepping out to take a call)
- **Violence: People become controlling, labeling or attacking:**
 - Controlling (cutting others off, dominating the conversation, speaking in absolutes and changing the subject)
 - Labeling (putting a label on people or ideas so we can dismiss them under a general stereotype)
 - Attacking (belittling and threatening)

The authors define a “crucial conversation” as “a discussion that involves two or more people where (1) stakes are high, (2) opinions vary and (3) emotions run high.”

By definition, people or teams enter into a crucial conversation with two or more different sets of opinions or perspectives – two different “pools” of meaning. “I believe one thing, you believe another.” “I have one history, you have another.” By moving people to a more common place through dialogue, a “shared pool of meaning” is developed that is usually richer, resulting in better decisions and more committed action. As this shared pool of meaning grows, two things occur:

1. Individuals are exposed to more accurate and relevant information, making better choices. The larger the shared pool, the smarter the decisions.
2. People more willingly act on the decisions and changes that are made.

Arguing and debating can result in the “violence” or “silence” response. Patterson et al. suggest dialogue as an effective way to engage in the crucial conversations, growing the shared pool of meaning and developing more committed actions. The authors define “dialogue” as “the free flow of meaning between two or more people”.

To create this “free flow of information”, establishing a safe environment is key. In general, to establish a safe environment, it is important to:

1. **Learn to look:** Identify when individuals or teams are exhibiting “silence” or “violence” behaviors and moving out of the “free flow of meaning” (i.e. out of dialogue).
2. **Make it safe:** Do something to make it “safer”. Do something that makes others comfortable to contribute.

Patterson et al. offer two conditions to make it safe:

1. **Mutual purpose:** Find a shared goal or a common outcome to work toward in the conversation. Develop an understanding that both parties have a good reason and healthy climate for talking with no malicious intent.
2. **Mutual respect:** People must trust to allow for effective dialogue. The instant that people perceive disrespect, the interaction is no longer about the original purpose but about defending dignity. People become highly charged and emotions turn from fear to anger.

Sometimes it may be a good idea to include change resistors on change and improvement teams in order to understand the source of the conflict and resistance. One area to be aware of is avoiding the creation of a situation where a team spends most of its energy dealing with the conflict and resistance. When dealing with individual resistance, Cohen (2005) suggests:

- Listen to their concerns and have them generate solutions
- Persuade them to at least try the change; then take action on their constructive feedback
- Have them research industry best practices to see what other organizations are doing
- Do not accept a complaint without a solution

When implementing Lean as organization, the aim is to deploy strategies that reduce conflict, reduce resistance and generate commitment. Instead of “pushing” a change through, we try to create “pull” just as we do when applying Lean to process improvement. Most people in an organization have some investment in the status quo. They are comfortable with the current situation: there are some things they like and some that they don’t want to lose.

People have a basic desire for stability and predictability in order to feel a sense of control over their lives. Therefore, much opposition to change stems from the uncertainty inherent in contemplating something new. However, building on the aspects of change that may appear attractive to people can create “pull”, for example by:

- Creating an understanding of the “need for change” – Provide people with a compelling reason to support and commit to the change. Create a burning platform, a major challenge or risk that must be overcome to achieve success
- Creating a “shared vision” – Create a concrete picture of what will be different and how people’s lives will be impacted
- Removing barriers that hinder change – Leaders must continually identify (e.g. using the 7S model above) those factors and behaviors that get in the way and work to remove or change them
- Mobilizing commitment – Work with impacted departments, teams and individuals to understand process, role and policy changes. Develop transition plans to ensure effective implementation to the desired state

3.1 Responses to Change

Figure 5.1 illustrates the typical reaction to change that is often experienced in an organization.

