

Change management for hybrid working



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Introduction

Your role within an organisation will influence how comfortable you are with change. If you are responsible for driving and delivering change initiatives, it can be easy to focus on the desired outcomes rather than the journey you need to take people on.

The COVID-19 pandemic forced accelerated changes in the workplace and in personal lives. The impact is that people's resilience to change will have grown for some, but for others, change will be something they are fearful of. The impact for change leaders is that the focus on people is now more important than ever, not only considering the wellbeing of those involved but also expectations, especially when working in hybrid organisations, where one size will not fit all.

This course aims to help you take a change initiative you need to implement, focusing on the approaches, frameworks, and tools you can use to manage the process in a more caring way, and take a sustainable human-centred approach to change, by putting the needs of people at the heart of your initiative and considering more sustainable ways of working.

We focus on functional and operational changes that help organisations deliver their strategies, rather than organisational changes, as these tend to be the change initiatives that most members of an organisation frequently experience.

To assist with thinking about change and organisational development in a different way, the 'Hybrid ways of working: a contextual sustainability framework' illustrated below has been designed for this collection to highlight the key areas you need to consider when thinking about organisational development. As many organisations and higher education institutions (HEIs) continue to evolve their hybrid practice, how you work and plan for the long term is essential. You need to balance the needs of your stakeholders and organisation while embracing and adapting to external factors to successfully meet strategic objectives.

The framework helps you to consider and understand your organisational context and needs from key perspectives.

1. You and your ways of working should take account of the key stakeholders within your environment and their needs in relation to organisational development.
2. You need to understand organisational requirements; the context, connections, and requirements for key areas of focus; and how these relate to the needs of your stakeholders.
3. You need to consider your ways of working for the wellbeing of future generations.



Figure 1 Hybrid ways of working: a contextual sustainability framework

In this course we do not focus on how to establish what you need to change. If you are new to planning for change, you may find it useful to study the [Hybrid working: planning for the future](#) course, which provides approaches for planning and focusing on what change is needed.

Learning Outcomes

By the end of this course, you will be able to:

- describe what is meant by 'change' and what can be a catalyst for change
- explain what change management is and what processes and tools are needed to implement and sustain change
- identify how to lead change and the impact that change can have on people and organisations
- explore different frameworks and structures for change and examine how they can be used by organisations driving change around hybrid working
- manage the change lifecycle to enable change to be adopted and embedded within organisations.

1 The need for change

During his Day of Affirmation Address at the University of Cape Town in 1966, Robert F Kennedy said:

There is a Chinese curse which says, 'May he live in interesting times.' Like it or not, we live in interesting times. They are times of danger and uncertainty; but they are also the most creative of any time in the history of mankind.

(Kennedy, 1966)

This speech took place decades ago, but it seems that in every decade since, something of note has made that decade 'interesting' – whether it be man setting foot on the moon, birth control pills, DNA sequencing, the Internet, fibre optics, mobile phones, GPS, online shopping, social media, or services on demand like Uber. And, of course, COVID-19 kicked off the 2020s in the most 'interesting' way: it changed how we live and work and saw the acceleration of digital transformation but also brought a focus on wellbeing, inclusion, and the digital divide.

In video below, contributors share their experiences of adapting ways of working during the COVID-19 pandemic in 2020 and how they managed the changes required.

Video content is not available in this format.

Video 1 Operating during COVID-19



Responding to COVID-19 also showed what was possible and led to amazing rapid innovation and change implementation, such as vaccines being developed and pushed through human trials for approval for medical use, and the delivery of an unprecedented vaccination programme in the modern day in months rather than years. This was achieved by global collaboration between pharmaceutical companies, universities and governments to shorten the timeline between creativity, invention, innovation and the rollout of massive change, all under the unforgiving scrutiny of the media and the public. In the post COVID-19 era, in a continued period of uncertainty, including economic uncertainty and cost of living challenges, people's expectations, buying habits, trust and behaviour remain in flux. As a result, organisations, governments, public bodies, healthcare systems and even charities need to innovate new products, services and processes to compete. To do so means that invariably they need to undergo almost continuous change.

This need for change can come about, as Senior et al. (2020) point out, from any source and influence, be it socio-cultural, political-legal, technological or economic. To respond to that need can often mean that disciplines from across the entire organisation or wider 'system' have to work together.

Change often involves changing ways of working, policies, processes and procedures and adopting or developing new technology as well as delivering new products and services.

Change is not always easy, and the most important consideration for change is that it involves people who have different needs, expectations and comfort levels with change. For those leading change, being empathic and understanding about resistance to change is a skill that needs to be developed, alongside resilience, as people tend to go through a range of emotions at different stages of the change 'journey', as depicted in John Fisher's (2012) Personal Transition Curve, shown in Figure 2.

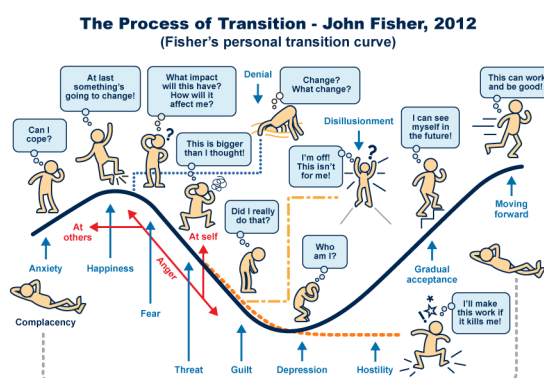


Figure 2 The process of transition – Fisher's Personal Transition Curve (Fisher, 2012)

At times, feedback can feel like a personal criticism of you and the change you are trying to make. Those leading change require not only the ability to listen and take criticism as constructive feedback from which to evaluate and learn but also the confidence to make informed decisions and be honest about what is possible.

Activity 1 How do you feel about change?

5 minutes

Look at Fisher's personal transition curve, and reflect on the following:

- How did you cope with the different COVID-19 'lockdowns' during 2020 and 2021?
- Think about a recent unexpected change you have had to deal with; how did you cope with it?

Discussion

The chances are that the lockdown periods in 2020–2021 seem a distant memory. You may have specific recollections, but no matter how challenging that time may have been for you, you adapted and dealt with the continual uncertainty and change. There may be learning you took from those lockdowns. For many it offered an unexpected opportunity not only to re-evaluate what was important but also how resilient you can be.

My overwhelming memories are how rapidly I had to adapt and change, not least to cope with home schooling and work but also having to shield. I had to plan, adapt and change. While these were comparatively small-scale 'change projects', it involved scoping, planning, implementation (with a lot of resistance from my children!) and delivery, in order to adapt to living in lockdown whilst also looking after my children, working and managing my own wellbeing. Some days were really mentally challenging.

If you are dealing with or have recently dealt with change, your feelings may be much stronger. Even though I am used to dealing with continual change due to the nature of my work, I can identify with nearly all the stages, and I know I have a loop of anxiety (is this the right approach?), guilt (did I just say that?) to moving forward (we can do this). However, I learn from these feelings and talk to others to get different perspectives, ideas and support.

We know that change can be inevitable. We know that change can be difficult. A first step towards dealing with change is to clarify what exactly it is that needs to change and why. We look at this in the next section.

2 What are you trying to change and why?

Change is an inevitable continual process within organisations. Most people will experience change, from a small policy change to the introduction of new technical systems to new product delivery to major organisational restructures and changes to ways of working.

Your involvement in change will vary based on your role within the organisation. Whether you are leading or adapting to change, understanding the change process is useful to help you feel more comfortable with change. If you are experienced in change management, it is an opportunity to reflect on your own practice and consider whether your approach could be developed to help others on their journey of change.

In the last activity you were asked to reflect on how you feel about change.

Acknowledging how comfortable you are with change will help you consider your approach if you are leading change and raise your awareness of how you naturally react to change so you can build your own resilience for adapting and accepting it.

Understanding how you feel will assist in your approach when a need for change arises and may assist in how you answer the following key questions:

- What are you trying to change?
- Why?

If you have identified it is a change that is necessary, always ask yourself WHY? Is it for a personal or professional reason that you want the change? We often think a change is required because of how we approach tasks/situations. While it might benefit you as an individual, is it something that is actually needed or will make a difference to others?

If a change is identified by others and you are either leading the change on their behalf or working as part of a change team, while you still need to understand what you are trying to change and why, you are not the owner of the answer but rather a facilitator – someone to ensure delivery of the change that is actually required. In some cases, this can mean either recommending a change in a different direction or stopping the initiative altogether.

Ensuring that you understand your 'Why' in relation to the organisational strategy and needs is essential for change. To understand this approach, the

[Hybrid working: planning for the future](#) course explores 'What's your why?' in more depth.

In the meantime, we consider two approaches in brief in the next section.

