

Managing through Change

MTD Training



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MANAGING THROUGH CHANGE

Managing Through Change

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PREFACE

Whatever business you are in, you know that change is the only thing that is constant!

Your business has to change in order to grow, to meet new challenges, to keep up with the competition, to adopt new technologies and improvements, and to tap into new markets.

Yet managing change well is a challenging process. It is, in a sense, a way of creating the future. True change management doesn't just involve getting through the change, coping with the change, or surviving the change; instead it requires careful construction of a process that will lead to successful implementation of the change for you and your colleagues or employees. Being successful at bringing change into reality at your organization requires that you first understand some foundational points – and that's what this textbook is all about.



Sean McPheat, the Founder and Managing Director of management development specialists, MTD Training is the author of this publication. Sean has been featured on CNN, BBC, ITV, on numerous radio stations and has contributed to many newspapers. He's been featured in over 250 different publications as a thought leader within the management development and training industry.

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1 INTRODUCTION

Whatever business you are in, you know that change is the only thing that is constant. Your business has to change in order to grow, to meet new challenges, to keep up with the competition, to adopt new technologies and improvements, and to tap into new markets.

In any business, change is the only reliable constant.

Managing change well is a form of creating the future.

Yet managing change well is a challenging process. It is, in a sense, a way of creating the future. True change management doesn't just involve getting through the change, coping with the change, or surviving the change; instead it requires careful construction of a process that will lead to successful implementation of the change for you and your colleagues or employees. Being successful at bringing change into reality at your organization requires that you first understand some foundational points.

1.1 STIMULUS-RESPONSE

The most famous scientist in the area of study of stimulus-response was Pavlov. He noticed the association that his dogs made between the ringing of a bell and the arrival of their food. He realized that the dogs would continue to respond with salivating even if the food was not offered. This type of response became automatic in the animals; it was not something that they chose.

We don't have to be at the mercy of our knee-jerk reactions to change. We can recognize the stimuli for change and then choose our response to it.

In human beings, we also are exposed to stimulus. In some cases, we have a knee-jerk, automatic reaction, such as when we blink when something is thrown near our eyes. However, in most cases, we have the ability to choose our response to stimuli.

This is true of change as well. We don't have to allow change to happen to us and let the results just fall where they may. Instead, we can recognize the stimuli for change and then choose our response to it by determining what the change means to us and our business, deciding how we are going to manage the change in the way that will have us be the most successful, and then how we are going to help others through the change as well.

1.2 DEFINING CHANGE

But what do we mean by change? In a business sense, change means moving from one way of doing things to another way of doing them. Certainly not every ‘change’ has to be managed. If you have to move from one cubicle to the next, there doesn’t need to be a management of that change other than knowing what to take with you and doing so. So when does change become something that needs to be managed?

Every organization will need to make the decision about whether or not to employ change management strategies based, in part, on how much risk would be associated with not doing so.

The answer can vary depending on the organization, the number of people involved, and the resources available. Every organization will need to make the decision about whether or not to employ change management strategies based, in part, on how much risk would be associated with not doing so. Or, when so much resistance is expected to a change that company operations could be jeopardized by rapid, unmanaged change.

Some other times when change management is usually beneficial are when:

- The organization is merging or being acquired
- There is a significant change in the way people do their jobs
- There are significant changes in the positions people will hold
- The structure of the organization is changing to the point that it impacts those who do not have a say in the change
- The organization will be changing its focus, mission, or values
- The organization is ‘re-branding’ itself
- A significant change is being made in benefit or compensation plans

1.3 BENEFITS OF CHANGE MANAGEMENT

The list in the previous section is not exhaustive. The best decision on whether or not to use change management processes is when you have a goal in mind that those processes would aid in bringing into reality. For example, take a look at the list in Figure 1, which shows the benefits of using change management strategies.

- Employees fully understand why the change is happening.
- Employees participate in problem-solving as part of the change.
- Employees make an individual decision to commit to and support the change.
- Resistance is pre-empted and handled towards the beginning of the process.
- Those in leadership roles demonstrate and model their commitment to change for themselves and for the organization.
- Communication is audience-focused so that employees get the information that they need and care about.
- Momentum is seen at all levels of the organization.
- Employees, customers, and the organization experience less pain as a result of the change.
- The probability that projects will be successfully implemented is increased.
- The organization proves that it can handle change well, building confidence in itself for the next change.

Figure 1: Benefits of Change Management

Use change management processes when you have a goal in mind that those processes would aid in bringing into reality.

Change management lets you communicate fully to your employees why the change is necessary, what the benefits will be, and how it will impact the organization as a whole. Sharing this information with employees can help them buy-in to the change and support the leadership in taking the actions that are necessary to achieve the milestone goals of the change. It can help limit resistance, and help manage any resistance that does occur. This is even more the case when employees are given a role in determining the solutions to problems the change poses and are given reason and opportunity to personally commit to the change process.

Change management lets you fully communicate to your employees why the change is necessary, what the benefits will be, and how it will impact the organization as a whole.

Change management also allows those in leadership positions to lead by example. The leadership can model the change and communicate their commitment to the 'new vision' that the change represents. Using audience-focused communication styles, the leadership can target their communications so that they are addressing what each group of employees or stakeholders cares about. This will lead to increased momentum across the organization in moving towards the result that the change is intended to create.

As the change is successfully implemented, the employees, customers, and other stakeholders experience the process as painlessly as possible. The projects and results that were promised come to fruition. And seeing the change become real helps build the organization's and individuals' confidence that the organization can face future changes and do it well. This level of confidence will be particularly helpful should the organization ever face unexpected change.

On the other hand, consider what can happen if you don't use a change management model or strategy. Not only do you risk not having the benefits expressed in Figure 1, but you may face additional problems. Some of the possibilities are listed in Figure 2.

- As people become more attentive to the change being introduced, productivity suffers.
- People become passively resistant.
- Passive resistance becomes active resistance and can sabotage the change.
- Good, skilled employees leave rather than deal with the uncertainty of change – costing the company a great deal to replace them.
- Employees stop caring about the state of the company – both its current and future states.
- Without uniform information, employees differ in their understanding about the change and the new company direction.
- Employees wonder why the change is happening.
- More employees begin to shirk their duties, take sick days, or just don't come to work.
- People find ways to make the current way of doing things continue to work rather than implementing the new change.
- Employees find every reason to go back to the old way of doing things.
- Changes never get fully implemented.
- Changes that could have been meaningful and helpful are abandoned because there is no support for them across the organization.
- Employees without input into the change begin to think in 'us' and 'them' terms.
- Instead of building a record of success with change, the organization builds a record of failure.
- Many layers of risk exist – to the organization, to the leadership, to the project, and to the employees.

Figure 2: Change without Change Management

After reading the information in Figure 2, you could begin to see that change management is actually a form of risk management. It helps you to limit the chances that you will find the organization in a 'worst case' scenario and increases the overall chance for success in implementing change.

2 HOW ADAPTABLE ARE WE TO CHANGE?

Whether or not we will be adaptable to change depends on how motivated we are to change. How important is the change to our survival? To our social status? To our career progression? To our sense of self? To our enjoyment or quality of life?

How adaptable we are to change depends in large part on the motivation we have to do so.

The more motivation there is for us to change in the workplace, the more we will be willing to go along with those changes as well. Yet what determines our level of motivation? Let's start by looking at one psychologist's theory.

2.1 MASLOW'S HIERARCHY OF NEEDS

In 1943, Abraham Maslow published a theory on what motivates people in his paper *A Theory of Human Motivation*. He posited that people have five levels of needs that they seek to meet. The more basic the need, the more motivated a person will be to fulfill it. So using his Hierarchy of Needs, you can begin to assess how strong the motivation factor will be for a group of people or an individual. Figure 3 shows Maslow's hierarchy.

