

# **Approaches to Change Management Guidelines for SCU Managers and Supervisors**

## **Introduction**

These guidelines are based on the work of several authors who have researched organisational change management and individual responses to change and identified actions required for effective change management. The guidelines are aimed at supervisors and managers responsible for implementing changes within work units or across SCU. The authors all point out that change takes time, and that change management is a process that requires planning and leadership. The authors are referenced at the end of these Guidelines.

## **Definitions**

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Many definitions of change exist and one to consider is from Morgan and Brightman (2000, p. 66) who offer "change management is the process of continually renewing an organisation's direction, structure and capabilities to serve the ever-changing needs of external and internal customers.' They state "Changes management is not about managing change...Managing change is about managing people...and change strikes at the heart of the three most powerful drivers of work behaviour:

- (1) Purpose;
- (2) Identity; and
- (3) Mastery."

They argue then that "change management is really about managing the impact of some particular environmental and/or organisational change on these core activators of workplace performance."

## **Change at SCU**

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SCU strives to provide a quality service in a constantly changing environment. External changes in legislation, government compliance and accountability requirements, demographics, social and economic changes create the imperative that SCU regularly reviews its strategy and operations to ensure it remains responsive to new conditions, remains efficient and effective in its service delivery and enables the University to offer the best service possible to students.

Managing change at SCU is a process which achieves an improvement in service and/or efficiency, in a way that preserves or enhances a positive workplace.

SCU is required to implement some changes due to external requirements for example, government reporting or legislation. In these cases SCU has little discretion and a particular work unit is responsible for ensuring SCU complies with the change requirements. Significant structural or process changes in SCU usually occur through formal processes such as through the Council, the Executive, Academic Board, JCF, School Management Boards, Equity and Diversity Committee or Staff Committee. Smaller scale changes may be initiated and implemented by Work Units or project teams.

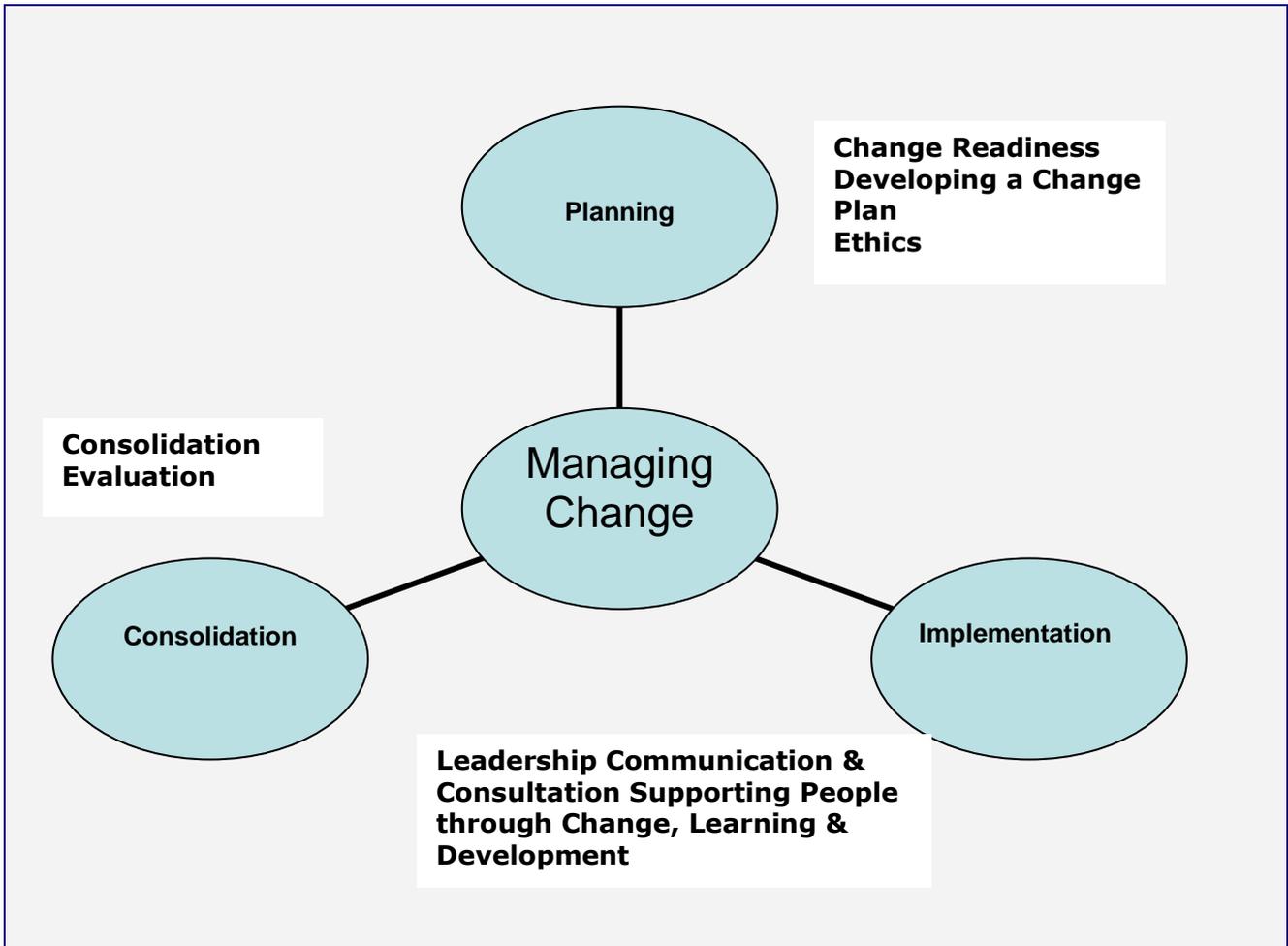
SCU is committed to meeting the challenges of the future with input from staff. The University values its staff highly and is committed to open discussions about how best to meet the changing needs of the environment.