2.1 The Golden Circle and 5 Ws and H

Simon Sinek, an author and inspirational speaker, uses the Golden Circle theory to assist leaders establish and understand their 'why'. His belief is that most people will know the 'How' and 'What' an organisation does, but not necessarily the 'Why'. The 'Why' for organisations is often encapsulated in their mission statement. The vision statement reflects the 'What', and the values and objectives statements describe the 'How'. The figure provides an overview.

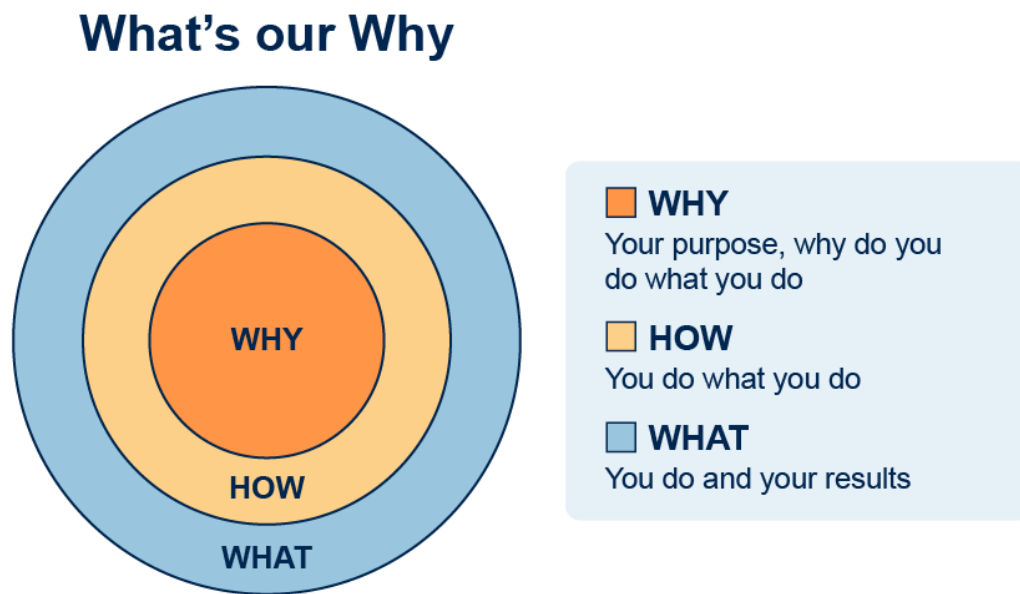


Figure 3 Simon Sinek's 'Golden Circle' (2009)

An alternative simple approach for establishing what and why is to ask the 5 Ws and H questions for assessing why change is needed. If you consider the decisions you make every day, you may unconsciously use this approach. For example, when you go shopping; ask yourself:

- What do you want to buy?
- Why do you need it?
- Where will you get it from?
- When are you going to go?
- Who needs to come with you?
- How will you get there?

When applying this approach in an organisational context, you will have different questions depending on the change you are being asked to consider. Some example questions are shown in the table below.

Table 1 The 5 Ws and H

What	Why	When	Where	Who	How
What is the desired outcome? What is the benefit of doing this? What if we don't do it?	Why do we need it? Why is it needed now?	When is it needed by?	Where is it needed?	Who asked for the change? Who needs to be involved? Whom does it impact?	How will it be done?

The order can vary depending on the context, but arguably the two most important Ws are the Why and the What, as these will help to inform the questions you may want to ask for the When, Where and Who in order to establish the How.

Why: You need to establish why this change is actually required so you can make the decision whether to proceed. Throughout the process you should always come back to the Why, even when a decision has been made.

What: The actual outcome desired needs to be established. Often when a change is requested, the first outcome stated is not always the actual outcome that is needed. Using the 5 Ws approach helps to surface what is needed and whether it is actually required. You may in fact decide to stop.

Once you are confident that you have your Why and your What, you can then start to focus on the How.

If you are a public body based in Wales, you may wish to link to the following frameworks list below:

- [Future Generations Framework for scrutiny](#) (Future Generations Commissioner for Wales, 2019)
- [Future Generations Framework for service design](#) (Future Generations Commissioner for Wales, 2018)
- [Future Generations Framework for projects](#) (Future Generations Commissioner for Wales, n.d., a)
- [Guidance on using the Future Generations Framework for projects](#) (Future Generations Commissioner for Wales, n.d., b)

These provide guidance on how to establish the connections of your change initiatives or projects to the Well-being of Future Generations (Wales) Act 2015's seven wellbeing goals and consider their five ways of working.

If you are not familiar with the wellbeing goals and five ways of working, you may wish to review the [Sustainability and wellbeing section](#) in the *Hybrid working: organisational development* course.

Activity 2 What are you trying to change?

 20 minutes

In this course you will be looking at how you can implement change management at your organisation. To begin, you should take the time now to think about a particular change in your organisation and the scope of what it is you are trying to change.

If you do not have a change to implement, you may wish to use one of the [‘Simple Changes’](#) on the Future Generations Commissioner for Wales (2022) website.

Use the following questions as prompts:

- Why are you doing it; what are the drivers?
- What technology will be involved in supporting the change?
- What processes will the change impact?
- Who will be impacted and how?
- How do you think they will react to the need for change?
- How do you think they will feel about the change itself?
- What benefits will the change bring?

You can use the text box below to capture your reflections, if you wish.

Provide your answer...

2.2 Situation assessment


Having identified the change you want to make, it is useful to carry out a situation assessment to help consider the elements of your change initiative and plan how to have better conversations with your stakeholders.

We look at stakeholders in more detail later in the course.

The content of a situation assessment often includes:

- **Change characteristics** – begin by understanding the change that is being introduced. Why are you undertaking the change, what are the drivers, what are the desired outcomes, how will you measure the change's success? Changes can be formalised projects, strategic initiatives or even small adjustments to how the organisation operates. Understanding the characteristics of the change requires you to answer questions like: What is the scope of the change? How many people will be impacted? Who is being impacted? Are people being impacted the same way, or are they experiencing the change differently? What is being changed – processes, systems, job roles, etc.? What is the timeframe for the change?
- **Organisational attributes** – next, work to understand the people and groups being impacted by the change. The organisational attributes are related to the history and culture in the organisation and describe the backdrop against which this change is being introduced. What is the perceived need for this change among employees and managers? How have past changes been managed? Is there a shared vision for the organisation? How much change is going on right now?
- **Impacted groups** – the final step in building your situational awareness is developing a map of *who* in the organisation is being impacted by the change and *how* they are being impacted. A single change – say, the deployment of a web-based expense reporting system – will impact different groups very differently. Employees who do not have expenses to report will not be impacted at all. Staff who travel once a quarter will be only slightly impacted. Associates who are on the road all the time will be more impacted, although filing expenses is only a portion of their day-to-day work. For those in accounting who manage expense reporting, however, their jobs will be completely altered. Outlining the impacted groups and showing how they will be impacted enables specific and customised plans later in the change management process.

Activity 3 Evidence for change

 20 minutes

Watch the video in which Dr Nick Barratt, Director, Learner and Discovery Services at The Open University, explains the evidence for leading change at The Open University as they adapt to new ways of working following the COVID-19 pandemic.

Video content is not available in this format.

Video 2 Evidence for leading change



Then read the blog article by the change management company Prosci, '[Before you act, consider these keys to preparing for change](#)' (Creasey, n.d.), which looks at the key activities you need to undertake when planning change management.

Drawing on the video and the article, answer the questions below for the change initiative you chose for Activity 2.

- What is the evidence that the change is required/why are you being asked to make this change?
- What evidence do you have, or do you need to gather, to make better decisions to support your change?
- What is the outcome you are hoping to achieve from the change?
- What evidence will you need to demonstrate the impact/outcomes?

Use the text box below to capture your reflections, if you wish.

Provide your answer...

Discussion

Understanding why you need to make the change and what the expected outcomes are, prior to starting the change management process, is the essential first step. Evidence to support the decision should be gathered, reviewed and agreed, often best encapsulated in a **situation assessment**.

In the next section we start to consider how the assessment of the situation can influence your change management process.

3 What do we mean by change management?

'Change' can be mapped onto a spectrum of scope, pace, complexity and scale; can be transformational (impacting an entire organisation); or can be a minor realignment of a single process. It can be proactive (addressing a future need) or reactive to an imminent challenge and can be hard or soft, planned or emergent. In terms of pace, change can be 'continuous' or 'intermittent', and in terms of scale, change can be reactive, planned, incremental, operational, strategic, radical, revolutionary or big-bang.

Activity 4 What do you think change management is?

 10 minutes

Your experiences of change will influence what you think change management is and what it is not. You may have examples of change initiatives that have gone well and others less so. What were the differences in the approach to these initiatives, and what was the change they were trying to achieve?

Watch the video below and consider how it reflects your understanding and experiences of change management. You may wish to make notes in the box below.

Video content is not available in this format.

Video 3 What is change management?



Provide your answer...

There are many definitions of change management in circulation, and most describe it in terms of a structured process and set of tools used for leading people from the current

state to a future desired state to achieve an outcome. We explore some of the aspects of change management in the next steps.