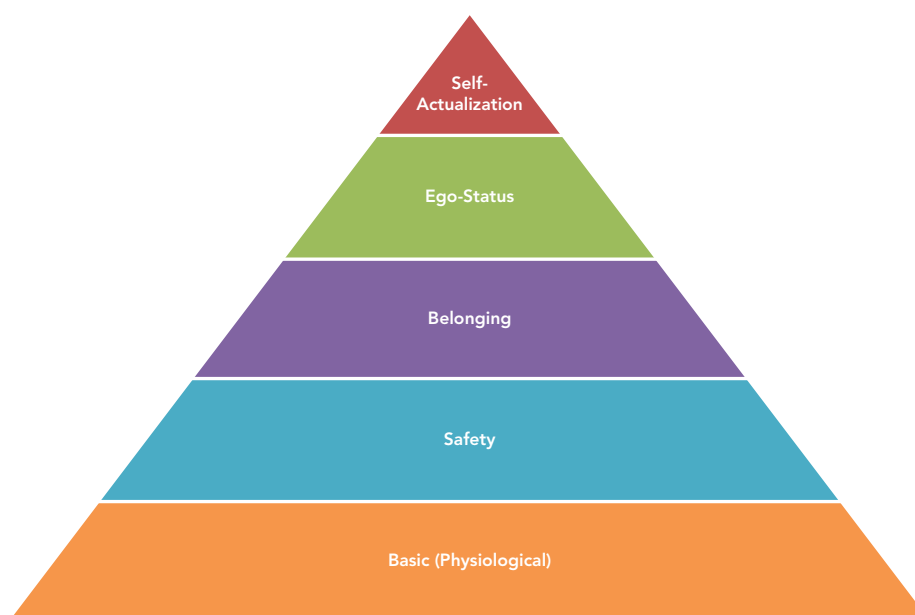


Figure 3: Maslow's Hierarchy of Needs

Maslow proposed five levels of human needs. The most basic, and therefore the most motivating, are at the bottom of the model.

The bottom four layers of the pyramid Maslow called d-need or deficiency needs. Failure to meet these needs could result in physical harm in the case of the physiological level. Or if the next three layers of needs are not met, such as lack of security, friendship or love, and self-esteem, the body won't necessarily give physical signs of the deficiency, but the person will be upset, disconnected, anxious, or tense.

2.1.1 LEVEL 1 – PHYSIOLOGICAL NEEDS

The bottom, or most important needs, are the physiological needs. These are just what they sound like – with the exception of clothing, shelter, and sexual activity, the things that our bodies need in order to keep functioning. These are the things that we will be most motivated to pursue should we experience a lack of them. They include:

- Air
- Shelter
- Water
- Clothing
- Shelter
- Sexual Activity

These are the basic needs that every human being requires in order to survive and function.

2.1.2 LEVEL TWO – SAFETY NEEDS

Once the physical needs have been met, the individual will then focus on making sure that they are safe. These are the things people want in order to create a certain level of predictability and order in the world. It doesn't just mean physical safety, but can also mean general health and well-being, safety from financial ruin, injustice, or having to deal with the stress of the unfamiliar. Other examples related to our professional lives include:

- Job security
- Protection from unilateral authority
- Financial savings
- Insurance policies
- Reasonable accommodations for the disabled

Safety needs are the second level of human need. Meeting these needs helps establish a sense of predictability, order, and well-being.

2.1.3 LEVEL THREE – BELONGING NEEDS

The third level of human needs revolve around social interactions and the need to belong. These needs will be pursued once the lower needs are met. People will fulfill this need by pursuing individual relationships and by joining larger social organizations. These relationships are emotionally-based and fulfill the need to be loved by, cared for, and accepted by others.

All human beings need to feel a sense of belonging which will be manifested in a variety of relationships – including those in the workplace.

If these needs are not met, individuals become more at risk for depression, social awkwardness or anxiety, or loneliness. In some cases of extreme peer pressure, individuals may actually sacrifice the lower levels of needs in order to fit in.



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People may fulfill this level of need through different relationships, such as:

- Family
- Friends
- Intimate Relationships
- Clubs or Social Organizations
- Sports Teams
- Office Culture
- Religious Groups
- Professional Organizations

2.1.4 LEVEL FOUR – EGO-STATUS

The ego-status level of needs related to how we believe others see us and how we see ourselves.

The ego-status needs are related to the belonging needs, but with one major difference. Whereas belonging needs refer to being a part of a group, ego-status needs refer more to how the individual believes she is seen by those groups. We each have a self-image which is at least in part developed by how we believe we appear to others. For example, we believe we are smart, funny, kind, considerate, or any number of different attributes. We also believe that others see us that way. Our needs at this level revolve around us reinforcing our self-image and, by turn, the image others have of us. People will strive to fill this need by such means as:

- Status and achievement at work
- The accumulation of wealth
- The accumulation of 'status symbols' (cars, homes, etc.)
- Recognition from others
- Taking opportunities to lead others
- Associations with people who have the esteem of others
- Personal achievement in areas such as education, skills, and hobbies
- Pride in the achievements of their family members

Those with the healthiest self-esteem are those whose esteem is based on their own accomplishments and internal feelings.

The more self-esteem is based on external things, the more fragile it is.

Those with the healthiest sense of self-esteem are those whose esteem is based on their own accomplishments and internal feelings. The more self-esteem is based on external things and associations, the more fragile that esteem is.

Additionally, we perceive a certain 'status' that we have in our groups. This status could be conferred on us literally with a title, such as Director, Manager, Administrator, Chair, Treasurer, or Secretary. It could be an honorary status in the sense of being the person that others come to when they need help or advice. Or it could be that you simply have a certain level of popularity, success, or other achievement that gives you a strong sense of self-esteem and accomplishment. If these needs are not met, the individual may suffer from low self-esteem or an inferiority complex.

This level of needs could be significantly affected by changes at work such as:

- Change that increases or decreases a person's position in the company
- Change that reduces or increases the number of positions between the individual and the top leadership
- Change that reduces or increases the number of subordinate positions that report to an individual
- Changes in benefits or 'perks' received by certain groups or individuals
- Reorganization that changes the person's perceived level of power or influence
- Changes that make it more difficult (or appear to make it more difficult) to achieve the previous level of performance (and accolades)
- Any change which threatens one's ability to receive monetary, public, or other recognition (and the resulting status)
- Any change which removes the individual from the group where he held a high level of informal status

The examples above are just some of the ways that change in the workplace could impact this level of human needs. If the impact on the individual's needs is perceived by them as positive, you will likely have people who are highly motivated to assist you with the change.

If the impact of the change on the individual's needs is perceived by them as positive, you will likely have people who are highly motivated to assist with the change.

If the perceived impact on the individual's needs is negative, you can expect that individual to resist the change.

But if the impact on the individual's needs is perceived as negative, you can expect that you will face resistance to the change. How strong the resistance will be depends on just how important the person's job is to their self-esteem.

2.1.5 LEVEL FIVE – SELF-ACTUALIZATION

Maslow described this level of human need as the desire to become more and more oneself, and to become more and more of what we are capable of becoming. This level of need is related to meeting one's full potential – whatever that might be. The exact need is very individual. For example, one person might have the need to be the perfect parent. Another individual might have the need to become athletically gifted, or another to become artistically expressive.

The need for self-actualization is the individual's need to feel as if he has reached his maximum potential. It is only possible to reach this level when the lower levels of needs have been met.

It's important to realize that this level of need is only achievable when the other four have been met. One must be physically nourished, not have to focus on safety, feel loved and a sense of belonging, and have a good level of self-esteem before he or she would seek this level of desire.

Maslow related two ways of understanding self-actualization that were taught to him by his professor, Dr. Wayne Dyer. They are:

1. To cease caring about the good opinion of others
2. To do things purely because you enjoy them – because they are the reason you are here on earth, not because of money, fame, or any other reason.

On one hand, having an organization of fully self-actualized people would mean that you were working with those who love what they do. That may mean that they were committed to continuing to make the organization function well through the change.

On the other hand, if change were to prevent them from being able to continue doing what they love, it would not be surprising for them to leave the organization for another opportunity to continue doing what they would see as their life's work. Hopefully, those behind the change would recognize the value of continuing to have employees do what they do best.

2.2 A FORMULA FOR CHANGE

Another way of looking at change and when to use change management strategies or not is demonstrated by the formula in Figure 4.

$$C = D \times M \times P$$

C stands for Change
D stands for Dissatisfaction
M stands for Model
P stands for Process

Figure 4: A Formula for Change

The equation means that change is the result of dissatisfaction with the status quo, a vision for something better, and a plan for how to get there.