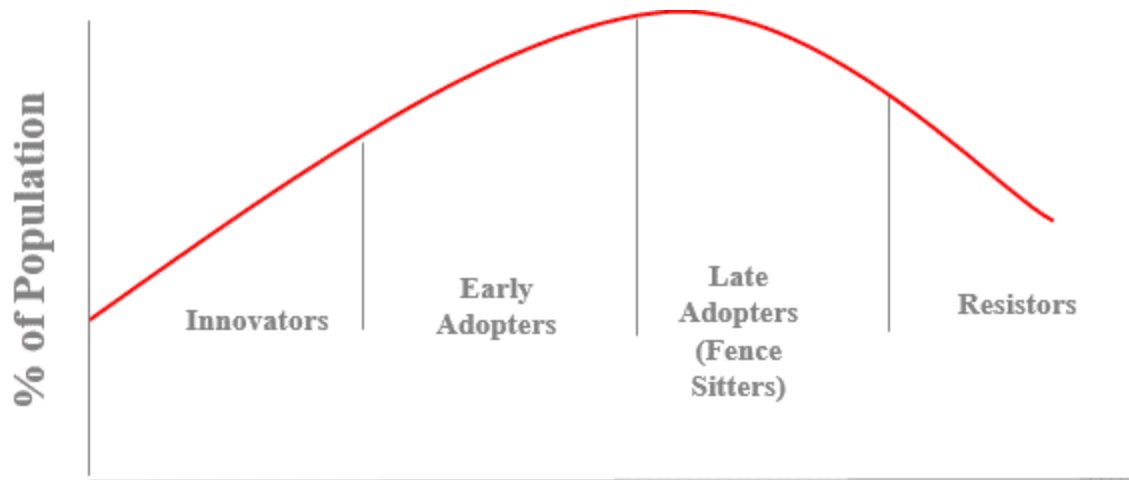


Figure 5.1: Responses to change

A rule of thumb is that approximately 20–30 percent of a group will readily accept and become enthusiastic about a change. Another 20–30 percent will never accept the change and fight against them. The remainder will usually go with the flow, their acceptance or resistance being more passive. You do not have to spend a lot of time with those who strongly resist the change, unless of course that individual, group or leader is a key stakeholder of the change

3.2 Stakeholder Prioritization Matrix

Cohen (2005) offers a tool to help determine where to spend your time in order to gain optimal engagement and commitment to change. Using the prioritization matrix outlined in figure 5.2 will help focus your efforts on key stakeholders necessary to make the change effective and efficient.

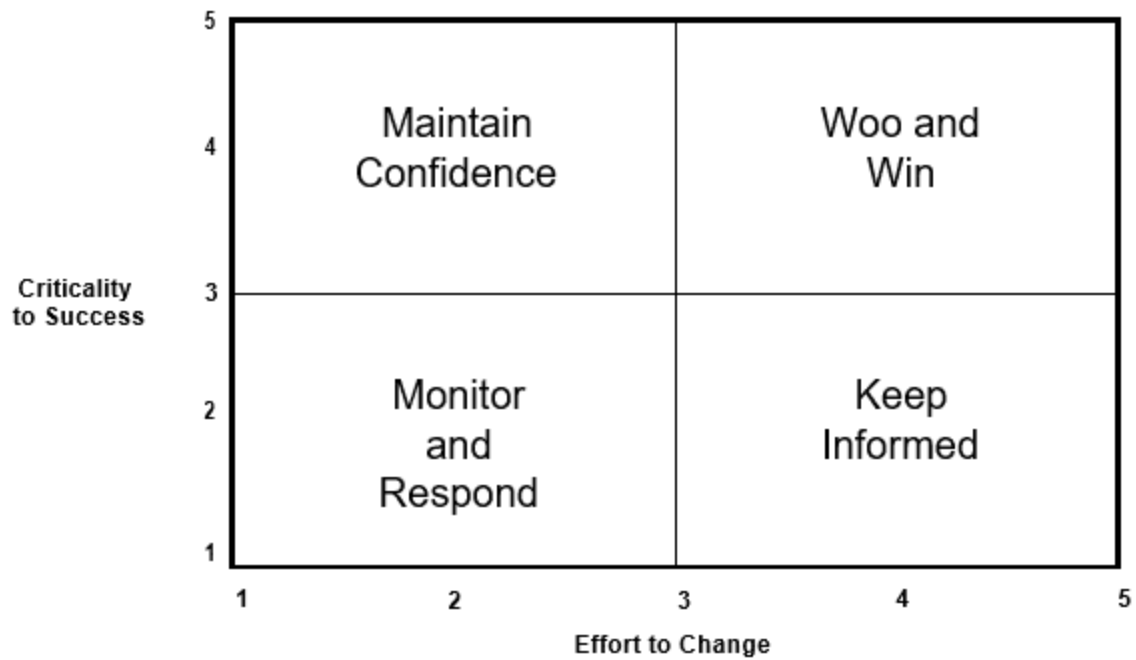


Figure 5.2: Stakeholder prioritization matrix

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4. Strategies for Dealing with Resistance

Once key stakeholders to success are identified, levels of acceptance (and levels of resistance) can be analyzed. Focused plans can then be developed to help gain the level of commitment necessary for success. Figure 5.3 provides a matrix to help facilitate this planning.