3.1 Hard and soft factors

As a starting point, one aspect of change management that is useful to consider is the distinction between the so-called hard and soft factors of your organisation.

- **Hard factors** are generally easier to define or identify and are directly influenced by management. Examples of these include strategy statements, organisational structure and reporting relationships, formal processes and IT systems.
- **Soft factors** can be more difficult to describe; less tangible; and more likely to be influenced by history, tradition or culture. Soft elements can have equal or even greater impact than hard factors on the success of a change effort. Examples of these include leadership and communication styles, organisation values and norms, and individual and team competencies and skill sets.

(Workforce Management Strategies, n.d.)

Implementing a change initiative will involve an element of project management, and it is useful to understand the boundaries to ensure that you are focusing on delivering change and not just managing a process. The video below explains the difference.

Video content is not available in this format.

Video 4 Change management vs project management

PROJECT MANAGEMENT + CHANGE MANAGEMENT

Change managers, therefore, are an essential role for all change initiatives; they are the champions of the change, and their primary focus should be the outcomes required. The video below, *What does a change manager do?* (CMI, 2021), provides a useful overview of the role of the change manager.

View at: [youtube:0D0e8z1-RGQ](https://www.youtube.com/watch?v=0D0e8z1-RGQ)



Video 5 What does a change manager do?

3.2 Using a change framework

While some incremental or small changes do not require a formal approach, having an understanding of change frameworks can help to ensure successful outcomes. Later in this course, as your understanding of change management develops, we introduce frameworks that can be used for complex or large change initiatives. They will build on the principles of the frameworks below that can be used for underpinning most approaches to change.

The Change Management Institute (CMI)'s 'Change practice framework' (CMI, 2022a), shown below, focuses on four dimensions – define, analyse, co-design and refine. This is a circular process and needs to be underpinned by the context for change, your organisational context and your people. The 'Hybrid ways of working: a contextual sustainability framework' (which you came across in the introduction to this course) breaks this down further to ensure the connections and interdependencies across the organisations are fully considered.



Figure 4 CIM Change Practice Framework

This CMI framework provides a useful visual representation of the areas to consider, and the circular process. It is designed for change managers as part of [The change management body of knowledge \(CMBok™\)](#) (CMI, 2022b).

We have simplified the CMI framework for the purposes of this course to take you through the key steps for change. The steps below provide a summary of elements you need to consider, but they are not exhaustive – you may have other elements you would like to add. We propose:

- Step 1: Assessing
- Step 2: Leading
- Step 3: Managing
- Step 4: Sustaining

Step 1: Assessing

Identifying options for change and building a shared understanding of the right change to make. There are many different activities that can be used to assess change, from those

that surface barriers to change to those that identify new opportunities for change and those that help to enable change.

Tasks:

- Problem analysis – Why is there a need for change?
- Impact desired – What does success look like?
- Benefit – What will the benefits be?
- Type of change required – How complex is it?
- Readiness for change – Reflect on the 'Hybrid ways of working: a contextual sustainability framework' (see the [introduction to this course](#))
- People – How will this impact them?
- Ability to problem solve – Who will you need?
- Organisational design – What is the context?
- Process design – How will you approach this?
- Experience design – What will it feel like?

Step 2: Leading

Actively promoting the vision and direction of change and influencing others to achieve buy-in. This is achieved by ensuring strategic alignment of the change is reflected in the scope and requirements, effective governance and accountable decision making, and building a team with the right people with the right skills. It is also about working to understand the people and culture and the extent to which they are ready for change.

Tasks:

- Change initiative business case – Do you have an agreed-on case for the change initiative?
- Strategic alignment – How will you ensure alignment to strategy?
- Leadership and vision – Who will provide the leadership and vision?
- Governance – What are the requirements to ensure successful delivery?
- Change team – How will it operate; how will you lead it?
- People – How will you support them through change?
- Culture – Will a cultural change be required?
- Scope and requirements – Who, What, Where, When, How and Why?

Step 3: Managing

Coordinating and overseeing the day-to-day change and project management activities that help to move people from a current state to a future state. These activities include everything from planning and running a project to engaging with people to helping mitigate resistance to change. Assurance activities can help to facilitate change by providing evidence-based information and learning, to projects and programmes, to supporting decision making.

Tasks:

- Communication – What is the approach to communication?
- Planning – What planning will be required, how will this be approached and how will you ensure you can deliver the change initiative?
- Dependencies – What/who needs to be considered for success?
- Strategic alignment and benefits – How will you ensure you meet these?
- Stakeholder management – How will you do this; what are their needs?

- Change team – How will you manage the team and external suppliers?
- Change control – How will this be monitored and implemented?
- Risks and issues – How will these be captured and resolved?
- Self-management – What will you need, and how will you manage your own wellbeing?
- Implementation – What will be need as you implement the initiative?

Step 4: Sustaining

Ensuring that changes are sustainable and achieve the desired benefits and impact through effective transition management and implementation. Supporting people with appropriate training and providing mechanisms that reinforce continuous learning throughout the project cycle will also increase the chance of change sticking for the long term. This is important for ensuring people do not revert back to old ways of working.

Tasks:

- Impact analysis – How do you monitor the impact – what evidence will you require?
- Benefit realisations – How will you know these have been achieved?
- Training support – What training will be needed long term?
- Continuous learning – How will you capture the learning and use it in the future?
- Transition management – How will you know this is business as usual, and what ongoing activities will require support?
- What next?

3.3 Engaging stakeholders

Engaging stakeholders is a continual process, and the power and/or dependencies on these stakeholders will change throughout your change initiative. Depending on how formal your change initiative is, you may have a project sponsor(s) who will be your most important stakeholder(s), as ultimately you have been entrusted to deliver their initiative. Stakeholders are 'individuals and organizations who are actively involved in the project, or whose interests may be positively or negatively affected as a result of project execution or successful project completion' (Project Management Institute (PMI®), 1996).

One frequent problem those leading change encounter is that stakeholders may not be aware of the changes required and may not be interested in or understand the need for change. Often some changes will not be a priority for organisations, so evidence for change is important to help ensure the changes that have been identified are prioritised. One of the first activities you should carry out is a stakeholder analysis to identify your stakeholders. It can be useful to think about stakeholders in terms of influence and impact to identify who they may be. The figure represents a way of identifying stakeholders.

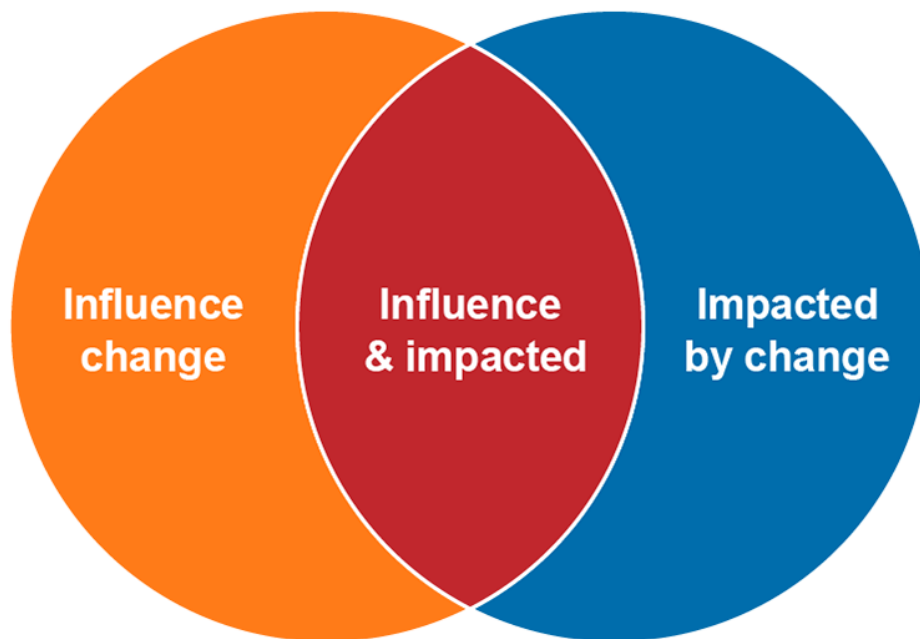


Figure 5 Identifying stakeholders

Influence change: These are stakeholders who have the power to make decisions and/or the resources/tools/people you require to help implement change.

Influence and impacted: These are people who will be impacted by the change but, due to their roles/knowledge/experience or ownership of tools/systems, are stakeholders you will need to actively engage with, either for requirements analysis or support, or they may be people you will need to help you implement and sustain change, such as team leaders who may have the influence to help you succeed or not.

Impacted by change: These are stakeholders who will not have influence or necessarily be involved directly in any requirements but will have to adapt to the changes implemented.