The translation of the formula is that change is the result of dissatisfaction with the way things are, a model for how you want them to look instead, and a plan or process for getting to that model result. Think for a moment about what this equation says about change:

- In any case of change, all three elements (D, M, and P) must be present. If any of them are absent (=0), change will be zero.
- When the amount of change is high, the amount of at least one of the elements on the other side of the equation must be high if the equation is going to balance out (if change is going to be successful).
- Alternatively, if any one of the elements on the right hand side of the equation is high enough, change will eventually be brought about.

Examining these points more carefully, we can see they make sense.

Consider the first example. Your organization may have an idea for a change, but if dissatisfaction with the current way of doing things is not there, no one is going to see the reason for change. If you lack the model for what you want things to look like, you will have nothing to direct the team towards. And if you have the dissatisfaction and the model idea but no way to get there, change is bound to fail. All three of the elements need to be present for change to take place – and to be properly managed.

If any of the 'elements' on the right hand side of the equation are missing, the change cannot happen successfully.

In the second example, the greater the change, the more that is at stake in implementing the change correctly. Large changes that span across an entire organization can make or break the organization if they are not carried out well. You will require some combination that results in an equivalent level of dissatisfaction, a clear and distinct vision, and a carefully designed plan for how to implement the change.

The greater the change that is to occur, the greater you want the 'elements' on the right-hand side to be as well.

Large changes pose large risk – so in particular you want to have a crystal clear vision of what the change will look like and how it will be accomplished.

This makes sense as well; small changes can be implemented without much of a vision or model, such as our changing cubicles example back in chapter one. But if the change involves something like a shift in the vision or mission of the organization, having a higher level of the 'elements' on the right-hand side of the equation will increase your chance for success and limit your exposure to risk.

Finally, the third example simply suggests that change can come about organically from there being a high-enough level of dissatisfaction, an inspiring enough vision, or a sensible enough new process amongst the employees. In these cases, it may be the employees attempting to get buy-in from leadership that a change is necessary.

Notice that change can come from the right-hand side of the equation as well. For example, a high enough level of dissatisfaction may prompt employees to suggest changes to leadership.

"It's not the strongest, nor most intelligent of the species that survive; it is the one most adaptable to change."

– Charles Darwin

3 THE PROCESS OF CHANGE

There are a multitude of change management models that you can follow in order to manage through change. However, each model takes into consideration of the individual and his or her response to change.

In Figure 5, the graph shows the general process of change and how the individual moves through it. It is set on the axes of a vision towards the past versus future and where the action occurs – more in the environment or in the self.

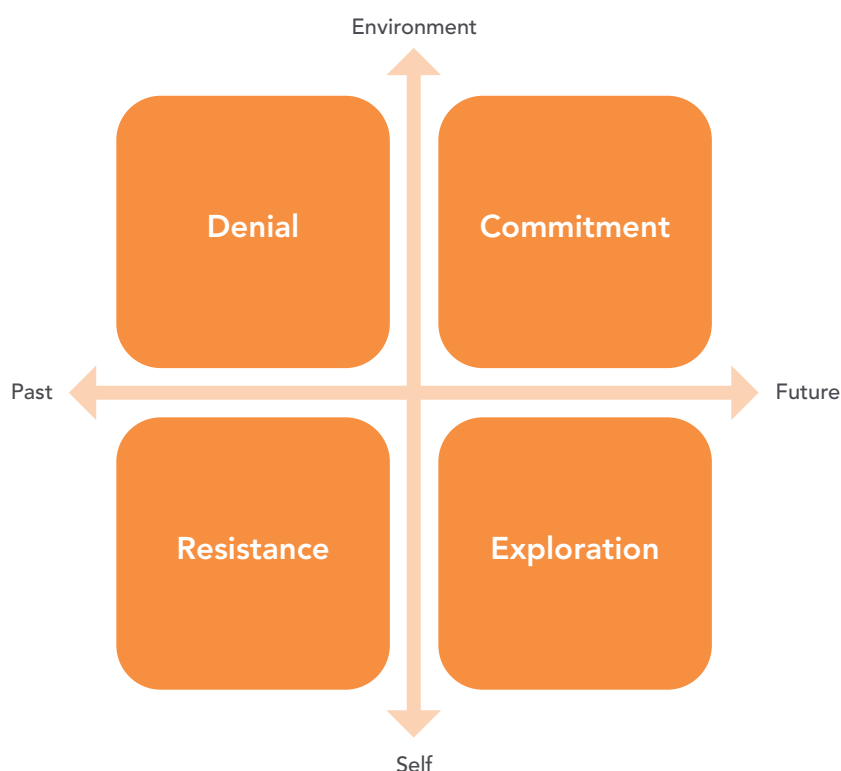


Figure 5: The Process of Change

3.1 DENIAL

The process begins by the change being presented to the group. There is a general environment of denial. Thoughts are shared such as ‘this isn’t necessary,’ ‘the way we’ve always done things works just fine.’ In this way, the focus of the group is on the past. They have a kind of ‘if it’s not broke, don’t fix it,’ attitude. They are still in denial of the need for the change.

Denial exists in the environment when change is first proposed. The group is focused on the past and doesn't see the need for the change to occur.

Other emotions that the group will express may include:

- Shock
- Discouragement
- Disbelief
- Anxiety
- Depression
- Grieving
- Uncertainty
- Immobilization

3.2 RESISTANCE

The individual at this point will feel resistant to the change. This resistance could be expressed out loud or could be expressed passively. At this point in the process, individual performance may start to suffer. The individual may begin wondering what he or she is doing here, and what he or she means to the organization as a whole.

Individuals will feel resistant to the change for different reasons. The resistance could be displayed openly or might be expressed passively.

The manager's challenge is to overcome the resistance of each individual, which can take time and patience to do successfully.

The manager will face a challenge in overcoming the resistance of each individual because each person will respond differently. It will take being attentive to what is happening with each individual in order to successfully overcome their resistance. Some of the behaviors or 'symptoms' a manager may see in this stage include:

- Suffering, anger, or stress
- Loss of productivity
- Confusion over roles and future
- Sabotage of the change
- Bargaining
- Feeling of loss of Control
- Loss of trust or commitment

The individual in this stage of change is attempting to avoid what he doesn't want to have happen. The more the person feels that the change is against her self-interest, the more she will be resistant to the change.

Emotions run high during this stage of change. Individuals may even attempt to sabotage the implementation of the change.

Emotions will run high during this stage. Suffering, anger, stress, fear or other negative emotions are very likely as the individuals struggle to accept the change is going to happen. As this struggle goes on, it's very common for productivity to drop.

They may be confused about what exactly the change will mean for them. Will they still have a job? Will they be expected to do things they don't know how or don't want to know? What will the workplace be like after the change?

This confusion and amount of negativity may lead the individual to attempt to sabotage the change. For example, they might keep using the old system, keep processing sales in the same way they used to, or keep talking to customers using the old information or 'script.' The sabotage is not always direct or overt; it may be passive and covert, such as not offering the customers the new program when they have the chance to do so. However, managers should understand that this sabotage comes from wanting to stay with what is comfortable and known, not usually out of malicious attempts to make the change unsuccessful.

As the individual begins to understand that the change isn't going to go away, he now may begin attempting to come up with alternatives to the proposed change. He might ask to be exempted from the change or ask that certain aspects of the current way of doing things be retained. As the bargaining is unsuccessful, the individual is bound to feel some loss of control, some loss of trust, or some loss of commitment to the organization.

Individuals begin to realize that the change isn't going away and may begin to attempt to 'bargain' by only making parts of the required change or asking to retain part of the 'old way' of doing things.

It is at this point that good change management processes can help the individual to move from focusing on the past way of doing things to the new way. Management can reassure the individual, work to rebuild trust and commitment, and champion the change as a model of it for their employees.

Help employees to move from focusing on the past and looking to the future. Reassure the individual and be a champion for the change by modeling it for employees.

3.3 EXPLORATION

The next stage occurs when the individual begins to accept that the future will involve the change. She now begins to consider what the change will actually mean to her individually. Managers should be prepared to share a lot of information and expect a lot of questions at this point.