## Methods of Implementing Organisational Change

Palmer et al (2006) suggest there are 6 methods for implementing organisation change – see the table following. Whilst most change management at SCU is based on “change management approaches” other models are worthwhile considering and adopting if appropriate.

<b>Approaches to Organisational Change</b>	<b>Main Features</b>
<b>Organisation Development</b>	<p>Planned and involves a systematic diagnoses</p> <p>Top of the organisation is committed to the change process</p> <p>Aims to improve the effectiveness of the organisation</p> <p>It is long term and action orientated</p> <p>Involves changing attitudes and behaviours</p> <p>Employs experiential based learning</p> <p>Groups and teams are a key focus</p>
<b>Appreciative enquiry</b>	<p>Focus on joint visioning for the future (rather than problem solving)</p> <p>Identifies what is currently working best and builds on this</p> <p>Constructs through collective dialogue, what should be sustaining the organisations future</p> <p>Inclusion of a wide variety of voices</p>
<b>Sense making approaches</b>	<p>A range of individual and social factors influence how people make sense of change initiatives and frank discussions at all levels will enable staff to explore the changes in light of these factors</p> <p>Planned change is needed to disrupt the forces that are preventing the organisation from changing</p> <p>The story of change needs to be plausible and context and power play a role in this</p> <p>Change managers need to shape the interpretations of others</p>
<b>Change management approaches</b>	<p>Organisational power needs to be managed</p> <p>Need to motivate people to participate in change and manage their anxieties around change</p> <p>Need to manage the transition itself</p>
<b>Contingency approaches</b>	<p>Style of change eg collaborative versus directive, should depend on scale of change eg fine-tuning versus corporate transformations and receptivity to it; should be matched to the needs of the organisation</p>
<b>Processual Approaches</b>	<p>Change viewed as a complex interplay between content, process and context</p> <p>Recognises there are different interest groups in organisations that have different understanding of goals, time, language and behaviour, all influencing how change occurs</p> <p>Examine external (economic, political and competitive environment) and internal (strategy, structure, culture and power relations)</p>

## The Process of Managing Change at SCU



## Planning

### Planning for Change

Managers need to plan for change, clarifying the objectives of the change process, articulating the critical change messages, analysing the needs of various stakeholders, identifying appropriate strategies for change implementation including communication, training and development, resource management and nominating how the changes will be evaluated. The SCU Change Management Template is a tool that highlights the key elements of the change process and reflects many of the issues addressed in these guidelines. The Template can be tailored to meet the specific requirements of an individual change process.

#### Assessing Change Readiness

Palmer et al (2006) citing Stewart (1996) suggest an audit of the readiness of an organisation for change will provide an indication of likely outcome of the change and may identify areas to address in order to support the change. Some of the factors to consider in change readiness are:

- Sponsorship: is there a senior manager who can be the visionary, cheer leader and drive the change process?
- Leadership: are the managers involved directly responsible for what is to be changed and do they have clear business results in mind?
- Motivation: is there a strong sense of urgency to introduce the change; is there a culture of continuous improvement?
- Direction: does senior management strongly believe the future should look different from the past, are they able to mobilise all parties to action?
- Measurements: are there currently measures in place around performance already?
- Organisational Context: how does the change effort connect to other initiatives in the organisation?
- Processes/functions: how open are senior managers to changing processes, letting go of 'turf' or power for the good of the organisation?
- Competitor benchmarking: do you systematically compare performance with competitors and examine changes in the market?
- Customer focus: does everyone know who their customers are, what their needs are and have regular direct contact with them?
- Rewards: are staff rewarded for taking risks, being innovative and looking for new solutions?
- Organisational Structure: how flexible is the structure?
- Communication: does the organisation have many ways of two-way communication that staff use and understand?
- Organisational Hierarchy: the fewer the levels of hierarchy, the more likely change is to succeed.
- Prior experience with Change: has the organisation successfully implemented change in the past?
- Morale: is morale high?
- Innovation: is innovation part of the culture?
- Decision making: are decisions made quickly?

## **The Essentials of Effective Organisational Change Management**

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Kotter (1995) offers a model that outlines the main elements of managing change. Managers responsible for change processes can use this model to guide their managing change efforts.

### 1. Change requires a sufficient sense of urgency

Managers need to create the case for change. They need to convey why the status quo can't remain: "make the status quo seem more dangerous than launching into the unknown". This may include a frank discussion about unpleasant facts.

All successful change requires co-operation. Managers need to engage people and motivate them to change.

The Charles Handy Sigmoid Curve (see below) can help to explain the need for change even when the organisation or work unit is performing well. It makes the case for the need to position the work unit to meet not just current but also future demands.

### 2. Create a Powerful Guiding Group

Managers need to establish a group that is powerful, not necessarily senior that can quickly share the vision and become advocates for the change process. This group may be established as a change management group that sits alongside and provides input and advice to the usual management hierarchy. This group needs to establish itself as a key source of information and influence relating to the change process.

### 3. Create a Vision for the Change

This needs to be a vision for the future that is easy to communicate and will appeal to the variety of stakeholders involved. It may be blurry at first and become clearer as the change progresses. It needs to be a compelling statement, easily and speedily delivered that engages the interest of stakeholders in the need and the inherent value of the change.

It may be helpful to compare and contrast the vision with the current situation. Explain what positive elements of the current situation will be retained and further developed in the change and what elements will no longer continue. Build up a picture of "what's in it for me" for each stakeholder group.

It may also be useful to think about transitional or temporary arrangements that might help people through stages when the future may still require some clarity. If managers can't be clear about exactly what the future will look like, they may need to provide support until outstanding issues can be resolved. Consider if the change process needs to be staged.