You may know who your stakeholders are, but it can be sensible to review them by creating a stakeholder map. By visualising both your internal and external stakeholders, it can help you clarify who they might be and identify those you may not have considered. It is advisable to collaborate with others when doing this and look at your organisation's strategy – are there focal areas within it that might include stakeholders that you have not considered?

When leading complex or large-scale change projects, it can be useful to categorise your stakeholders and then look for the interdependencies. In the stakeholder map below based on an organisational change initiative, a high-level approach was taken to start to identify groups of stakeholders, using the 'Hybrid ways of working: a contextual sustainability framework' to think about different organisational needs.



Figure 6 Stakeholder map

This then allows you to break the groups down further and identify individuals who should be engaged directly with the change project.

3.4 Stakeholder engagement plan

To give depth to such a list of stakeholders, and to help with developing your knowledge of them and their power, interest and needs, it is useful to map stakeholders on two different derivatives of a [Mendelow power matrix](#) (Mendelow, 1991).

The first matrix indicates the stakeholders' relative position in terms of their impact on the initiative's success (their power) and the initiative's impact on them (their interest). The second matrix gives a view of their level of commitment for the change mapped against their level of readiness.

When taking the two relative positions together, you can begin to build a **stakeholder management plan**, as shown in Figure 7.

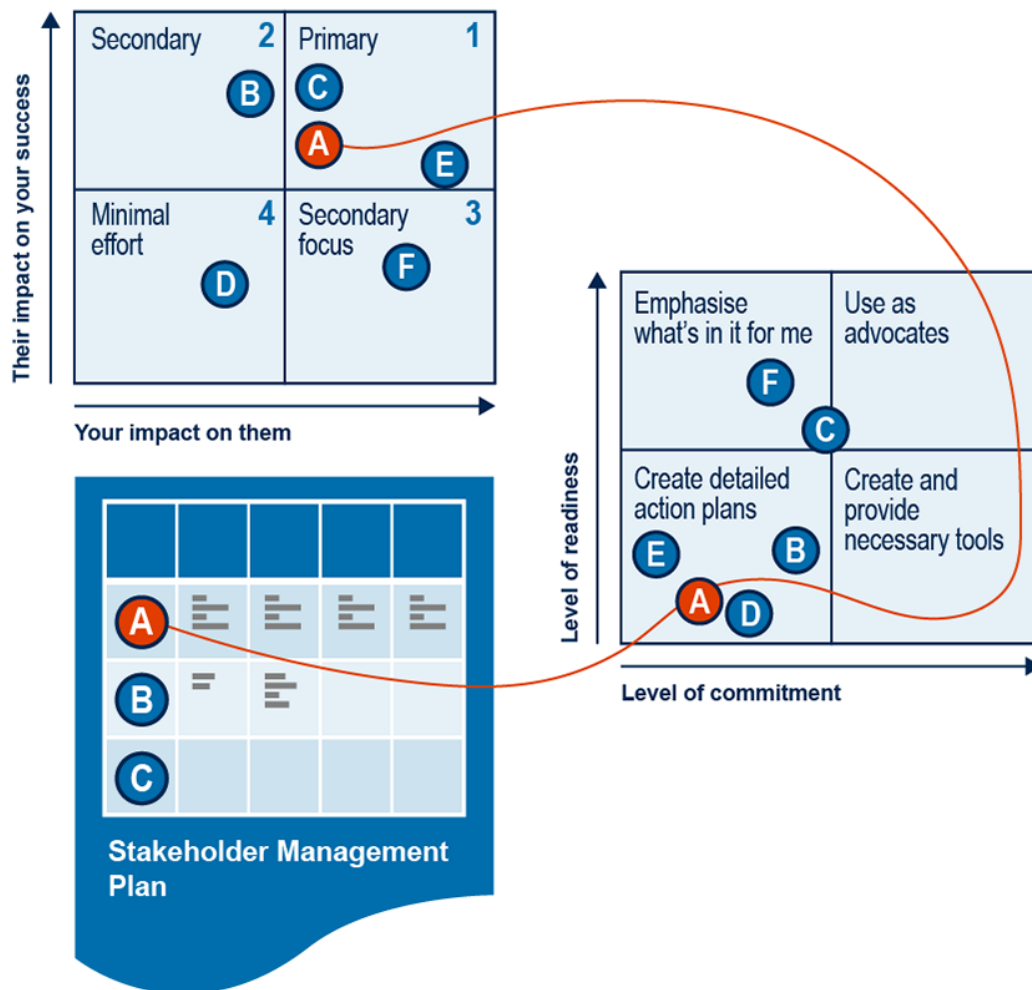


Figure 7 Stakeholder management plan

Another dimension to the stakeholder plan is to indicate where their expectations are before the change occurs and where you would want them to be after the change. Table 2 provides an example.

Table 2 Stakeholder engagement plan


Stakeholder	A	B	C	D	E
Unaware		CP			
Resistant	CP			CP	CP
Neutral					
Supportive		DP	CP / DP	DP	DP
Leader	DP				
Your impact on them	High	Low	High	Low	High

Their impact on you	High	High	High	Low	Low
Level of readiness	Low	Low	High	Low	High
Level of commitment	Low	Low	Medium	Low	Low
Next comms action	Manage closely	Keep satisfied	Manage closely	Monitor	Keep satisfied
Comment/current position	Detailed action plan		Use as advocate	Detailed action plan	Emphasise benefits

Key:

- CP – Current position
- DP – Desired position
- Manage closely: daily updates, regular invites to exclusive events, personal contact
- Keep satisfied – Weekly updates, invitations to certain occasions
- Monitor – Monthly updates
- Keep informed – Weekly updates, invitations to certain events

Activity 5 Creating a stakeholder engagement plan

 10 minutes

Take some time now to think about the stakeholders in your change initiative. Then, drawing on Table 2 above, create a stakeholder engagement plan.

Provide your answer...

.....

Discussion

Your stakeholder map and engagement plan may evolve during the lifecycle of your change initiative, as you identify and adjust requirements. It is sensible to allocate time to review these at each stage of the process to ensure that your approach continues to be appropriate for the needs of your stakeholders and the needs of the initiative.

Having started to think about your change management process and engaging the stakeholders, you now need to plan ways to communicate the change. This is what we explore in the next section. If you are new to stakeholder management, you may wish to explore the [Discovering management](#) course on the OpenLearn platform.

4 Communicating change

You saw in the previous section how to identify stakeholders, assess their likely impact on the success of the project and develop plans to improve engagement levels. A key part of the engagement plan is to ensure that communications are effective and that there is an appropriate mix of communication techniques to satisfy the level of involvement and interactivity required to impart your message or gain feedback.

This is especially true during stakeholder consultation, as the sooner you involve stakeholders, the better. Stakeholders are more likely to engage with your change initiative if they feel they are part of the change and that their worries are addressed head on. To ensure this happens, a communications plan will be needed to support the change strategy.

4.1 The importance of a communications plan

The objectives of the communications plan are to:

- build understanding and support of the change initiative and facilitate successful implementation
- build trust, commitment and ownership
- change behaviours of colleagues to contribute towards the future direction and success of the implementation and business change
- build manager and leader capability around communications by providing tools and resources to drive ownership of dialogue with all stakeholder groups
- engage all stakeholders where opportunities exist for dialogue
- monitor and measure feedback.

It is essential that leaders and project teams initiating the change remember that their knowledge and acceptance of the change is much further ahead than colleagues who have just heard of it. It is important that leaders and project team members remember to pace themselves with the learning and understanding of others.

The communication approach needs to change as people shift from receiving information to making sense of what they have heard and identifying the implications for themselves, their work and relationship with others. These initial shifts require the communications to change from a telling and selling communication style to one of question and answer, enabling exploration and involvement in what it means for individuals. Through involvement, people gain commitment and understand the situation themselves, resulting in changes in behaviour.

Gaining people's commitment to proposed changes is a progressive process. Communication is the most significant key to achieving engagement (buy-in) and commitment from those impacted. Figure 8 below illustrates the communication stages through which individuals typically progress as they transition towards becoming fully engaged and committed to the initiatives being undertaken.