The exploration phase is a time when employees are 'testing the water.' They are trying to figure out what life after the change will be like.

This is a sort of learning phase for the individual. They've accepted that this is how it's going to be; now they want to tentatively figure out what it will be like. There are several different things that the manager can help the individual do in order to get through this phase:

- Manage stress
- Clearly define the vision
- Communicate new values
- Identify the strengths of the new situation
- Seek benefits and opportunities
- Reaffirm there is no going back
- Educate, Train, and clarify

Managing stress is a good idea in general, but can be very beneficial during a time of change. One way to help manage stress for employees is to keep them informed. As you learn what is going to happen and how it is going to affect them, tell them. That way they don't stress over imagined possibilities but it also helps to build their confidence in you as a manager again.

If you cannot clearly define the vision you have regarding the change, then you should not be implementing it. But if you do have a strong, clear vision, be sure to share it with your employees. If you don't share it, there is no way that they will be able to move into the last stage of being committed to it. The same can be said for sharing the new values. Hopefully you are leading by demonstrating the new values so that your employees have something to model their behavior after.


Another thing you can do at this stage is to focus on the good side of the change for the employees. What will the strengths of the new change be? Will you be able to access a new market that you haven't been able to tap before? Will the changes position the company to be stronger against its competition in the future, which will in turn foster job security?

What benefits and opportunities will there be that there haven't been before the change? Will your employees have the chance to learn new things, enjoy new and exciting challenges, or get to work with new people? The more you can frame the change in terms of the benefits and opportunities it will have for the employees, the faster you can move them from this stage to the next.


Of course, there will sometimes be some back-sliding in the change process. Old habits die hard and you may have to reaffirm for your employees that the change is here to stay. You will also need to make small corrections along the process which may involve clarifying new policies or procedures, educating them on updates, and training them in new skills.

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3.4 COMMITMENT

In the final stage of the change process, the individual has become committed to the change and to the remainder of the process in getting there. The commitment is now part of the 'environment' in which they are operating, not just their opinion about whether or not the change should go through. At this point you can expect to see some positive behaviors from your employees, such as:

- Modeling the new behavior
- Taking responsibility for implementing the change
- Asking questions that show proactive thinking in how to proceed towards the 'model'
- Assisting others through the change process
- Focusing on the future – both to the final implementation of the change and beyond

In the final phase, commitment is now part of the environment in which the employee operates.

At this point, the employee is part of the change, not just in agreement with it. He or she is modeling the change for others, doing what is possible in their own job responsibilities to implement the change, and may even be excited about what is to come.

The employee is now part of the change, not just in agreement with it.

Realize that your employees will all reach this phase at different points. Some may move from denial to commitment rather quickly, while others may need more support from you or other leadership in order to feel comfortable progressing through the stages. You will need to be patient, but firm during this time as you help each employee make the transition to commitment.

4 MODELS OF CHANGE MANAGEMENT

4.1 PREPARING FOR CHANGE

There are countless models for managing through change, yet they all have one thing in common; they cannot succeed without proper preparation. In order to be prepared for change, the first step is to assess what type of change you are planning to undergo. There are four main types of organizational change, which are:

- Strategic changes
- Technological changes
- Structural changes
- Changes related to the behaviors, actions, or attitudes of personnel

Each type of change may require a different model for change management. You will want to review the main components of the change you foresee and then select a model for change management which will best suit the change. For example, technological changes such as changing to new software requires different change management strategies than changes in non-technological areas. No matter what model for change management you select, they will all generally follow the pattern represented in Figure 6.

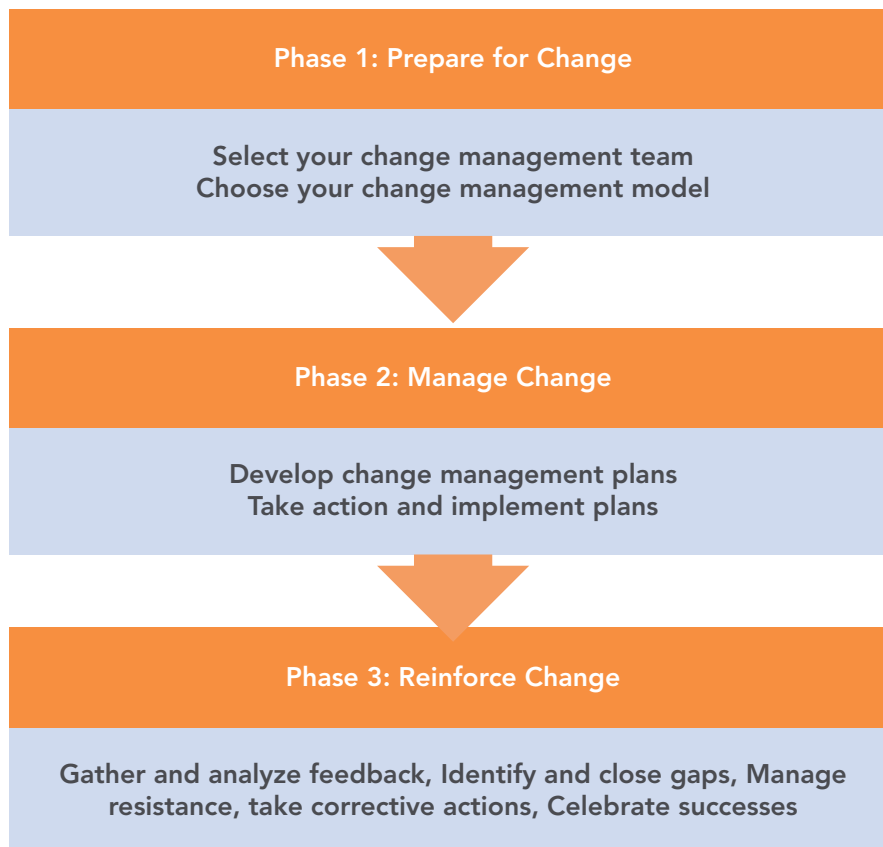


Figure 6: General Structure of Change Management Models

In the rest of this chapter, we'll examine four possible change management models. The first two are simple in the sense that they can be used for change in a relatively short amount of time. They are good for both personal and professional changes. The third model is an eight-step model that will be a useful framework for most complex changes you will face in the workplace. You can simply customize it as needed. And finally, we'll look at a financial aspect of change management, the model of which might just help you convince others of the need for using a formal change management structure.

4.2 FACILITATIVE QUESTIONS FOR CHANGE

This first change management model is based on a series of facilitative questions that help you ensure that you have 'covered all your bases.' These questions were designed by Sharon Drew Morgen as part of her work on innovative change and decision-making. The questions form a sort of checklist that you can use to both help prepare for change and to guide you through the change. The questions are presented in Figure 7.

Sharon Drew Morgen developed this list of questions to help facilitate change.

Change and Innovation Template	
1.1 Take a look around your environment (home, family, business, personal). What issues do you see ongoing that you have not managed yet?	
1.2 What has stopped you from managing them until now?	
2.1 What would you need to see/hear/feel to recognize when it was time to do something different?	
3.1 What criteria do you use to decide what aspects of the situation need to be changed?	
3.2 Which aspects should stay the same?	
3.3 What is the difference between the two?	
3.4 And how will you know if you've chosen the appropriate elements for each?	
4.1 How will you decide who would need to be brought into the 'change' conversation to ensure you have buy-in from interested parties?	
4.2 How do you plan on bringing them into the decisions you need to make?	
4.3 How will you know that they are indeed supportive of your change issues?	
4.4 How will you know if they are not supportive?	
4.5 How will you manage the situation if they believe they will be harmed by the change?	
5.1 How will you and your decision partners determine all of the aspects that need to be managed?	
5.2 What elements of the situation need to be shifted first?	
5.3 What elements of the situation need to be shifted second?	
5.4 How will you handle differences of opinion?	
6.1 How will you monitor your process?	
6.2 How will you know if/when you are going off course and need additional support (possibly from the outside)?	
6.3 How will you and your decision partners help you in your monitoring?	
7.1 What will success look like?	
7.2 How can you be sure that the problem will remain solved over time?	
8.1 What does follow up and follow through look like?	
© Sharon Drew Morgen, template/design Alan Chapman 2004–2009	

This model is rather informal, in that there may not be distinct ‘breaks’ between the phases of the model. You may find yourself going back to earlier questions as you answer later ones. But as a guideline for relatively simple changes or those impacting a small number of people or with a small level of risk, this is a quick way to gain management over a change.