### 4. Communicate, Communicate, Communicate

There can't be too much communication about a change process. Use all channels of communication available. Make sure senior and key staff talk publicly about the change and how it will address common problems that staff face. Use every opportunity to talk about the change, what new attitudes and behaviours will be required and how the change will look and feel for each stakeholder group. Senior staff need to role model any changes in behaviour required to support the change and staff will pay closer attention to how managers behave than the words they speak. Make sure there is opportunity for staff to discuss and explore the changes. "what does this mean for me?" is an important driver in every individual's response to change. Ensure questions about change are responded to and that the feedback loop is closed at each stage of the change process, that is, explanations are provided on what stakeholder ideas are being implemented, which ideas are not being implemented and why.

Make sure people have an opportunity to conduct an appropriate 'ending' to celebrate the old process and to clearly signal a finish to the old process and the start of something new.

### 5. Remove obstacles to the New Vision

All elements in the organisation: structure, process, systems, resources, culture, people in the organisation needs to align with the new approach. Blocks to change in its early stages can seriously impact momentum and progress. Obstacles that hinder the new way of doing things need to be managed or removed.

### 6. Systematically Plan and Create Short-Term Wins

Change efforts often fail because too much is attempted at the one time and the hurdle seems too large! Set short term goals, make sure they are achieved then promote and celebrate when they are achieved. This helps keep the change momentum and the sense of urgency even if the change process may take some time. Ensuring there are steps on the path to change can create opportunities to review progress and undertake detailed analytical thinking that can clarify or revise visions ensuring change stays on track.

Don't leave this step to chance! Managers need to actively look for ways to obtain clear performance improvements, establish goals, achieve objectives and then reward for the changes.

### 7. Don't Declare Victory Too Soon

Premature victory celebrations can kill momentum so whilst it's important to celebrate wins, be careful about declaring victory too soon. Change takes time to sink deeply into culture and become 'part of the way we do things around here'. Use the successes to tackle other blocks eg systems and structures that don't support the change. Make sure people aren't reverting to the old ways and make sure there is no opportunity for resisters to stop the change.

### 8. Ensure Changes are Anchored in Culture

Change needs to become part of the way we do things around here. Managers need to show people how the changes have improved performance – don't assume people can make these links themselves. The communication process needs to continue through this consolidation phase. Take time to ensure the senior staff are personifying the new approach. Make sure plans, policies and performance measures are now based on the new approach, not the old.

## **The Sigmoid Growth Curve**

Handy (1995) identified a normal life cycle that all organisations, teams, governments and even relationships will progress through. In the early stages of a new period of growth, organisations will experience an initial drop in activity, starting out slowly, before entering a period of progress, moving to maturity and then entering a period of decline. See Figure 1.

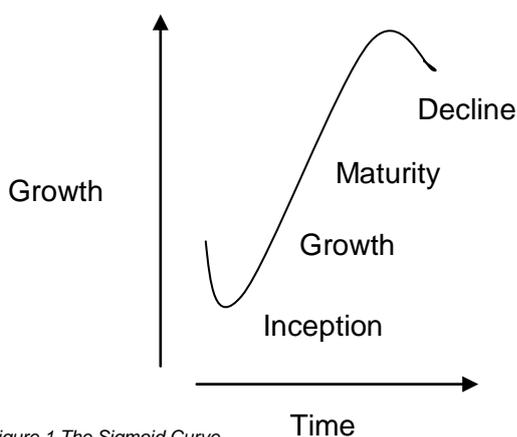


Figure 1 The Sigmoid Curve

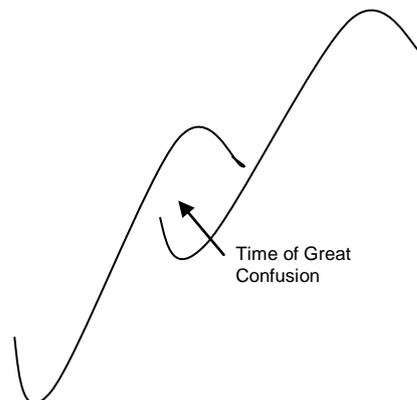


Figure 2 The Second Curve

Arguing the case for change is difficult at a time when organisations are in the growth or maturity stages of the cycle as all the evidence suggests continued growth. However this model may be helpful in explaining there is a need to commence a new phase of growth.

Figure 2 shows that organisations can choose to commence a new growth phase, rather than entering the inevitable decline. However, as the new cycle must start at a time when the old cycle is at its strongest, there is some challenge in managing the coexisting curves of growth. However, it is important that the new growth curve commences whilst there is still time, resources and energy to launch into a new growth phase. This can be considered a Time of Great Confusion: There will be demands on resources, systems and staff commitment as the 2 curves need to coexist for a period of time. It may be difficult to manage the attachment staff feel to the old curve whilst encouraging a focus on the new stage of growth.

Managers successfully navigating through to the Second Curve will typically:

- Realistically and continuously assess the internal and external environments to identify trends, influences and the signs of the need for change. They then move swiftly to position the organisation to respond proactively.
- Focus on engaging staff in responding to these changes, building a powerful and convincing case for change, adapting systems and processes to respond to change and building staff skills and expertise to manage in the new environment

## **Ethics in Change Processes**

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With change processes being inherently about influencing people, change processes need to reflect ethics, integrity and honesty.

“Dishonest or high-pressure tactics work only in the short run, if at all. Their long-term effects are malignant, especially within an organisation, which can’t function properly without a bedrock of trust and cooperation” Caildini (2001).

Neilsen, Nykodym and Brown (2005) suggest that including ethical issues need to be considered at various stages of the change process. Here is a sample of some of the ethical considerations they suggest:

Before Intervention – parties involved in implementing the change need to consider goals, behavioural outcomes and expected change objectives; they need to consider who will be involved with establishing the change and behavioural goals; what process will be used to determine initial targets; they need to reflect on their own personal values and how they may impact on the project; whether their expertise is sufficient to promote the required change, whether they are willing to accept the responsibility for consequences of their behaviour; how will their input be used and responded to, how long will the change process be and what additional resources will be required, are people being dealt with in a fair and equitable manner; how is the change process being communicated.