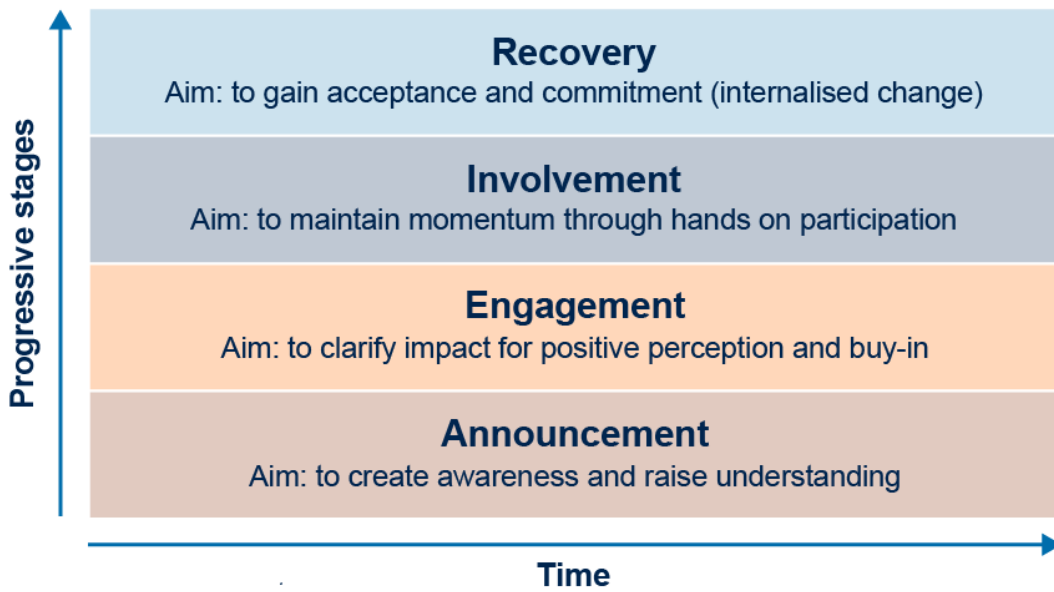


Figure 8 Communication stages

The impact of missing out stages in the communication progress can be as follows:

- No engagement can result in negative perception and resistance to the change – people need to understand how the change will impact them, i.e. What does it mean for me?
- No involvement might mean a loss of support – individuals need to feel that they are part of the change effort rather than feeling like it is being done to them.
- No recovery can result in regression – if the change is not embedded to become business as usual (BAU), it very easily starts to regress to 'how it used to be'.

Table 3 shows some of the common methods of communication used by change agents. Often a change communications plan (the headings of which could be as indicated in the table) will make use of many channels.

Table 3 Change communications plan

Element	Example
Date	Date of message
Change stage	Announcement, engagement, etc.
Key message and objective	The key points you want/need to get across to the audience
Audience	The group that is being targeted
Channel	Method, such as changing network email
Owner	Who is the message going from, and who is actually writing it?
Evaluation	How will you assess success? Survey, feedback, focus groups?

There many communication changes, so it is important to consider what you are trying to communicate and to whom to choose the most appropriate. Figure 9 provides some of the main ones you might consider for internal communication. It suggests the primary methods of change communication are roadshows and demonstrations (the 'Go see'); team talks which may be delivered face-to-face or virtually either as remote-only or hybrid events; and the development of a change network. We will discuss change networks in the next section.

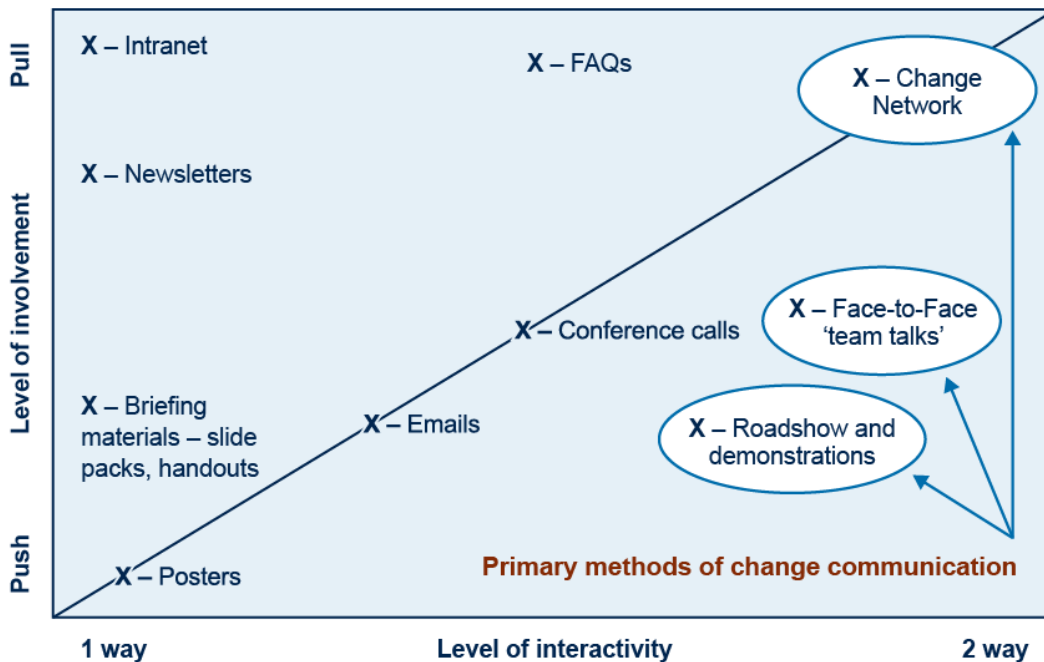


Figure 9 Primary methods of change communication

Whichever channel is used, a few guiding principles should be followed:

- be visible and accessible
- take an open and honest approach
- focus on two-way communications
- schedule timely, planned communication and engagement activity
- have clear, consistent and credible messaging
- use tailored communications targeted to specific audiences
- use efficient and straightforward communications that are 'fit for purpose'
- face-to-face (in person or virtually) communication should be the primary channel, with written and other forms as secondary channels
- gather regular feedback and evaluate.

It is important that the appropriate style of communication is used to ensure that the messaging is clear, concise, correct, concrete, coherent, complete and courteous, which are often referred to as the 7 Cs of communication, as explored in the next section.

4.2 The 7 Cs of communication

The 7 Cs of communication is a useful approach to use when considering effective communication. Figure 10 provides an overview of the seven elements.

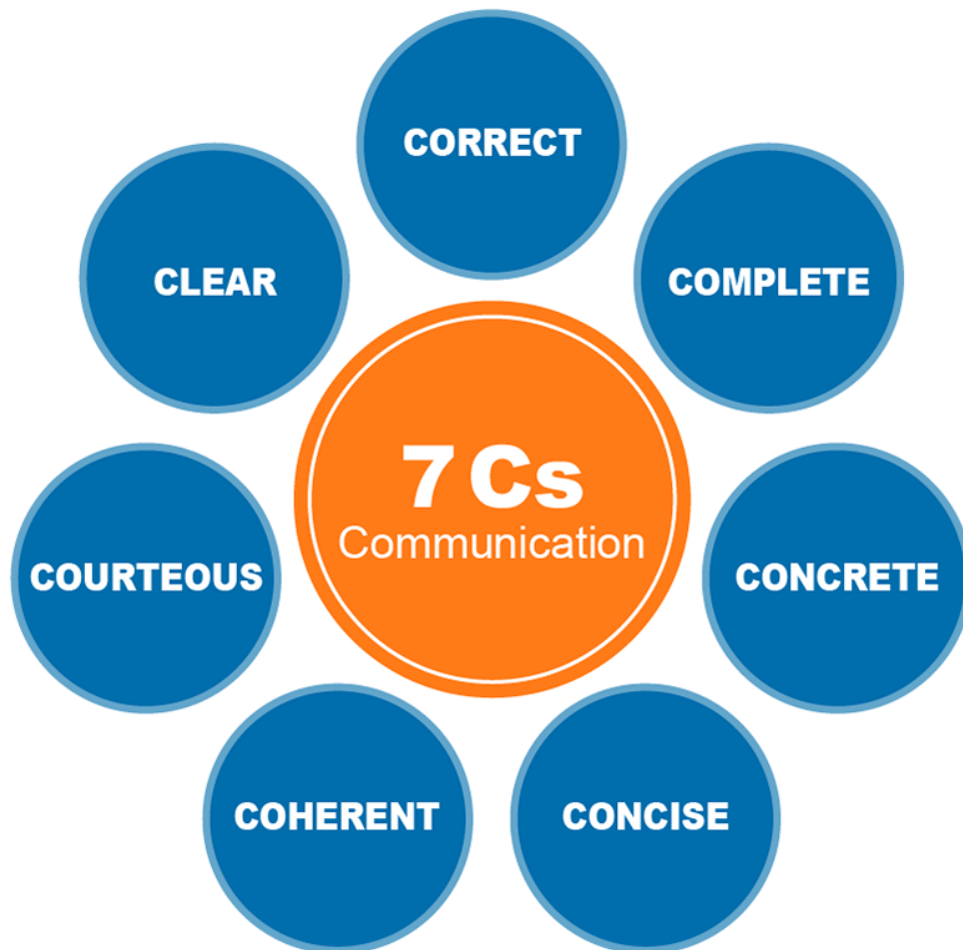
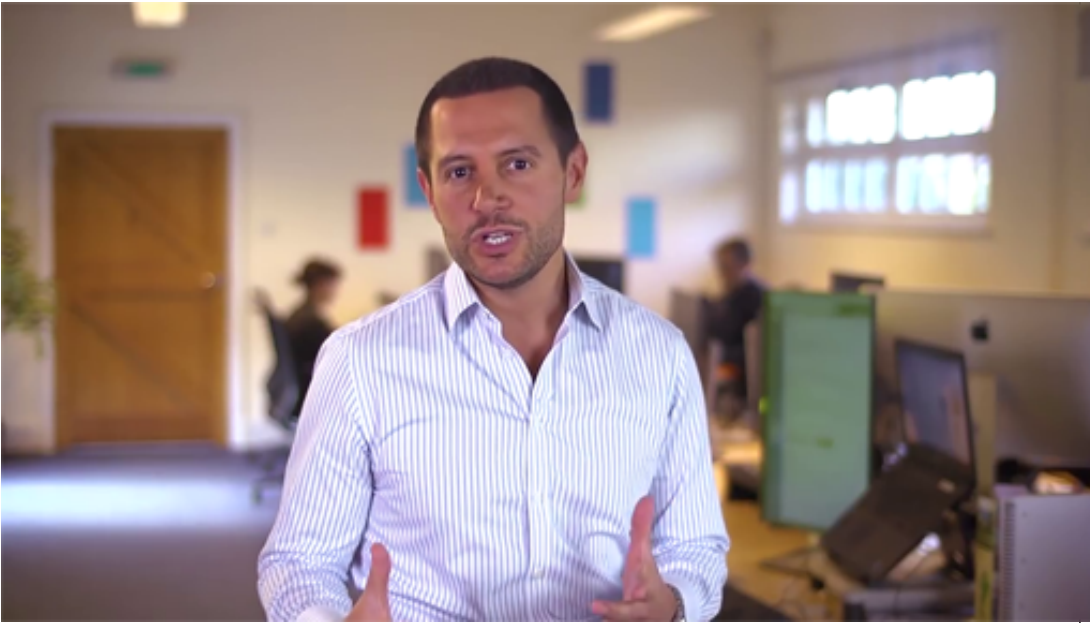