Key Stakeholder	What's Important	Reasons for Resisting Change	Level of Resistance (High, Med., Low)	Strategy for Dealing with Resistance

Figure 5.3: Developing strategies for reducing resistance

Once these strategies are developed and implemented, resistance should be reassessed and plans revised to ensure appropriate levels of engagement and commitment.

4.1 Interventions to Address Change Resistance

In some instances, particularly in the case of a key leader, conflict and resistance in a situation must be dealt with immediately. Such resistance, if not dealt with and resolved, can send the wrong message in terms of the organization's support for a change. The first step should be along the lines of a "crucial conversation" as discussed above. However, if repeated attempts fail to gain the necessary commitment from the leader, more drastic action may be needed. In some instances, even demotion, transfer or termination is considered.

Cameron and Green, pages 61–63, describe possible interventions to help individuals through the change process based on the four approaches to change we reviewed in Module 1:

- Behavioral – Align reward strategies
- Cognitive – Link goals to motivation

- Psychodynamic – Treat people as individuals and understand their emotional states
- Humanistic – Be authentic and believe that people want to grow and develop

Suitable management interventions through the change process include the following:

- Minimize shock. Give full and early communications of intentions, possibilities and overall direction of change
- Discuss implications of change with individuals and teams. Pay attention to people's needs and concerns
- Listen, empathize and support
- Help others complete and acknowledge the end of an era. Allow others to take responsibility and encourage and coach others
- Encourage risk taking. Foster communication and create development opportunities
- Reflect on learning and celebrate successes
- Prepare to move on

There is no simple formula for dealing with conflict and resistance to change. The leaders involved in driving change should exhibit the values of the organization in the change process. Leaders and change agents should constantly create an openness to understand what is getting in the way of the commitment needed for efficient and effective change.

References and Further Optional Reading

If you would like to do further optional reading about the topic, you may wish to consider the following resources that the creators of this course drew on in preparing this module:

- **Patterson K, Grenny J, McMillan R, Switzler A 2002**, *Crucial Conversations: Tools for talking when the stakes are high*, McGraw-Hill.
- **Cohen D 2005**, *The heart of change field guide, tools and tactics for leading change in your organization*, Harvard Business School Press.

- **Cameron E and Green M 2009**, *Making Sense of Change Management, a complete guide to the models, tools and techniques of organizational change*, Kogan Page, London, Philadelphia.
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Module 5 Self-assessment

Think about a recent conversation or situation you encountered that involved conflict and answer the following questions.

1. Did you or the other party resort to “silence” or “violence” behavior to deal with the conflict?
2. Did you work to create mutual purpose and respect?
3. What could you have done to improve the desired outcome?

6. Implementing Change and Monitoring Progress

Module Overview

This module outlines how to implement a change plan within Lean project management. This module introduces organization assessment tools, reviews leadership coaching and discusses communications tools and templates.

Modules Objectives

On successful completion of this module, you will be able to:

- Understand how to monitor change using Plan-Do- Study-Act
- Conduct a stakeholder analysis
- Implement a change management plan



Required Reading

- There is no required reading for this module

Module Topics

The topics that will be covered in this module are:

1. Implementing change and monitoring progress
2. Key factors for success
3. Metaphors for managing change

Reflection and Self-assessment

In this module you will be asked to reflect on metaphors for change. At the end of this module you will be asked to answer three self-assessment questions related to implementing a change project.

1. Implementing Change and Monitoring Progress

Video Tutorial: Implementing Change and Monitoring Progress

When implementing a change, there are physical changes that occur, as well as transitions within the people and culture. Researchers have found project failure generally has little to do with the physical changes.