During change – ensuring the change proceeds as planned and promoted as much as possible, advising relevant parties on changes to the planned process as early as possible, ensuring communication is accessible and timely, ensuring decisions are transparent, reporting on progress, responding to questions, data collection to assess change processes proceeds as planned, people impacted by the change know where they can obtain more information and support.

After change interventions – how has the change impacted the organisation and individuals, has it achieved its purpose, have there been any unintended negative results and how should they be managed, what needs to be implemented to ensure the change is maintained.

Ensuring there is openness around changing processes and that the process is managed ethically will support the achievement of desired change outcomes.

## Implementation

### Leadership in Change

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Change processes require strong leadership. Bolman and Deal (2003) identify 4 leadership frames each highlighting the significant possibilities for leadership but each incomplete in capturing the whole picture. They propose a combination of the following:

- Structural Leadership: where leadership is focused on designing and building an effective organisation. Structural leaders do their homework, establishing structures to enable decision making and change implementation; they see a strong relationship between structure, strategy and environment; they experiment, evaluate and adapt.
- Human Resource Leadership: where leadership is about facilitating and acting as a catalyst who motivates and empowers staff. Human resource leaders believe in people and communicate their belief; they are visible and accessible; they empower others.
- Political Leadership: where leadership focuses on engaging various internal and external parties and employing power to achieve outcomes. Political leaders clarify what they want and what they can get; they are realistic; they assess the distribution of power and interests; they build linkage to key stakeholders; they persuade first, negotiate second and coerce only if necessary.
- Symbolic Leadership: where leaders lead through their actions and words as they interpret and reinterpret experience. Symbolic leaders lead by example; they use symbols to capture attention; they frame experience so that change messages are bold and inspiring; they communicate a vision; they tell stories; they respect and use history.

### Staff Ownership

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Staff ownership and commitment to the change is critical to its success. Nilikant and Ramnarayan (2006) suggest there are practical benefits as no one person has all the answers. Staff, with detailed knowledge of client needs and existing processes, are best positioned to provide input for critical decisions. There is more likely to be creativity in decisions with wider involvement and resistance is likely to be reduced as staff explore the benefits of change and contribute to the change itself. Additionally, the authors propose that staff involvement in change is a development process for staff. Change offers the opportunity to develop new skills and new perspectives.

### Communication

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How change gets communicated is critical to its success. Managers need to plan communication strategies reflecting on the desired outcomes and the needs of stakeholders in the change process.

#### Factors to Consider in Communication

There are a range of factors to consider in conducting the communication around the change process. These are some to keep in mind as you develop your communication strategy (adapted from Indigo Shire Council, 2005):

- Nature of the change and degree of discretion involved for SCU
- Timing of the change and timing of the communication
- Objectives of the communication strategy

- Needs and interests of the stakeholder groups and how the change impacts them
- Existing relationship with stakeholder groups
- Resources available for communication
- Who will manage and deliver the communication
- Key messages to convey
- Communication methods
- Evaluation of communication and follow up
- Performance indicators eg participation numbers

### Communication Approaches

Clampitt et al (2000) describes 5 possible approaches:

- Spray and Pray: staff are showered with a wide variety of information about the change and managers 'pray' they will pick up on the essentials of what is needed. The benefits are that staff receive lots of information however, they may receive information not directly relevant to them, and may be overloaded with information.
- Tell and sell: information on core organisational issues is provided to staff and managers attempt to 'sell' them on why changes are required. Because there is no meaningful dialogue, staff may become cynical with this approach.
- Underscore and explore: dialogue underpins this approach with staff engaged in providing input on potential obstacles and misunderstandings that need to be addressed.
- Identify and reply: involves identifying and responding to rumours and innuendos. This approach tends to be reactive and may be seen as defensive.
- Withhold and uphold: information is withheld until absolutely necessary to share it and management defends a particular position. This approach may result in a bitter staff culture.

## Consultation

Axelrod (2000) cited in Nilikant and Ramnarayan (2006) identified 4 main approaches to change, outlining different ways of communicating and engaging staff.

	<b>Leader-Driven Approach</b>	<b>Process-driven Approach</b>	<b>Team-driven Approach</b>	<b>Change Management Approach</b>
<b>Who leads the Change Effort?</b>	Leader or CEO	Experts or outside consultants	Teams within the organisation	Experts (consultants) and teams
<b>How is change communicated?</b>	Leader announces change after consulting advisors  Leader uses his/her power to drive change	Experts or consultants identify and recommend changes  Leader supports the change  Experts or consultants execute the change	Employee teams identify and recommend changes  Leader approves the suggestions  Parallel organization (change team) created to execute the change	Experts or consultants initiate and recommend changes with employee inputs  Leader approves the ideas and suggestions  Parallel organization created to execute change
<b>What are the underlying assumptions?</b>	Leader or CEO knows what is best	Experts or consultants know what is best for the organisation	Employees know best for the organisation	Experts or consultants with employee inputs know what is best
<b>When is this approach suitable?</b>	Uneducated workforce  Leaders have the power knowledge and power	Uneducated workforce. Experts or consultants have specialized knowledge  Leader is supportive	Workforce educated and skilled  Organisation is large and complex  No single person has all the knowledge	Workforce educated and skilled  Business focus needed in the change  No single person has all the knowledge

It's important for SCU managers to identify the outcome they are trying to achieve, the culture that exists, the skills that staff may have and from that assessment, identify which style of consultation and engagement may support that outcome.

### Common Mistakes in Getting Buy- In

Nilikant and Ramnarayan (2006) identify common errors in engaging staff:

- Assuming great arguments will win hearts and minds;
- Assuming persistence without compromising would sell the idea; and
- Assuming that persuading is a one-time effort.