One other interesting aspect of using this tool is that you have a history of your experience in managing change. You can use it to compare what you thought at the beginning of the process to how the process actually unfolded in reality, making this a valuable learning tool as well.

4.3 THE AAABC’S MODEL FOR MANAGING CHANGE

In this model, change is treated as if it is a conflict that needs resolving. You might perceive change as a conflict, or your team might, or other stakeholders might. You might have disagreement over how the change should be implemented, who should do it, or by when.

AAAbc stands for: Alter, Avoid, or Accept by either Building resistance or Changing your perception. This model perceives concern over change as a form of conflict that can be resolved.

In any case, you can use this model if you have conflict around the change. The AAAbc’s model considers conflict resolution to actually be a form of decision-making, where you get to decide how to respond to the change.

The acronym that serves as the name of the model is used to remember the steps involved. The model states that when you are faced with change or any sort of conflict, you have three main choices. These are represented by the A’s in the model name. You can choose to alter the event, avoid the event, or accept the event by either building resistance (the b) or changing your perception (the c). Let’s look at each of the steps in a bit more detail.

4.3.1 ALTER IT

When you seek to alter the source of the conflict, you would be altering the aspects of change that could be resulting in the conflict. This could be the opportunity for you to receive feedback from all of the stakeholders involved. Perhaps there is something missing from your proposed change. Perhaps one of the other stakeholders can offer an alternative that still achieves the objective of the change but removes the conflict.

Alter the aspects of the change that are causing the conflict. It is possible your change model has overlooked information that other stakeholders may have.

Other possibilities include:

- Engaging in problem-solving – what is the root of the problem (the conflict around the change) and how can you solve it?
- Communicating – is the conflict actually a conflict or simply a misunderstanding?
- Planning – can you implement the change in a more structured way that will help resolve the conflict?
- Bargaining – can you make any compromises in order to reduce or remove the conflict?
- Affirming – do stakeholders need affirmation that other aspects of your work processes will not change?

4.3.2 AVOID IT

This option isn't exactly what it sounds like – sticking your head in the sand and actually avoiding conflict can cause more harm than it can good. Instead, the idea of avoiding conflict around change refers to avoiding the stress that is associated with change. You could interpret this in several ways. Perhaps you state the change as an unalterable fact, so that conflict about whether or not it will happen is not an option. Or perhaps you set limits around the conflict, letting people know what you will and will not be open to discussing regarding this change.

Avoid it – avoid the stress around the change, not the change itself!

Because of the autocratic nature of this method, it should be used sparingly. For example, you could use it for changes where law, regulations, or other severe restrictions have forced your organization to make the change. Or, use it for situations where the change is a form of correcting the behavior of employees or teams. Otherwise, you risk having unhappy employees who will take much longer to move towards the 'commitment' phase of change.

Other ways you could apply this method include:

- Delegating the responsibility for managing the conflict around the change to those who are in conflict themselves
- Simply say 'no' when you are asked to negotiate terms of the change
- Establish clear communication regarding penalties for noncompliance
- Provide specific examples of why the change is not up for discussion

4.3.3 ACCEPT IT

Finally, you can simply accept the fact that there will be conflict around the change. You plan for handling as much of it as you can through communication and other means, but you recognize that you are still going to have to deal with some conflict. There are two ways that the model suggests you accept the conflict – either build up resistance to it or change your perceptions.

Accept that there will be conflict around the change, then plan for handling as much of it as you can through your planning and communication stages.

Building up resistance could be literal, in the sense that you could learn to take the conflict in stride and not allow it to interfere with your work or with your relationships to your employees. Or, it could mean that you build up resistance within the team by slowly working to convert your employees to 'believers' in the change. Build up their resistance to the negative talk around the change by focusing on the positive aspects of it and rewarding positive behavior.

You could also change your perception of the conflict around the change, or instead, the perception of your employees. You could try:

- Challenging unrealistic expectations
- Refuting irrational beliefs
- Calming fears
- Finding the benefits in the situation
- Using your empathy skills

You might find that you have to repeat some of the steps as your team cycles back and forth between wanting to avoid, alter, or accept the change. Your job is to keep moving towards acceptance, and eventually getting your team there as well.

4.4 SUCCESS FACTOR FRAMEWORK OF CHANGE MANAGEMENT METHODOLOGY

In this model, there are eight steps, or ‘success factors’ to consider in preparing for and implementing change. If the organization is able to perform the factor well, it is a strength in their change process. If the organization is not able to perform the factor well, that item results in a level of risk that should be mitigated.

4.4.1 ESTABLISH A SENSE OF URGENCY AROUND THE CHANGE

In this first step, you are assessing how urgent the change actually is. Can you drive home the need for the change to your decision makers and stakeholders? The organization should be able to:

Do you know how important the change is? If you can't communicate this message, expect others to resist.

- Identify what is driving the change – is there a specific, tangible, business-related need?
- Link those driving forces to the clients, customers, or larger business picture – why is this important for us to keep doing what it is that we do?
- Determine which is higher: the price of change or the price of staying the same? This doesn't necessarily mean financial price – it could refer to costs in energy, time, manpower, image, market share, or other dimensions of cost.
- Identify a means for compelling action now – is this urgent? Is it time bound? Is there a competitor about to launch a similar service or product? Why does it need to happen now?

If your organization is able to accomplish this success factor, people should be able to connect the change to a clear business need. If they are able to understand how the change will impact the way business is done, they are much more likely to adopt the change quickly than if they are simply told ‘do it.’

Remember the equation of change? $C=D \times M \times P$? If you demonstrate the business need for the change, you are actually demonstrating why there should be dissatisfaction with the status quo. Plus, allowing others to understand why the change is being done also makes them informed partners in the change who may identify stumbling blocks before they happen.

If your organization is not able to complete this factor successfully, you risk there being misunderstanding that lead to poor implementation, general reluctance to go through with the change, or failure to recognize other advantages that the change might confer.

4.4.2 SHARE YOUR VISION

In this step, you're able to explain how the future will be different from the present. You should be able to clearly state your vision for the post-change world – or else what are you aiming for? To complete this step successfully, your organization should be able to:

- Motivate people with an explanation of how the change will affect the future state of the business
- Know exactly what technology, manpower, and processes will need to be reorganized, eliminated, or added
- Explain how expectations for behavior, culture, or other aspects of the work environment will be different after the change.

Clearly stating your vision gives the rest of the organization something to work towards – it serves as motivation for change.

It's only human nature that people want to understand how change will affect them as individually as well as their work groups, divisions, and the organization as a whole. The better your organization is at painting the 'future picture' of the work world after the change is implemented, the better chance you have the people will begin to see the change as a possibility for new achievement rather than a negative event over which they have no control.

If your organization is not able to paint a clear vision for the future, expect problems. It would be like handing a dozen people directions to a dozen different points and somehow expecting them to arrive at the same location. Without a clear vision, your employees will have no way to know whether they are performing well, and you will have no grounds for expecting anything different.