The most common reason organizational change efforts and projects are less than successful is due to lack of attention to cultural and people side of change. Effective change management deliberately addresses the cultural and "people side" of change.

The following video discusses how to manage change through effective implementation, monitoring, and improvement.

Video Notes:

Effective implementation, monitoring and improvement are required to ensure most effective results of change. Plans and activities must be adjusted as needed to ensure smooth transitions from the current to future state.

Monitoring usually continues after a change is implemented to help make sure the changes last and have the intended results. Project status meetings should be regularly scheduled (weekly, bi-weekly, monthly, etc.) to monitor implementation of plans and results and may be included as a part of the Project Team, Sponsorship Coalition or Steering Committee agenda.

Once again, Kotter's eight step model can be used in the periodic assessments. Assessments can tell the guiding team where more attention is needed or where change activities need to be adjusted.

Deming's basic improvement cycle of Plan-Do-Study-Act is also a useful framework for conducting regular assessments of progress and revising plans to keep the project on a successful track. The Plan-Do-Study-Act Cycle – is a cyclical four stage continual improvement process. The plan stage includes gathering data on the current situation and developing a plan. The do stage, in this case, involves implementing the change plans. In the study stage the results of the activities conducted are studied. And the act stage is used to identify and implement activities that will lead to improvements in the intended results.

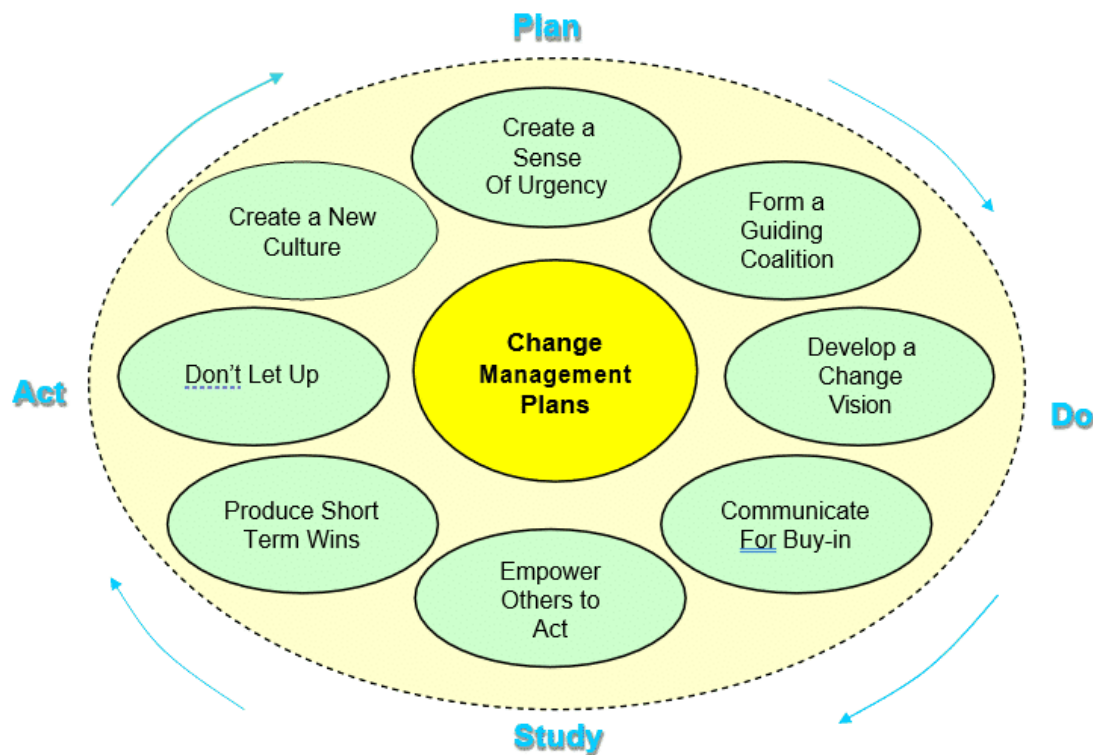


Figure 6.1: Monitoring and Improving the Change Plan: Kotter's 8 steps and Deming's Plan-Do-Study-Act cycle

The Force Field and Stakeholder analyses can also be used as the change project progresses to also identify priority areas needing attention. If formal change agents or advisors are utilized, they should be working with key leaders in helping them identify what is working well, what needs improvement and developing plans to mitigate hindering factors or barriers to change.