Figure 10 The 7 Cs of communication

Watch the following Mind Tools video to get a brief explanation of the 7 Cs of communication:

Video content is not available in this format.

Video 6 The 7 Cs of communication



The video provided a short checklist for effective communication which we have summarised below.

Clear: What is the purpose of the message and the outcome you desire, does the recipient understand why they are receiving the message?

Concise: Focus on the core points. Try to keep it simple and short.

Concrete: Be specific, brief and present in a logical order. Stick to facts, and provide evidence if required.

Correct: Ensure both the information and the delivery is correct and error free.

Coherent: Is the message logical and consistent?

Complete: Provide all the required information and actions expected.

Courteous: Use a friendly, open and honest tone. Consider your audience's viewpoint and be empathic towards this.

If you want to find out more, there are many resources available that outline effective communication, including those on the OpenLearn platform, such as the badged open course [Effective communication in the workplace](#).

4.3 Change networks

A change network is a group of individuals who lead and support colleagues through change during a time of transition or transformation. Establishing a change network provides reinforcement to the messages being delivered through line management cascades and other communication channels. It also offers a further method of gaining feedback on how people are adapting to change and how they are feeling about it. Its members can be instrumental in breaking down barriers and obstacles and in refining the project approach. It is a function that is integrated and incorporated into the individual's regular job.


There are two distinct roles in the change network – change champions and change agents, otherwise known as change team members. Each brings different skills and has a particular part to play.

- **Change champions** are a selected group of leaders who can shape the desired outcomes and deliver the vision for the change. They have an input into the design, planning and execution of change-related activities.
- **Change agents** or change team members are functional representatives with subject matter or process knowledge. They act as change advocates, supporting change through day-to-day activities, and do the work required to support the change activity.

There are many benefits of developing a change network, and not just for the change project:

- **For the project**
 - Act as a catalyst for change
 - Identify 'hot spots' of resistance
 - Feedback on the changes within teams
 - Act as a conduit of communication.
- **For the organisation**
 - Acquire change skills – a scarce resource
 - Internal 'consultant' capability
 - Future change leader to drive continued improvements.
- **For the agent**
 - Greater job satisfaction
 - Helping to shape the future
 - Higher profile and visibility
 - Increased confidence.

Activity 6 Change networks in your organisation

 15 minutes

Read the two parts of the blog 'Building a change network that works' at the links below.

- [Building a change network that works – Part 1 of 2](#) (Bakowski, 2021a)
- [Building a change network that works – Part 2 of 2](#) (Bakowski, 2021b)

Now consider what steps you might take to set up a change network. If your organisation already has a change network, how you could work with it?

Use the box below to capture your reflections, if you wish.

Provide your answer...

So, you've thought about your communication plan. Next, you should consider those around you who can offer support. This is what we explore in the following section.

5 Assessing the change required

In Section 2, 'What are you trying to change and why', you explored the creation of a situation assessment and began gathering evidence to support the need for change. In this section, you will round off the creation of the change management strategy, of which situation assessment is a part. The other two sections that constitute the strategy are 'Supporting structure' and 'Strategic analysis'.

5.1 Supporting structure

The supporting structure is made up of two parts: the team structure and the sponsor coalition.

Team structure

The change management team structure identifies who will be doing the change management work. It outlines the relationship between the project team and the change management team. The most frequent team structures include:

1. change management being a responsibility assigned to one of the project team members, or
2. an external change management team supporting a project team.

The key in developing the strategy is to be specific and make an informed decision when assigning the change management responsibility and resources.

Sponsor coalition

The sponsor coalition describes the leaders and managers that need to be on board for the change to be successful. Starting with the primary sponsor (the person who authorised and funded the change), the sponsor model documents the leaders of the groups that are being impacted by the change. The change characteristics will determine who must be part of the coalition. Each member of the sponsor coalition has the responsibility to build support and communicate the change with their respective audiences.

5.2 Strategic analysis

In order for change to be successful, you need to analyse the risk, resistance and tactics for change and how ready your organisation is for change. By doing a strategic change analysis, it will help you understand what attitudes and behaviours you may have to manage.

- **Risk assessment** – the risk of not managing the people side of change on a particular change is related to the dimensions described in the 'Situation assessment' section. Changes that are more 'dramatic' and further reaching in the organisation have a higher change management risk. Likewise, organisations and groups with histories and cultures that resist change face higher change management risk. In developing the strategy, overall risk and specific risk factors are documented.
- **Anticipated resistance** – many times, after a project is introduced and meets resistance, members of the team reflect that 'they saw that reaction coming.' In creating the change management strategy, you can identify where resistance can be

expected. Are regions or divisions impacted differently than others? Were certain groups advocating a different solution to the same problem? Are some groups heavily invested in how things are done today?

- **Special tactics** – the final step of the change management strategy is the identification of any special tactics that will be required for this change initiative. The special tactics formalise much of the learning from the strategy development related to the change and how it impacts different audiences in the organisation. Throughout the change implementation, special tactics may need to be revisited and updated.
- **Readiness assessment** – assessing the organisation's 'readiness for change' is a key aspect of strategic analysis. It provides a benchmark of where the organisation is prior to the instigation of the change initiative. Regular revisits to the assessment throughout the lifecycle of the change will provide an indication of the progress made, as well as what adjustments to attitudes and behaviours have yet to happen.

Depending on the size of the change initiative, a change readiness assessment can be conducted using a simple form (like the one shown in Table 4 below) or a more complex tool or platform.

Table 4 Change readiness assessment form

Questions:	<p>How fast do you want to implement the change?</p> <p>What are the timescales, and have you worked backwards to see if it is possible?</p> <p>Is the change project integrated with other strategies?</p> <p>Is it agreed – evolution or revolution?</p> <p>Do you have the leadership capabilities to match?</p>
What are you doing well?	
What do you need to do?	
Coalition - Align the team	
Questions:	<p>How broad does your top team need to be?</p> <p>Are 70% of the executive committed to the change?</p> <p>How will the stakeholders be engaged?</p> <p>Do you have a political champion?</p> <p>Are the vision and drivers clear and shared?</p> <p>Are the roles and responsibilities of the top team clear and understood?</p> <p>Have the right behaviours as role models been defined?</p> <p>How do you plan to keep the top team engaged?</p>
What are you doing well?	
What do you need to do?	
Energy - Build momentum	
Questions:	How can you create and sustain the energy?

	Has the resource been identified and agreed? Has a programme office been established? Has backfill been agreed is necessary? Has the resource been freed up?
What are you doing well?	
What do you need to do?	
Control - Execute discipline	
Questions:	How much central control is required? Is 'Go see' established? Are roles and responsibilities defined and understood? Have champions been briefed and prepared? Have milestones been set and governance put in place? Are links made to service/business plans?
What are you doing well?	
What do you need to do?	
Methodology - Build change capabilities	
Questions:	How do you overcome your unique challenges? Have you selected a suitable organisation approach? Have champions/change agents been identified? Has a core team been selected? Have all key skills been identified, for example, BPI, procurement, marketing, contract management, others? Has a skills assessment been completed? Are training needs linked to the organisational development plan?
What are you doing well?	
What do you need to do?	
Risk - Monitor and adjust	
Questions:	How do you handle the risk of the planned changes? Is your attitude to risk appropriate for the pace you want? Is governance in place? Is it working? Have you established the correct measures? Do you have good performance information?
What are you doing well?	
What do you need to do?	