### Critical Mass

Nilikant and Ramnarayan (2006) discuss the concept of critical mass, that not all staff need to support change but there is a critical mass, which once reached leads to change implementation. They suggest there is a minimum number of people whose support is required to initiate change which they suggest is 30-40%. There is likely to be 20% who oppose and 20% actively supporting with the remainder 'sitting on the fence'. Managers need

focus their change management efforts on the 'fence sitters' to achieve critical mass (Baum, 2000)

### Types of Consultation

Bridgeman and Davis (2004) identify types of consultation which can be placed on a continuum of participation.

The most applicable of these to SCU's context are the Information, Consultation, as well as Researching and Partnership (The Learning Trust, 2007) which are also relevant.

<b>Type</b>	<b>When to Use</b>	<b>Techniques to Use</b>
<b>Informing</b>	A decision has been made. Staff need to know about the decision and consultation is not required.	Surveys. Focus groups. Presentations by managers.
<b>Researching</b>	Where information is needed to help in decision making.	As above.
<b>Consulting</b>	Where views will be taken into account when making a decision (but not all input will necessarily be used in the change process).	Key contacts meetings. Interest groups. Seeking input on drafts. Particular staff group meetings. Advisory or change committees.
<b>Partnership</b>	When making a decision with staff.	Staff meetings to make decisions and ongoing discussions with staff Debrief and review processes that involve staff.

### Managing Consultation

The following is a list of issues to consider in managing consultation which is adapted from Bridgeman and Davis (2004):

- Clarify your outcome.
- Identify the stakeholders - what do they need; what do you need from them.
- Selecting consultation method.
- Principles of consultation.
- Clarify the boundaries.
- Promote or advertise the consultation opportunity.
- Distribute information – methods and timing.
- Allow adequate timing for consultation.
- Consider the input.
- Feedback as you said you would eg why ideas can't be used.
- Follow through.
- Thanks!
- Promote and demonstrate how you have used input.

## **Supporting People Through Change**

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### Reactions to Change

Reactions to change can be highly varied depending on individuals and their past experience of change and the organisation. Managers leading change processes should spend some time anticipating possible responses from stakeholders, identifying what their concerns may be and planning to respond to their concerns through the change management process.

Binney and Williams (1995) describe 5 groups of people:

- The Explorers: a small group of people who seek immediate change and are the first to accept the change.
- The Pioneers: wait to see what happens to the explorers and will quickly move to support explorers. They accept the rationale behind the change.
- The Settlers: this is a large group and the majority of the workforce who are not against new ideas but have had poor experiences of change in the past and are cautious. They want proof that the changes will work.
- The Later to Leavers: a small, vocal group, resistant to change but will eventually move to accept the change.
- The Stay at Homes: will openly and actively resist. May leave the organisation or present major challenges to the change process.

In many change management processes, managers assume staff are ready for change. This is not necessarily the case and there are a couple of important steps any person undergoing change need to go through before they are ready to take action to progress a change.

Prochaska et al (1994) identified 7 Stages of Change that individuals will progress through.

The Stages of Change are:

- Pre-Contemplation
- Contemplation
- Preparation
- Action
- Maintenance
- Relapse
- Exit

Prochaska et al identified the stages are different and as people progress through each stage they will demonstrate distinguishing behaviours. The authors also propose strategies for managing and supporting people through each stage of the cycle.

In the table below are techniques for managers, supporting staff in each stage of the change cycle.

### Stages of Change: Techniques

If individual is.....	The stage they are in is...	Techniques to Try
Completely unaware of the issue.	Pre Contemplation	Raise awareness. eg how would you like this situation to be better?
Considering change and feeling ambivalent.	Contemplation	Reflect the ambivalence. eg on the one hand...and on the other... Don't confront resistance, retreat and try sideways approach. Have the individual list Pros and cons of going with the change.
Ready to change but unclear about plan or commitment.	Preparation	Help establish Specific Measurable Achievable Relevant Time-framed goals. Agree on action plan. Small steps.
Ready to change and see small changes.	Action	Provide lots of reinforcement. Develop Specific Measurable Achievable Relevant Time -framed goals. Action Plans. Regular review progress. Increasingly bigger steps.
Demonstrating new behaviour.	Maintenance	Have individual articulate reasons for success. Provide feedback. Celebrate successes.
Demonstrating the old behaviour.	Relapse	Reframe as normal part of change. Look for past successes and build on these. Reinforce benefits of the change.

### Resistance to Change

Reasons for resistance vary and it may be helpful to consider the causes of people's resistance and identify strategies to manage the resistance, ahead of resistance becoming a major issue.

Common Causes of Resistance (Morden, 2004) include but are not limited to:

- Self interest – where someone has achieved status, privilege or self-esteem through the effective use of an old system, they may see your plan as a threat. Look for ways of assuring stakeholders in this situation about the benefits of the change for them and the organisation.
- Fear of the Unknown - people may be uncertain of their abilities to learn new skills or new systems or take on new roles. Building up confidence and ensuring staff in this situation experience success early in the change process are effective ways of managing this type of resistance.
- Differing Perceptions – stakeholders may have very different perceptions of a situation, how it's working or otherwise and whether or not changes are required. Managers should gain an understanding of differing points of view and identify what stakeholders needs are. Needs may be met in a variety of ways and it's helpful to consider how stakeholders needs can be addressed through a
- a change process.
- Suspicion/Cynicism – long term staff may feel suspicious if management have failed to deliver on commitments in the past or may be cynical if similar changes have been tried before. Being open and honest in your communication will help and ensuring early successes are promoted and explained in terms of the value they have added.
- Conservatism - may be evident when staff are overly settled in current arrangements, and the workplace doesn't have a culture of continuous improvement. Managers leading change processes need to address the inertia in this type of workplace culture. They need to create a case for change and ensure staff understand the urgency around the change process.
- Symptoms of Resistance

Resistance may take a range of forms (Hultman, 1995); it may be passive or active.