2. Key Factors for Success

Cameron and Green (2009), discuss key factors for success from Prosci studies (2007) and Change Tracking (2008). These key success factors include the following:

1. Effective sponsorship from senior management in terms of active, visible support.
2. Buy-in from front-line managers and employees.
3. Continuous and targeted communication throughout the project.
4. An experienced credible team who maintain good internal relations and networking
5. A well-planned and organized approach.

The factors are derived from studies of hundreds of organizations and individuals and can be used by leaders and change agents to assess progress and revise plans as needed.

3. Metaphors for Managing Change

Cameron and Green (2009) suggest that the approach taken to change can determine how to evaluate what's going well, what's going wrong and what to do about it. They use four different metaphors for managing change and describe how to assess progress given these approaches:

1. Machine metaphor

Produces a clear set of measurable outcomes which can be monitored and evaluated throughout the process. Managing change through this metaphor focus on “hard” rather than “soft” aspects of change.

2. Political metaphor

Key is satisfying key stakeholder groups; change is a success if key stakeholders are satisfied and one has successfully negotiated a myriad of stakeholder interests. Successful management of change in this metaphor involves identification, mapping and management of stakeholders.

3. Organism metaphor

Managing change through this metaphor is about ensuring the effectiveness and efficiency of information flow across the organization and its environment.

4. Flux and transformation metaphor

Managing change with this metaphor is about creating a well contained space for change to occur. Collective vision and values provide the focus for the change.



Reflection: Reflecting on these metaphors and a recent change in your organization, what metaphor is relevant? How would you assess the success of the change given the metaphor?

Regardless of the metaphor, it is important to provide guidance during implementation to ensure that progress is being made consistent with the vision and desired outcomes of the change. Strategies to assess progress, further and sustain the change should at a minimum:

- Maintain a sense of urgency
- Promote visibility of the change effort and its successes
- Show commitment and support for the change through actions, ensuring the actions are consistent with the vision
- Manage conflicts and priorities
- Continue to remove barriers to progress

Operating from one of the four metaphors mentioned above will inform what learning comes out of the assessment process and what approaches should be taken to ensure a track to success.

References and Further Optional Reading

If you would like to do further optional reading about the topic, you may wish to consider the following resources that the creators of this course drew on in preparing this module:

- **Cameron E and Green M 2009**, *Making Sense of Change Management, a complete guide to the models, tools and techniques of organizational change*, Kogan Page, London, Philadelphia.
- **Cohen D 2005**, *The heart of change field guide, tools and tactics for leading change in your organization*, Harvard Business School Press.

- **Kotter J 1996**, *Leading change*, Harvard Business Review Press.
 - **Prosci**, Change management learning centre (<http://www.change-management.com/>)
-

Module 6 Self-assessment

Review the factors most important outlined by Cameron and Green (2009) in section 2 of this module. Reflect on a recent or current change effort in your organization and answer the following three self- assessment questions.

1. How well were these factors addressed?
2. What could have been done differently to improve the effectiveness of the change effort?
3. What was done well?

7. Review

Module Overview

Module 7 is a review of the Effective leadership and change management course. In this module students are reminded of the importance of creating a sense of urgency and why effective communications, removing obstacles to the change and enabling employees by making resources and training available are keys to successful change. Additionally, the $E=M \times C$ change equation is reemphasized: effectiveness of the change = methods and culture.

Modules Objectives

On successful completion of this module, you will be able to:

- Understand the importance of leadership throughout the change
- Understand key leadership activities of solid planning, creating a compelling vision and visibly supporting the change through active participation
- Understand the need for leaders to allow time for reflection to avoid knee jerk reactions



Required Reading

- There is no required reading for this module.

Module Topics

The topics that will be covered in this module are:

1. Module Review
2. Successful Change Implementation

Reflection and Self-assessment

You will be asked to answer a self-assessment question related to stakeholder engagement.