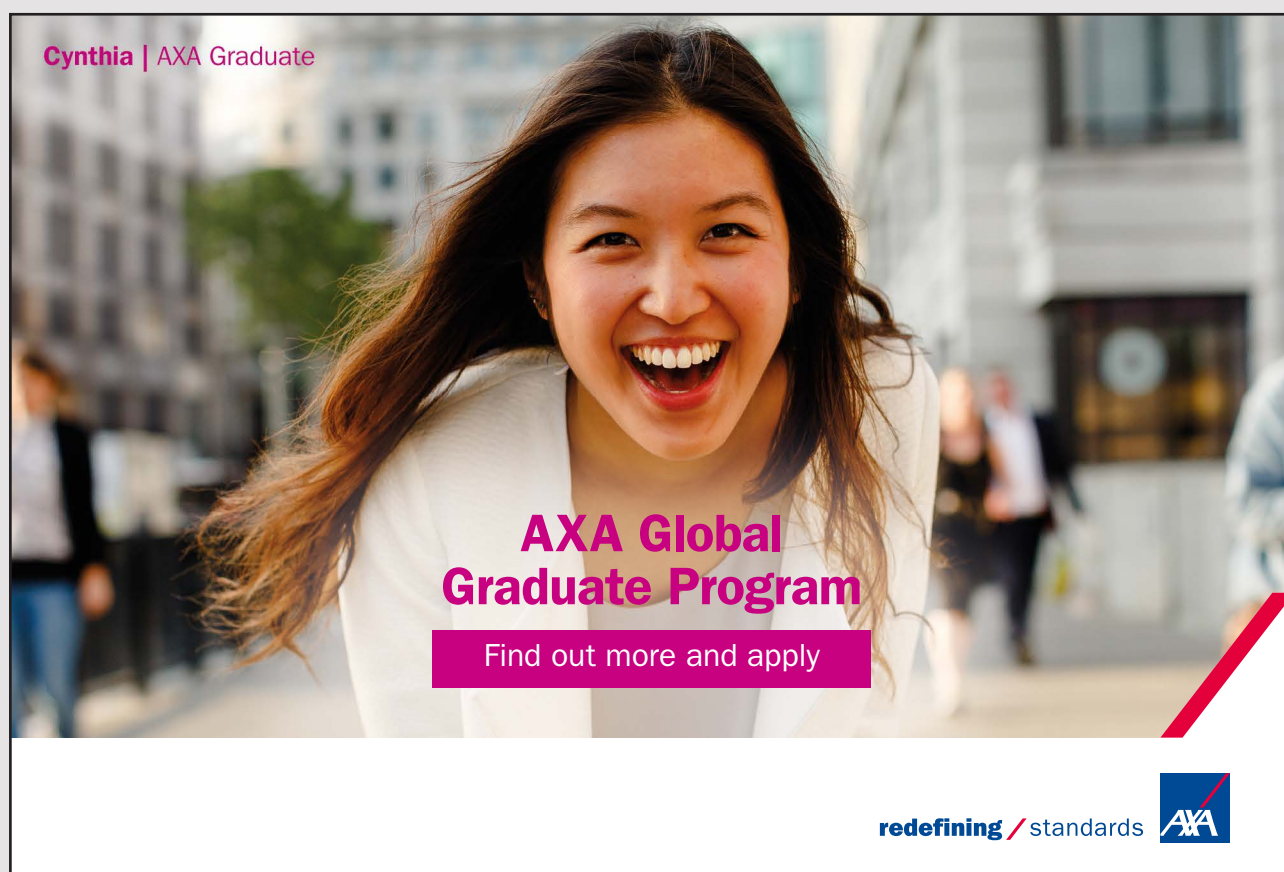
Additionally, it's not enough to have one way of stating the vision. Ideally, you can alter your description of the future based on who your audience is. For example, the IT staff will be concerned about new software that will be needed and how their daily workload will change in supporting it, whereas the sales team will want to know all the bells and whistles of the new product and how the opportunities for selling it will affect their compensation. Giving the IT people the salespeople's information wouldn't make much sense, nor vice versa.

4.4.3 THE CAPABILITY TO CHANGE

The next success factor is related to whether or not the organization is capable of successful change. Does the organization have:

- Leaders experienced at managing change?
- Knowledge learned from past changes?
- A framework or plan for managing the change process?
- Self-sufficiency in the different divisions that will sustain the change?
- A way to make sure knowledge from the 'old way' isn't lost?
- A commitment to develop its professionals in order to make future change easier?


The organizations that are the most successful at managing change are those who don't forget the lessons they learn each time they face a change process. They recognize that change is not an isolated event that they need to manage one time and then forget about. Instead, it should be an ongoing expectation that is viewed as a learning process. As you manage change, you build managers and teams who get good at handling change. Then each successive change should be able to be implemented in faster and faster timeframes – or at least without time lost due to repeating past mistakes.



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The organizations that are most successful at managing change are those that build the capability to do so by learning from each change management process they undertake.

If you don't learn from past mistakes, you are doomed to repeat them. In addition to wasting resources, it saps energy and confidence from the workforce who is required to follow you through this process. If you lose the confidence of those you are leading through change, you can expect more resistance, concern, and stress the next time around.

4.4.4 COMMUNICATION THROUGH CHANGE

To apply this success factor, organizations need to have a formal, thorough communication plan in place. Just as the vision shouldn't be communicated exactly the same way for everyone, it also shouldn't be communicated exactly the same way to everyone. A variety of methods of communication are needed in order to reach all stakeholders. Will your organization:

- Have multiple ways of delivering the message?
- Reinforce the communication by secondary means?
- Assign certain leaders to be responsible for disseminating information?
- Provide means for two-way communication?
- Solicit feedback?

A formal communication plan that considers all possible audiences will be vital to implementing change successfully.

Communication doesn't just happen. People learn in different ways, assimilate information in different ways, and learn at different speeds. By making sure that you offer the information in a variety of 'flavors,' you increase the percentage of your audience that will hear it. When the information is shared, fear that comes from ignorance is eliminated. When understanding is widespread, the momentum around the change will accelerate.

On the other hand, failure to communicate the information thoroughly will lead to inertia. People will not know what to do, so they won't do anything. Or they will act with incomplete information and create problems that could have been avoided. With clear, consistent, thorough information, your employees will trust you as an authority and will have less trepidation about committing to the change. Plus, good communication prevents poor information from getting out there – it squelches rumors, gossip, and hype.

Another consideration in your communication strategy is determining what kind of information will be best received. This depends on where your audience is on their decision to align with the change. For example, initial communications should be focused on raising awareness and making a case for the change. As the process continues, stakeholders will need to know exactly how they fit in to the change – what do they need to know to move forward? And third, as you begin to get commitment, communication can continue to generate excitement and celebrate successes.

One problem that occurs in change management is when the leaders are further along on the communication process than the people they are communicating to. It's natural for those who have been 'in the know' to be ready to talk specifics or even to start generating excitement about what they see as possible. But they need to 'back up' the communication to the level that the audience is ready to receive. Allow the communication to help 'catch up' the audience to your level of knowledge and commitment.

4.4.5 ENSURE STAKEHOLDER INVOLVEMENT

One of the fastest ways to fail in change management is to attempt to do it in a vacuum. Most organizations are divided into divisions or groups that have specialized knowledge. Unless the organization is very small, it is folly to assume that one person or one group has a full understanding of how change will impact every other aspect of an operation. Instead, an organization should:

- Identify stakeholders at the beginning and establish communication
- Consult stakeholders when problems arise
- Keep stakeholders informed along the way
- Take feedback from stakeholders into account
- Consider when each stakeholder group should adopt the change and agree upon it
- Strategize the use of stakeholders to propel momentum towards the change

Change cannot happen in the 'vacuum' of your division or even of your organization. All stakeholders should be considered.

Sound time consuming? It could be. But is it smart business sense to involve your stakeholders in the change process? Absolutely. The easiest way to achieve buy-in and to avoid massive oversights is to involve your stakeholders. If they can't be part of the decision regarding the change, bring them to the table to discuss problem solving, training, implementation schedules, and more. They should be your allies and partners in change. Keeping them out of the loop and informing them after the fact of decisions is a sure way to jeopardize that support.

4.4.6 ENGAGE ALL LEVELS OF LEADERSHIP

When you are ready to make a change, it's important to make sure that you have leaders ready to engage and help implement the change at all levels in the organization. Remember too that leaders don't have to be identified by title along – often change can be effectively implemented when an employee leads the way for her peers. Success at this stage requires:

- Identifying key leaders at every level of the organization
- Identifying what behaviors a leader needs to demonstrate for success
- Communicating accountability to all leaders
- Set up ways to support the leaders in fulfilling their roles
- Establishing two-way communication between levels of leaders
- Identifying signs that will tell you the leaders are doing well at leading

Leadership cannot just come from the top level. You'll need leaders at all levels of the organization to help implement the change, to monitor progress, and to encourage others to follow suit.