Engagement - Make it personal	
Questions:	<p>How differently must people behave?</p> <p>Have you defined the new culture?</p> <p>Are the role models leading the change?</p> <p>Are people clear (WIIFM – what's in it for me)?</p> <p>Have the links been made with organisational development to the performance development reviews?</p> <p>Are the objectives linked to the day job?</p>
What are you doing well?	
What do you need to do?	
Transparency - Communicate the change	
Questions:	<p>How much transparency do you need?</p> <p>Do you want to brand the programme?</p>
What are you doing well?	
What do you need to do?	

Figure 11 provides more information about each of the steps outlined in Table 4.

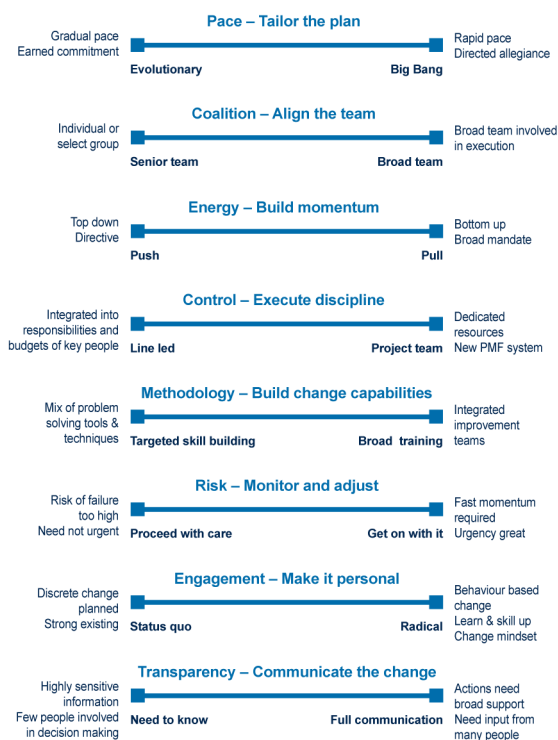



Figure 11 Change readiness assessment form

Activity 7 How ready for change are you? 10 minutes

Think about your organisation's readiness for change. Using the readiness assessment form in Table 4, and the additional information in Figure 11, what could you personally do in each step to become an effective change agent?

Having identified your supporting structure and carried out a strategic analysis, it is a good idea to bear in mind what is involved in leading change. This is the topic of the next section.

6 Leading change

Creating an organisation where creativity and innovation thrive, and where the necessity of change is fully embraced in order to deliver the benefits of that innovation effort to its stakeholders, is not easy.

Very few organisations are able to maintain the focus required to keep up with stakeholder demands whilst simultaneously reacting to often conflicting internal and external drivers for change. Linda Hill and her colleagues suggest that the most innovative companies are led by people who ‘understand that their most important role is to create a context in which others can collectively do the work of innovation’ (Hill et al., 2014).

It is fair to say that change ‘leadership’ is not a reserved title for the senior management of an organisation (although it may be incumbent on them to allocate sufficient resources and help create the environment to enable innovation and change to happen). The title can be applied to people at every level of an organisation, and indeed, Buchanan and Boddy (Buchanan, 1992) were the first to describe a ‘change agent’ as any member of an organisation seeking to sponsor, initiate, implement or deliver change.

Change agents require the right mix of skill, knowledge, experience, behaviours and attitudes, and these core competencies can be grouped and used as a basis for assessing the capabilities of a change agent. At the start of the course we looked at the John Fisher’s (2012) Personal Transition Curve, and you considered how you felt about change. Developing your emotional intelligence and competencies for leading change is critical to enable you to build better relationship with those involved and/or impacted by change initiatives.

One of the most considered pieces of research around change agent competencies comes from Daniel Goleman (1996), who defined ‘emotional competencies’ for change leaders. His model of emotional intelligence focuses on the aspects included in the following table:

Table 5 Emotional competencies for change leaders

Self-Awareness	Self-Management	Social Awareness	Relationship Management
Emotional self-awareness	Emotional balance Adaptability Achieve positivity	Empathy Organisational awareness	Influence Coach Conflict management Teamwork Inspire

Another approach developed by Malcolm Higgs and Deborah Rowland in 2000. Their findings are listed and compared in Table 6 below.


Table 6 Change agent competencies proposed by Higgs and Rowland (2000)

Competency cluster	Competency indicator
Change initiation (CIN): Ability to create the case for change and secure credible sponsorship	Surfaces issues
	Demonstrates impact of issues on performance

	Influences key sponsors
	Secures sponsor commitment
Change impact (CIM): Ability to scope the breadth, depth, sustainability and returns of a change strategy	Scope of thinking
	Depth of impact (systematic thinking)
	Reframing
	Identifies 'returns on change'
Change facilitation (CF): Ability to help others, through effective facilitation, to gain insight into the human dynamics of change and to develop the confidence to achieve the change goals	Manages human dynamics
	Encourages and supports self-management
	Conflict management
	Process management
Change leadership (CL): Ability to influence and enthuse others, through personal advocacy, vision and drive, and to access resources to build a solid platform for change	Networking
	Relationship building
	Personal impact
	Sells ideas
Change learning (CLE): Ability to scan, reflect and identify learning and ensure insights are used to develop individual, group and organisational capabilities	Coaching
	Listening and inquiry
	Knowledge management
Change execution (CEX): Ability to formulate and guide the implementation of a credible change plan with appropriate goals, resources, metrics and review mechanisms	Organisation savvy
	Manages resistance
	Journey design
	Journey management
Change presence (CP): Demonstrates high personal commitment to achievement of change goals through integrity and courage while maintaining objectivity and individual resilience ('a non-anxious presence in a sea of anxiety')	Courage
	Resilience
	Authenticity
	Objectivity
Change technology (CT): Knowledge, generation and skilful application of change theories, tools and processes	Theories
	Tools
	Processes

Source: Adapted from Higgs and Rowland (2000), pp. 124–125

Activity 8 Your change agent competencies

 10 minutes

Using each of the competency clusters identified by Goleman (1996) and Higgs and Rowland (2000), think about your own change agent competencies. How would you rate your ability in each of these areas, and which areas could you develop to become a more effective change agent?

Use the text box below to capture your reflections, if you wish.

Provide your answer...

Goleman (1996) also identified six leadership styles to choose from to deploy in any situation and at any point in the change process. These are:

1. coercive
2. authoritative
3. affiliative
4. democratic
5. pacesetting
6. coaching.

Goleman suggested that a leader may have to use combinations of these depending on the type of change, the phase of the implementation and the culture of the organisation or when dealing with resistance to change.

6.1 Managing yourself and others

When leading change programmes, there are many aspects that a leader or change/project manager need to consider to ensure the change's success. You have already seen some of these in the course, such as the need to understand and support stakeholders through the anxieties associated with their 'personal transition curve' (see [Section 1](#)).

As a leader or manager of change, you need to consider your own resilience and approaches you can take to lead change initiatives successfully, both in terms of the change approach itself, but also in terms of managing yourself and others. Some key considerations are:

- organisational culture
- control and influence
- empathy
- building trust.

If you are new to leading others, you may wish to explore the [Hybrid working: skills for leadership](#) course, which explores the key considerations listed above in more detail.

Survival anxiety and learning anxiety

Edgar H. Schein (2017) suggests a three-stage cycle of change management and draws out some 'anxieties' to look out for and address in the change process.

- **Stage 1 – Creating the motivation to change (unfreezing)**

This stage starts with 'disconfirmation', which shows people within the organisation that its goals are not being met; that is, 'someone is hurting somewhere' or 'something is wrong somewhere'. Disconfirmation can then be used to induce 'survival anxiety' (*if we don't fix this we may not survive*) and consequent 'learning anxiety' (*if I can't learn/adopt new behaviours then I might lose my position*), which can both in turn create motivation to get things done. Learning anxiety, however, if sufficiently strong, can produce resistance to change through a number of manifestations of 'fear', such as the fear of loss of power or position, fear of temporary incompetence, fear of punishment for incompetence, fear of loss of personal identity and fear of loss of group membership. Indeed, Schein suggests that 'it is the interaction of these two anxieties that creates the complex dynamics of change' (Schein, 2017, pp. 325, 328–329) and posits two guiding principles when trying to balance the two:

1. **Principle 1** – survival anxiety or guilt must be greater than learning anxiety.
2. **Principle 2** – learning anxiety must be reduced, rather than increasing survival anxiety.