Signs of active resistance

- Being critical
- Finding fault
- Ridiculing
- Appealing to fear
- Using facts selectively
- Blaming or accusing
- Sabotaging
- Intimidating or threatening
- Manipulating
- Distorting facts
- Blocking
- Undermining
- Starting rumours
- Arguing

### Signs of Passive Resistance

- Agreeing verbally but not following through
- Failing to implement change
- Procrastinating or dragging one's feet
- Feigning ignorance
- Withholding information, suggestions, help or support
- Standing by and allowing change to fail

### **General Principles for Managing Individual Resistance**

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Miller and Rollnick (1991) propose some general techniques for managing individual resistance.

- Express Empathy – use reflective listening to demonstrate you can see the other person's perspective. Ambivalence is a normal response to change so accept and acknowledge that.
- Develop the discrepancy between what the person is expressing and the vision for the change project – help the individual to understand the consequences of not changing or not supporting the change; as much as possible have the staff member identify the reasons for and benefits of change
- Avoid argumentation – arguments are likely to shore up rather than overcome resistance. Try a different approach.
- Roll with the resistance – invite the person to consider new perspectives associated with the change, rather than confronting them; try not to see the person's behaviour as a problem and avoid labelling people.
- Support the individual – express confidence in their ability to change.

Similarly Maurer (1996) suggests that using the power of resistance to build support for the change is more effective than viewing resistance as something that must be overcome by:

- Maintaining a clear focus on the change objectives and don't be diverted by initial reactions to resist
- Embracing the resistance and finding out more about who is resisting and what are their reasons
- Respect those who resist, considering them to be acting in good faith
- Relax and don't push back
- Joint with the resistance and look for points of commonality

## **Strategies to Manage Specific Reactions to Change**

Spencer and Adams (2003) outline common reactions and tips on how best to support people experiencing them.

### When people are reacting with sadness:

<i>How to Recognize:</i>	<ul style="list-style-type: none"> <li>• Sulking</li> <li>• Associating with old friends and practices</li> <li>• Resisting new friends and practices</li> <li>• "I used to be..." "It used to be..."</li> </ul>
<i>Underlying Issues</i>	<ul style="list-style-type: none"> <li>• Hanging on to the old ways</li> <li>• Sense of the rug being pulled out</li> </ul>
<i>Positive Aspects</i>	<ul style="list-style-type: none"> <li>• Preserving important past practices</li> <li>• Avoiding discarding the baby with the bath water</li> </ul>
<i>Supportive Behaviour</i>	<ul style="list-style-type: none"> <li>• Lots of exploration and time to talk</li> <li>• Open-ended questions</li> </ul>

### When people are reacting by withdrawing:

<i>How to Recognize</i>	<ul style="list-style-type: none"> <li>• Quit/retire on the job</li> <li>• Minimum commitment</li> <li>• Won't discuss or ask questions</li> <li>• Loss of interest or initiative</li> <li>• Hard to find</li> </ul>
<i>Underlying Issues</i>	<ul style="list-style-type: none"> <li>• Wait it out until normality returns</li> </ul>
<i>Positive Aspects</i>	<ul style="list-style-type: none"> <li>• Pull back and reflect</li> </ul>
<i>Supportive Behaviour</i>	<ul style="list-style-type: none"> <li>• Gentle confrontation</li> <li>• Listen and be persistent</li> <li>• Take the initiative</li> </ul>

When people are reacting with fear:

<i>How to Recognize</i>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Worrying, catastrophizing</li> <li>• Overly detail-oriented</li> <li>• Can't set priorities</li> <li>• Trivial pursuits</li> </ul>
<i>Underlying Issues</i>	<ul style="list-style-type: none"> <li>• Confusion over where he or she fits in</li> </ul>
<i>Positive Aspects</i>	<ul style="list-style-type: none"> <li>• Clarifies key issues</li> <li>• Flushes out underlying problems</li> </ul>
<i>Supportive Behaviour</i>	<ul style="list-style-type: none"> <li>• Provide information and details</li> <li>• Clarify priorities</li> <li>• Develop framework, goals and plans</li> </ul>

When people are reacting with anger

<i>How to Recognize</i>	<ul style="list-style-type: none"> <li>• Raised, intense voice</li> <li>• Walks out</li> <li>• Sabotage</li> <li>• Back stabbing</li> <li>• Misery loves company</li> </ul>
<i>Underlying Issues</i>	<ul style="list-style-type: none"> <li>• Loss of significant portion of reality</li> </ul>
<i>Positive Aspects</i>	<ul style="list-style-type: none"> <li>• Gets the issues out</li> </ul>
<i>Supportive Behaviour</i>	<ul style="list-style-type: none"> <li>• Permit/legitimize venting</li> </ul>

**A Helpful Tool in Supporting People through Change: Pros and Cons**

The decisional balance, originally conceptualized by Janis and Mann, is like a pro and con list, only much more thorough. It's based on the understanding that all change involves gains and losses. It's helpful in providing support in change management situations, because it causes you to systematically consider all sides of a decision. When you work through a decisional balance, you'll think through the benefits and costs of pursuing a specific choice, and you'll also think through the benefits and costs of not pursuing specific choice.

The decisional balance is an effective change management technique that can help you staff to see the consequences of choosing an option, and also the consequences of not choosing that option.

It's very easy to use a decisional balance. Just follow these simple steps:

- Create a grid like the one below.
- Above the grid, write down the change that is being implemented.

**Example:** Implement a new system.

- In the box at the top left corner, write down all of the benefits of choosing the option you are considering.

**Example:** Write down all of the ways you'd benefit from the new system.

- In the top right corner, write down all of the costs, or negatives connected with choosing the option.