Strong leaders are needed when change is involved because they will be the ones who are willing to take ownership of the process and the results. If leadership is not seen to be in charge, they will, at the least, lose credibility, and at the most, lose the entire initiative. Leadership is so important in change management that 70–90% of the skills required to manage change successfully are leadership skills rather than management skills. If you have effective leadership, you also have:

- Effective communication
- Clarity of vision
- Clear expectations for performance
- Motivation strategies for short and long term
- Focus on involving stakeholders and gaining their commitment
- Effective performance recognition programs

When you are considering your leadership strategies, remember that leaders do not all perform the exact same functions, nor are they necessarily leading the same group of people. There are four basic categories of leadership roles in change management: executive change leaders or sponsors, change leaders, change advocates or agents, and stakeholders. See Figure 8 for a brief explanation of each leadership role.

Executive Change Leader or Sponsor	The individuals or group of individuals at the higher or highest levels of the work force who have the authority and the capability to initiate a change. They can also 'legitimize' the need for the change to stakeholders both within and outside of the organization. This group of leaders should be removed enough from the 'front line' that they are able to have a full, broad view of the overall organization and how this change might impact the full company.
Change Leader	This leader is an individual or group who has the power and ability to motivate stakeholders to adopt the change. The power could be of simple influence or of political, financial, or logistical influence. Change leaders are needed for both internal and external stakeholders.
Change Advocate or Agent	Someone who wants to change and leads others to do so through informal means such as by virtue of having the respect of colleagues. This leader has no official authority but instead will serve as a role model and form of encouragement for others to begin to change as well.
Stakeholder	Any individual or group that is impacted by the change. Stakeholders, whether internal or external, may take on other leadership roles within their own organization in assisting to disseminate the change.

Figure 8: Basic Leadership Roles in Change Management

The highest level of leadership, the executive or sponsor level, will also have the highest level of accountability for the change. If the implementation is not successful, it will ultimately be due to poor leadership at this level.

The change leader is anyone who is in some formal leadership position within the organization. They have little direct power over the change, but they occupy a position which has them seen as part of the leadership 'structure' of the organization. They use their position, influence, and any power they do have to forward the change and to reward those who do the same.

Change advocates or agents serve an important role because they can 'bridge' the gap between management and workers. They are seen as credible in their area of expertise and can therefore report back to both leaders and workers about how well the change is being implemented in their area. This could be someone who manages change as part of their regular job, someone who is completely familiar with the process being changed, or an 'end-user' who will feel the impact of the change first. It could also be a change 'pioneer' who has implemented the change already and is demonstrating its impact for others in the organization, including identifying hiccups and successes.

Finally, the stakeholder isn't inherently a leader in the process, but may very well become one. If stakeholders are convinced of the need to change, they will carry that message back to their own departments within the organization or to their own organizations or community groups. It's important to note that if proper attention, communication, and information are not given to stakeholders, they could become vocal against the change as well.

4.4.7 IMPLEMENT AND INTEGRATE THE CHANGE

In this success factor, the object is to be sure that all of the components of change have been implemented and integrated. These components will vary from organization to organization and from different types of change, but generally they encompass people, processes, and technology.

In order to implement and integrate the change fully, you'll need to review all components and provide for flexibility.

This step also requires understanding how the change process itself can be impacted by other events within the organization. For example, if your change implementation is underway but the organization then undergoes a major budget revision, this step would require investigating what impact that budget revision might have on your plans.

In order to navigate these events, there should be a certain level of flexibility in your change management plans. Consider just a few of the myriad events that could happen during your change process:

- Key staff people may leave
- Marketplace changes may make your new initiative more urgent or less important
- Budget cuts may put a freeze on resources that you are dependent upon for implementing change
- Legal regulations or requirements might change, requiring an adaptation to your plan
- Consumer response may fail to meet expectations, requiring you to reconsider your choices
- Competitors may act in ways that require you to revisit your objectives or your vision
- Unexpected technological barrier may arise
- Costs, time requirements, or staff hour requirements may begin to exceed estimates

Any of these events may result in the need to scale-back, expand, or abort the change and any expected outcomes. Your change management plan should be flexible enough that it can survive the unexpected roadblocks that you are sure to encounter along the way.

4.4.8 STRENGTHEN PERFORMANCE AND COMMITMENT

Eventually, the change will be implemented across the workforce. But that doesn't mean that the change process can be considered complete at this point. Unless your business is limited to a repetitive type of service that never responds to the needs of the market or the customer, staff will eventually face situations where they have not yet had to apply the new process, technology, structure, or other facet of the change that you have implemented.

Since this will be a type of 'unknown' for them, they may be tempted to return to the 'old ways' of doing things. This is why you will need to remain intentional and alert. You can handle and even prepare for these situations by:

- Leaving a communication outlet in place for when assistance is needed
- Formally following-up on measures of change implementation at appointed intervals in order to identify areas where correction or reinforcement is needed
- Encouraging staff to share experiences of applying the change to new situations
- Referring to the 'change' as the new 'norm' in language, documentation, and staff expectations
- Using positive reinforcement to drive behavior towards the new 'norm'
- Providing incentives, competitions, or other reward systems when new 'norm'

If you find that your staff is falling back on old behaviors, it is not the staff that is to blame. They are either uncomfortable with how to apply the new behavior, or unconvinced of the benefits of doing so. In either case, this points to a failure to support the change throughout and beyond implementation. Continue to reinforce the behaviors you want by modeling, measuring, and rewarding performance. Also be willing to discuss situations where the old methods were applied instead of the new. You could ask questions of your team such as:

- What support, information, or incentive was missing?
- Why was the new method, product, process, not your first choice? Or if it was, what kept it from being your final choice?
- What do you need in order to implement the new 'norm' the next time you face this situation?

Notice the language in the questions. They are not accusatory or questioning of the individual. They are exploratory in nature, and in review of the support system that is in place to help your staff choose the new behavior. You will get answers and information that will help you strengthen the environment that supports the change, as well as the chance to demonstrate to the group that you are interested in helping them be successful.

4.5 PROSCI'S ROI OF CHANGE MANAGEMENT MODEL

In this model, focus is on the financial impact of using change management. It addresses the financial productivity of change management as a measure of revenue over time, based on the rate at which the change is implemented and how quickly people adapt to it. Figure 9 is a graphical representation of how change can impact revenue.

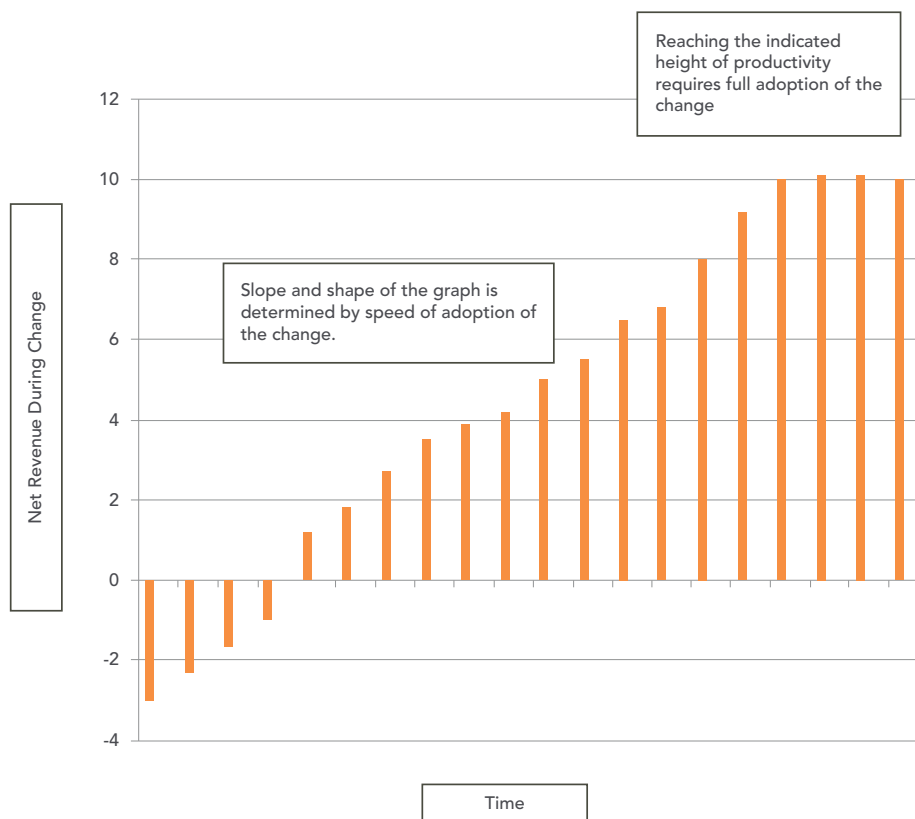


Figure 9: Prosci's ROI of Change Management Model

In this model, there are three aspects of human behavior that can either hinder or help the ROI that a change can produce. These are:

- Speed – how quickly and readily the people involved are able to adopt the change.
- Utilization – how many of the group are able to or encouraged to adopt the change – the goal is to have ultimate utilization
- Proficiency – how well people implement the 'new way' of doing their jobs

Especially in a small group or organization, where staff feels personally invested in the success of the company, using this model to drive behavior can be effective. If an individual understands how adoption of the change can impact the bottom line, it can serve as powerful motivation for doing so. This model can also be an excellent way to convince senior leaders of the need for the resources you have asked for to help you implement the change quickly.