1. Module Review

Managing change is a problematic business – most research suggests that up to 70 percent of change initiatives fail to fully achieve their original objectives. For fundamental change to occur in an organization at any level, the forces for change must exceed the resisting forces for change. This means that the level of dissatisfaction with the status quo, the desirability of the proposed change or end state, and the practicality of the change must exceed the “cost” of changing.

Leadership serves a *critical role* in effectuating change in an organization, whether it is a transformation to Lean Thinking or a system or process redesign. The number one factor in determining success of a change is **effective sponsorship from senior management** in terms of active visible support, ongoing support throughout the life of the initiative, acting as role models for the change, communicating and being ambassadors for change.

Leadership must be active, involved and consistent in the actions, behaviors and decisions that drive the change. Leadership can create forces that drive and help change, including:

- Creating and communicating an urgency and need for change in an organization
- Creating and communicating a clear and inviting picture or vision of the change
- Removing major obstacles and barriers to change
- Enabling and empowering the organization by making available the resources and training that are needed

The key to successful change does not lie in the tools and templates, but the desire of those leading the effort. The change has little chance of being effective if a solid foundation is not

developed that produces energy and emotion around the need for change and the vision of the change. Change is difficult with leadership advocacy and nearly impossible without it.

Change involves a technical or physical component and a cultural or “people” component. Physical changes are relatively easy compared to the transitions that people and the culture of an organization must work through for fundamental, effective and efficient change to occur. Both must be deliberately addressed through comprehensive planning and application of change models and tools.

$$E = M \times C$$

Effectiveness of the Change (i.e. achievement of desired result) = **M**ethods (the technical change) x **C**ulture (the “people side” of change)

Researchers have found that project failure generally has little to do with the technology deployed. The most common reason organization change efforts and projects are less than successful is due to lack of attention to the cultural and people side of change. The best technical solution can often fail due to the change not being effectively adopted by the organization and its stakeholders. **Effective change management addresses the “people side” of change.**

Change management is most effective if initiated at the beginning of a project and is well integrated with leadership and project management aspects of the organization. Understanding the scope of the change, its nature, its context and dimensions is important in determining an effective approach involving leaders and stakeholders. A deliberate plan must be developed by the sponsor coalition and key stakeholders, then, regularly assessed and revised to ensure the initiative is on a track for success.

Underlying the plan should be actions by leaders and stakeholders that reduce the conflict and resistance that hinder progress. Leaders should constantly be asking, “Is the action and behavior I am exhibiting helping or hindering the change?”

For significant change efforts, a leader may utilize a change agent to help facilitate change. The change agent is expert in approaches, tools and templates and can help the sponsor stay aligned with the change and change plan. The change agent typically does not have line or operational responsibility and the ability to drive the change is minimal and cannot assume the role of the sponsor.

2. Successful Change Implementation

Success depends on leadership paying attention and being aware of what is going on around them. Success requires solid planning, a compelling vision, energy, passion and continuous communication. Cameron and Green (2009) discuss the importance of peripheral vision – this notion is of great importance as it means listening and seeing what is not being said or visible. Peripheral vision is about listening to the hearts and minds of front line employees who own the work that is changing.

The final thought by Cameron and Green (2009) is allowing time for reflection. Leading change is exciting and challenging and to maintain a balance, leaders must allow themselves the time to think about what they are seeing in their peripheral vision. Take time to reflect, make thoughtful decisions, and avoid knee jerk reactions.

* * * * *

We know that the future will be different than the present. There is no way to avoid change, but it can be managed.

References and Further Optional Reading

If you would like to do further optional reading about the topic, you may wish to consider the following resources that the creators of this course drew on in preparing this module:

- **Cameron E and Green M 2009**, *Making Sense of Change Management, a complete guide to the models, tools and techniques of organizational change*, Kogan Page, London, Philadelphia.
 - **Cohen D 2005**, *The heart of change field guide: tools and tactics for leading change in your organization*; Harvard Business School Press. **Pages 168-169.**
 - **Kotter J 1996**, *Leading change*, Harvard Business Review Press.
-

Module 7 Self-assessment

1. Using the stakeholder enrolment template provided in Module 4, identify the key stakeholders for Lean implementation in your organization. Include an assessment of where they are currently in terms of enrolment and where they need to be for change to be successful.