**Example:** Write down all of the negatives associated with implementing the new system.

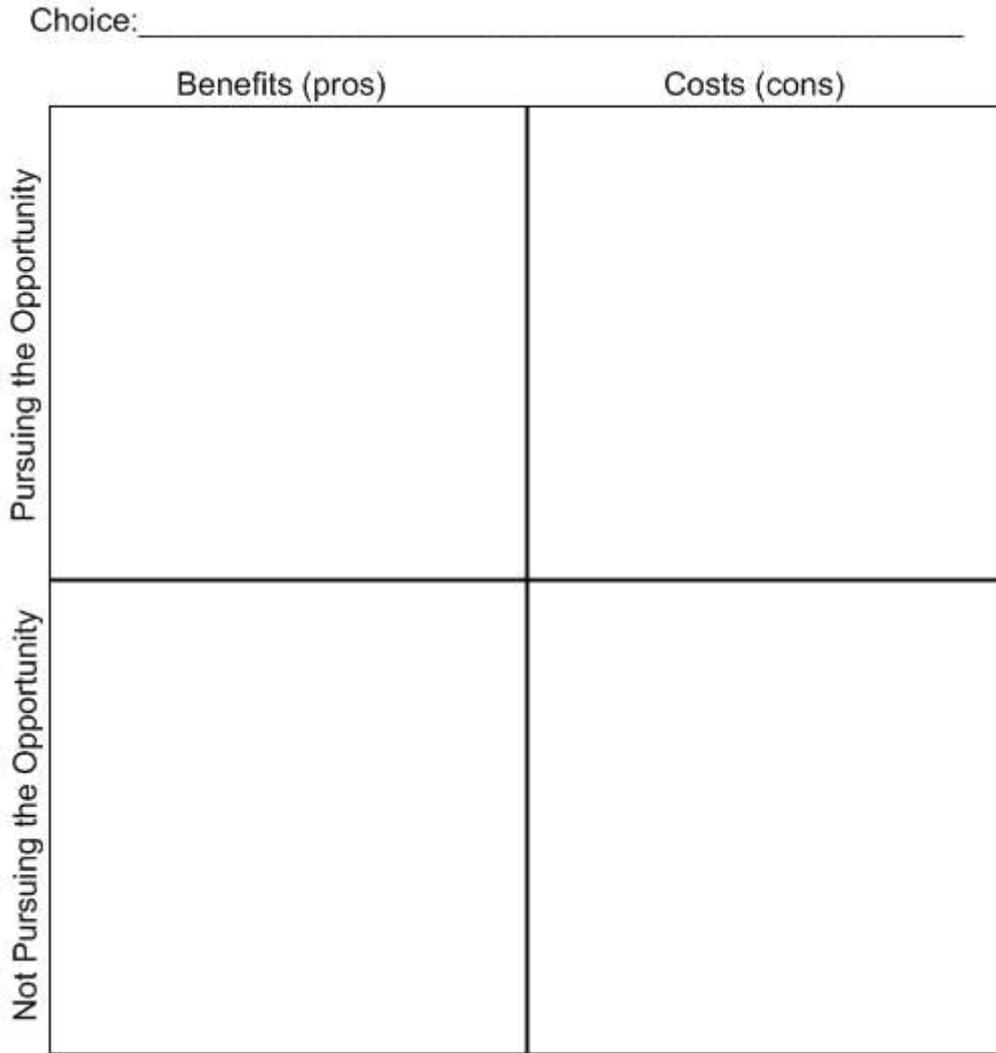
- In the box at the bottom left, write down all of the benefits of not choosing the option in question.

**Example:** Write down all of the benefits of not accepting the new system.

- In the box at the bottom right, write down all of the costs, or negatives connected with not choosing the option.

**Example:** Write down all of the negative connected with not accepting the new system

This tool may be helpful at several stages of the change process and don't be afraid to learn it more than once. At the end of this process you can work with your staff on developing an action plan to implement the change.



Putting all of those benefits and costs in writing on a decisional balance acts as a helps to think through a choice from all angles. Having all of that information organized on paper can be a huge help when you're trying to make explore the implications of change.

A decisional balance chart can also be very helpful to keep motivation levels high through the challenges of implementing change. If you're working towards accomplishing a challenging goal, keep your decisional balance chart on hand even after you've made the decision. And revisit the benefits and costs of the change and not implementing it throughout the process.

**Force Field Analysis – Kurt Lewin**

(from: [http://www.valuebasedmanagement.net/methods\\_lewin\\_force\\_field\\_analysis.html](http://www.valuebasedmanagement.net/methods_lewin_force_field_analysis.html))

A useful tool for examining the forces working in favour or working against change. This process can be used at any stage of process and at any level eg change team, change manager, with staff experiencing change.

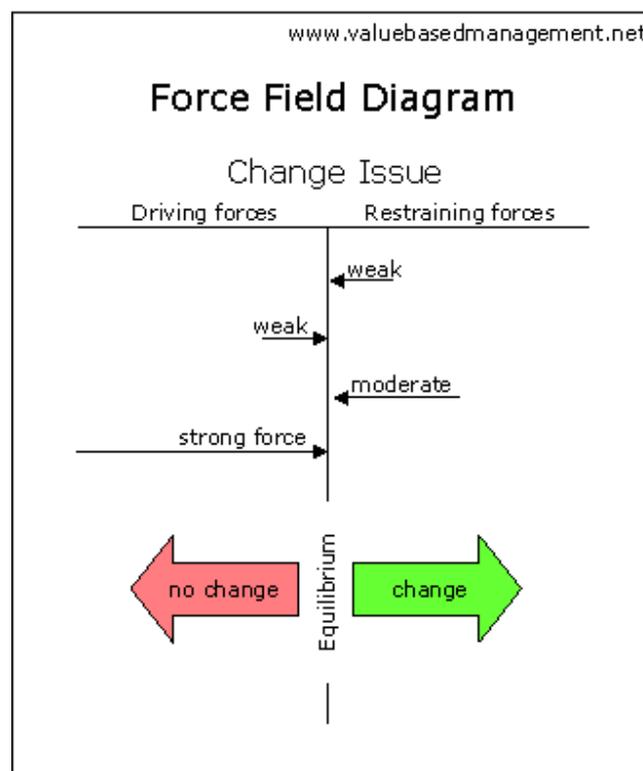
Lewin proposed that “an issue is held in balance by the interaction of two opposing sets of forces – those seeking to promote change (**Driving forces**) and those working to maintain the status quo (**Restraining forces**)”. Lewin held that organizations were systems held in equilibrium by the forces working in opposite directions. Change can only occur when driving forces exceed restraining forces, thus shifting the equilibrium.