5 RESPONSES TO CHANGE

Individuals will have different responses to change. Some will be obvious in either their support or their opposition, while others may be inconspicuous or even covert. Identifying resistance to change and managing it quickly is vital to your change management process; failure to do so can derail even the most carefully planned change.

5.1 TYPES OF RESPONSE TO CHANGE

There are four basic categories of response to change. These are detailed in Figure 10 below.

Enthusiasts	These people are somehow personally invested in the change. Perhaps it was their idea, or perhaps they stand to receive some form of recognition, compensation, promotion, or personal satisfaction in seeing the change implemented. This group will be vocal and supportive of the change and will work to get others to adopt it as well. They will model the behavior from the beginning and attempt to demonstrate the benefits of doing so to others. Enthusiasts will be change leaders, whether formally or informally.
Followers	This group does just what the name suggests – they follow the leader into the change. They may initially be resistant to the change, but eventually they fall in line. Or, they may adopt the change from the beginning because it is easier than resisting. In either case, this group is unlikely to do anything more than what is absolutely required of them.
Objectors	Objectors are against the change and will take any and all opportunities to express their objection. You may see them object in numerous ways: disrupting meetings or training sessions, arguing against the reality of the benefits, refuse to attend training, continue to perform tasks in the old way, take leave during the change, and trying to convince others to abandon the change. Resistance may be formally organized in a unionized environment, or can be informally organized into 'us' versus 'them' team mentalities.
Underground	This group of people is also resistant to the change, but they have personal reasons for keeping that resistance 'below the radar.' They may be in a position of leadership that is supposed to be promoting the change, or they may fear repercussions for expressing resistance such as termination, demotion, or even ridicule or other negative reaction from co-workers. This underground resistance can take place in many forms: going slow on purpose, falsifying or manipulating data, spreading rumors or making sarcastic comment, doing poor work, or even stealing or damaging equipment.

On the one hand, you can work to support and encourage the enthusiasts and followers; while on the other hand, you can work to manage the objectors and underground objectors. Do not make the mistake of thinking that reinforcing supporters alone will be enough to stop damage from objectors; a combined approach is necessary to give you the best opportunity of implementing the change despite the objections to it.

5.2 OVERCOMING RESISTANCE TO CHANGE

In many cases, resistance to change is temporary. It is a form of denial. But the resistance will often fade once the resister understands that the change is not optional. However, you don't always have the luxury of waiting for the natural course of things. You may need to address resistance as it appears in order to minimize lost time in the change process.

The first step to overcoming resistance to change is to understand why the resistance is there. You should not assume that you understand the motivation for resisting. There could be many complex reasons. Some possible examples include:

- Belief that the change is just temporary – it is just the ‘latest thing’ and will eventually go away
- Dislike or distrust of management
- Lack of belief in the competency of those pushing for change
- Fear of losing their current level of authority (formal or informal)
- Fear of losing their current status (formal or informal)
- Fear of losing personal time
- Fear of losing established relationships
- Fear that they cannot learn the new skills or information
- Fear of losing job security, income, or benefits
- Feeling that the organization doesn't deserve the required effort

Once you have identified the true source or sources of resistance to the change, you can work to address them. This may require individual attention – something that should be taken into consideration in planning your change process initially. Following are some tips for dealing with resistance once you've identified the cause.

- Ask the resisters to explain in-depth why they are resistant. Keeping an open mind, you might learn something that you didn't know before. Perhaps they have identified an area of work where the change is unlikely to be successful and are resistant to the change because they know they will be the ones who have to manage the situation. You may actually find the need to alter aspects of the change in response to information you learn from resisters.
- Demonstrate the benefits to the individual in adapting the change. You might use personal gains such as potential salary increase, recognition, promotion opportunities, etc. Or you could explain what personal losses will be avoided by the change such as losing their job or losing customers to the competition.
- If the change is directed at improving interaction with your customers or supplier, whether internal or external, arrange for face-to-face meetings where these stakeholders can explain exactly how the change will impact them.





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About e-Learning for Kids Established in 2004, e-Learning for Kids is a global nonprofit foundation dedicated to fun and free learning on the Internet for children ages 5 - 12 with courses in math, science, language arts, computers, health and environmental skills. Since 2005, more than 15 million children in over 190 countries have benefitted from eLessons provided by EFKI. An all-volunteer staff consists of education and e-learning experts and business professionals from around the world committed to making difference. eLearning for Kids is actively seeking funding, volunteers, sponsors and courseware developers; get involved! For more information, please visit www.e-learningforkids.org.

- If resistance is due to general fear of what the change might mean to them, consider putting the resister on a team that is determining how to implement the change. For example, a front-line person may be afraid that upper-level decision makers won't understand exactly how the change will impact them on a day-to-day basis. Putting this person on the implantation team lets them understand the process and can also provide valuable information.
- Discuss the change and how it is to be implemented in broad-based meetings so that everyone in a certain work-group or division receives the same information. This can prevent individual interpretation of the change implementation process and puts everyone on the same page. Resistance can develop quickly if one group perceives that another group is implementing the change differently. For example, if I see another group getting more time to make the change, I might be resistant to doing it in the timeframe you've put in place. Or if I see another group not implementing the change in the exact same way we are, I might question your competency or the competency of the change management team in general.

Although it is unpleasant to consider, some individuals' employment with your organization may not survive the change. This could be due to them just being so resistant that it is worth it to them to leave the organization. Or it could be that they are so resistant that they are no longer a valuable resource.

Use caution on taking this viewpoint, however; be sure that you have made every effort to sway the employee to adopt the change. Be sure that you have clearly communicated employee performance expectations, both in the formal performance review process and in informal day-to-day work observations. There are multiple reasons to extend this effort:

- Hiring and training a new employee is more expensive and time-consuming than keeping one
- Institutional knowledge will be lost
- Relationships with customers, suppliers, and others in the organization will be lost
- Morale of your other employees may suffer

Remember that most employees will eventually adapt the change if given the right incentives, the right information and support, and the right rewards and affirmation.

6 RESOURCES

Businessperform.com. Change Management. Resistance to Change.

http://www.businessperform.com/change-management/resistance_to_change.html

Change Management Learning Center. Change Management Tutorial Series.

<http://www.change-management.com/tutorial-2007prep-why-CM.htm>

Deputy Undersecretary of the Army. Knowledge Center. Transformation Enablers – Change Management. Change Management Methodology. <http://www.army.mil/armybtkc/enablers/cm/method.htm>

Know How Nonprofit. Managing Change.

<http://www.knowhownonprofit.org/leadership/change>

MTD Management Academy. Managing Change.

http://www.mtdacademy.com/member_area/Managing_Change/player.html

University of California. Office of the President. Emotional Intelligence: A Critical Element in Leadership. http://www.ucop.edu/hrap/pdfs/day2/5a_emotionally_intelligent.pdf

University of Iowa, Department of Human Resources. Managing Through Change: A Manual for Supervisors and Managers.

http://www.uiowa.edu/hr/relations/hrrep/manage_change.pdf