The Force Field Analysis is a tool to:

- Investigate the balance of power involved in an issue
- Identify the most important players (stakeholders and target groups to consider in changes
- Identify who supports the change and who doesn't
- Identify how to influence the target group

### How to Conduct a Force Field Analysis

- Describe the current situation
- Describe the desired situation
- Identify where the current situation will go if no action is taken
- List all the forces driving change toward the desired situation
- List all the forces resisting change
- Discuss and analyse these forces: are they valid, can they be changed, which are the crucial ones?
- Allocate a score to each one with 1 = extremely weak; 10= extremely strong
- Chart the forces by listing in order of strength, the driving forces on the left and the restraining forces on the right
- Determine whether change is viable and progress can occur
- Discuss and develop an action plan on how the change can be affected by decreasing the strength of the restraining forces or increasing the strength of the driving forces
- Keep in mind that increasing the driving forces or decreasing the restraining forces may increase or decrease other forces or may create new ones



## **Learning and Development**

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Ensuring staff have the necessary skills in a timely manner to implement change is necessary to the ultimate success of the change process and can also be an important strategy for engaging and supporting staff in the change process.

Single loop learning – short term learning involving behavioural responses in similar situations, appropriate for routine activities or quick responses in emergency situations but inadequate for complex or new situations.

Double loop learning – involves a process of questioning the assumptions on which the organisation is acting. It can involve underlying norms, policies and goals (Argyris and Schon, 1978). Double loop learning provides for organisational learning.

Managers of change processes need to consider what type of learning is involved with the change they are managing so they can plan strategies for single or double loop learning and so they can realise the potential for organisational learning in more complex change processes.

Senge (1990) describes the learning organisation as one that is 'continually expanding its capacity to create its future'. In order to develop a learning organisation, staff must master five disciplines:

- Personal mastery – a commitment to life long learning
- Mental models – sharing and challenging assumptions
- Shared vision – creating a shared vision including common goals, identity and a shared understanding of the future
- Team learning – problem-solving within and across groups
- Systems thinking – looking for interrelationships and connections and identifying patterns and trends.

Evaluating change management strategies and process can provide important sources of organisational learning.

## Consolidation

### Consolidating the Changes

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Cummings and Worley (2005) propose 5 processes for ensuring change processes become part of the new fabric of the organisation:

- Socialisation – concerns the transmission of information about beliefs, preferences, norms and values relating to the change process. The change process may evolve and involve considerable learning and experimentation. Ongoing sharing of information about the changes, training and retraining, ensuring new staff are involved, ensuring change milestones are celebrated are all ways of ensuring the change becomes 'part of the way we do things around here.'
- Commitment – this binds people to the new way of doing things and should involve all levels of the organisation. Staff can be encouraged to undertake 'voluntary acts of initiative' (Palmer et al 2006) as they discover ways to implement the change initiative in a way that is suited to their own local circumstance.
- Reward allocation – rewards need to be linked to the new way of doing things
- Diffusion – this is about transferring the change from one system to another so that the effects of the change are felt throughout the organisation.
- Sensing and Calibration – this involves responding quickly and decisively when relapse to the 'old' behaviours occurs or there is some deviations from the desired changes.

All decisions, actions, policies and procedures in the organisation need to reinforce the change to ensure change is embedded in organisational culture

Palmer et al also point out that it is important to be realistic about your limits and the pace of change. Change efforts need to be seen as genuine and realistic if they are to succeed.

### Evaluation

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Change management strategies need to be evaluated to assess whether an intervention has been implemented as intended and if so, is it having the desired results.

Sources of data for evaluation include: numeric measures to assess pre and post change performance, interviews, focus groups and surveys to evaluate how effective the change processes such as the communication strategy have been. (Roberto and Levesque, 2005). Effective change managers will be monitoring and evaluating change strategies as they are planned and implemented and making adjustments based on feedback as the change process is implemented. Summative evaluation is likely to ensure change management strategies are relevant and timely.

In failing to evaluate, organisations run the risk of fuelling scepticism about change processes and adding to the sense of change fatigue.

## **Sources of Help**

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### HR Services

As well as discussing change initiatives with their line managers, managers implementing change can discuss their plans with their Human Resource Manager in the first instance. HR Managers can provide advice on likely impacts on staff, positions, structure and other people related matters.

### SCU Employment Assistance Program

Managers implementing change should ensure all staff are aware of the SCU Employment Assistance Program. This program can be useful for staff who may require assistance in resolving work and/or personal problems, including coping with change. The structure and scope of the Program is outlined below, but its essential purpose is to provide staff with access to professionally qualified and experienced psychologists in a highly confidential setting.

Types of issues which might be addressed through the Program include:

- Work Difficulties
- Home and Family Concerns
- Personality Conflict and Emotional Trauma
- Legal and Financial Matters
- Health Concerns

More information is available at <http://staff.scu.edu.au/hr/index.php/5/>

### Contacts

If you want to discuss the particular change management situation you face please call your HR Manager on x73667.

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