Principle 2 is all about what Schein calls 'creating psychological safety' and includes interventions such as 'providing a compelling positive vision', 'provid[ing] formal training', 'involving the learner', 'train[ing] relevant "family" groups and teams', 'provid[ing] resources', 'provid[ing] positive role models', 'provid[ing] support groups in which learning problems can be aired and discussed' and 'remov[ing] barriers and build[ing] new supporting systems and structures' (Schein, 2017, pp. 328–329)

- **Stage 2 – Learning new concepts, new meanings for old concepts and new standards for judgement (the actual change and learning process)**

This stage highlights two mechanisms to learn new behaviour, beliefs and values; imitating a role model and scanning the environment and using trial and error to invent new solutions until something works. In practice, again, Schein (2017) recommends a mix of both, as the first may be more expedient, but the second, due to the feeling of 'ownership', is likely to be more embedded. Schein also suggests that an organisation might have to 'unlearn something and learn new things that might challenge our competencies, our role or power position, our identity elements, and possibly our group membership' to move forward. (Schein, 2017, pp. 330–337)

- **Stage 3 – Refreezing, internalising and learning agility**

A period of stability is required to reinforce new behaviours and emphasises that change success criteria should be defined in concrete behavioural terms and not as 'culture change'.

6.2 Business change approaches

At an organisational level, Michael Beer and Nitin Nohria (2000) name two business change approaches.

Theory E changes

'The creation of economic value and high returns to shareholders' (Kippenberger, 2000) are normally driven from the top of the organisation, are strategic and programmatic in

nature and often carry financial incentives. 'Disconfirmation' triggers in this case may be easier to identify, as key metrics are often regularly measured such as turn-over, a sharp drop in profits from a particular product or a change in market conditions (adapted from Beer & Nohria, 2000 and Kippenberger, 2000).

Theory O changes

In contrast, Theory O changes 'see the organisation as having many stakeholders ... [and] has at its heart the development of organisational capabilities and employee's capacity' (Kippenberger, 2000). Theory O disconfirmation is more emergent and less planned (such as a high turn-over of staff in a particular department), and change in this area emphasises values and high employee engagement (i.e. trying to address 'learning anxieties') (adapted from Beer & Nohria, 2000 and Kippenberger, 2000).

As with Schein's model, 'tension' obviously exists between these two approaches. Successful changes normally require an element of both, but the balance has to be right: Beer and Nohria state that only a third of any initiatives to change organisational culture achieve success and suggest that where 'the objective is to create an organisation that will adapt, survive and prosper in the long run, Theory E change must be combined with Theory O' (adapted from Beer & Nohria, 2000 and Kippenberger, 2000).

6.3 Analysing tension

A way of analysing the tension between opposing forces (those that drive a change forward – driving forces – and those that offer resistance to change – restraining forces) was devised by Lewin in 1951 (Senior, Swales, & Carnall, 2020, pp. 259-261). A simple example of an output of a force field analysis exercise can be seen in Figure 12 below.

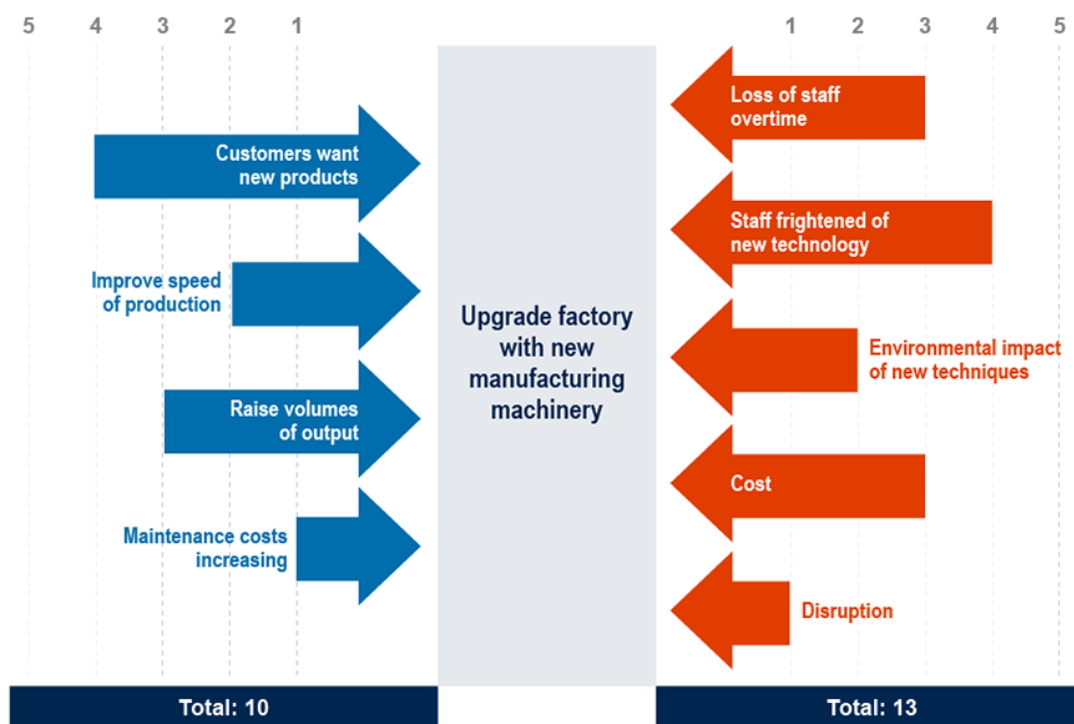


Figure 12 Force field analysis

Driving forces – are those forces affecting a situation that are pushing in a particular direction; they tend to initiate a change and keep it going – such as pressure from a leader, incentive earnings or a compelling vision.

Restraining forces – are forces acting to restrain or decrease the driving forces. Apathy, hostility and poor communication may be examples of restraining forces against change. Equilibrium is reached when the sum of the driving forces equals the sum of the restraining forces.


This model is usually used as follows:

- **Step 1** – take some time to consider what status quo will change and write this in the middle column.
- **Step 2** – now think about what is forcing the change and what will block it; write these things in the columns either side of the status quo.
- **Step 3** – consider the strength of these forces and give each reason or restraint a score out of 5.

Some of the forces will be out of your control, so using a stakeholder analysis in conjunction with this mode can help you understand how you can work with influential stakeholders to move the forces.

Sometimes it's easier to reduce the strength of one force rather than strengthening another.

Activity 9 Analysing tension in your context

 20 minutes

Read the short description of Lewin's force field analysis in this [Force field analysis guide](#) (Visual Paradigm Online, 2022).

Then use one of the templates offered on that website to document the driving and restraining forces on your change initiative, or you may wish to use one of the ['simple changes'](#) from the Future Generations Commissioners for Wales (2022) website.

If you would like more information on Lewin's model and factors that may impact the take-up of the change, take a look at the video [Lewin's model of force field analysis](#) (2018) on the Tutor2u website.

In the next section we explore managing change and its connection with project management.

7 Managing change

As you saw earlier in the course, change management and project management are complementary disciplines both focused on creating successful change in an organisation. While the project plan focuses on the delivery side of a change such as deadlines, budgets and resources, change management focuses on the people side such as communication, resistance and changing behaviour. Each needs to be in place for a project to be successful, moving from a current state to a future state, as shown in the figure below.

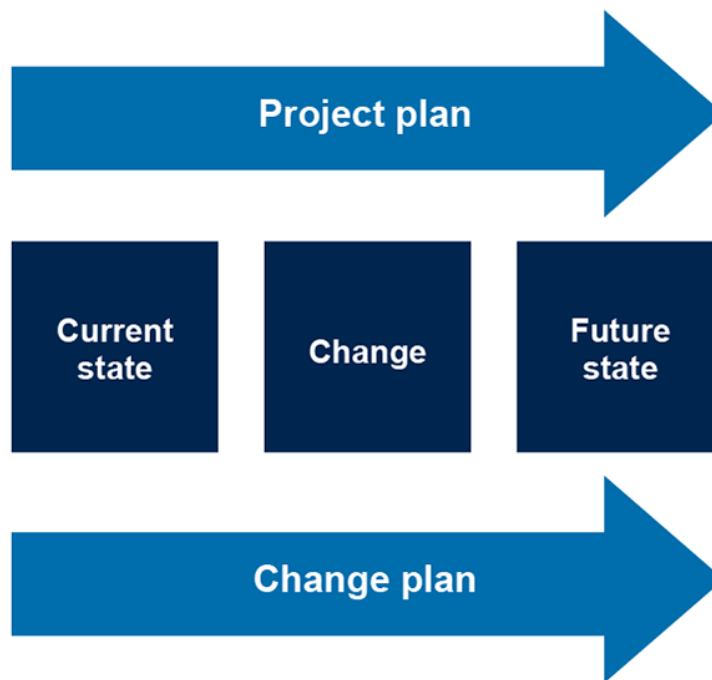


Figure 13 Moving from current state to future state

The objective, then, is to integrate both the project and change activities so the overall change initiative meets its goals and delivers its intended results.

Project management focuses on the technical side of moving from the current state to the future state and involves the following processes and tools.

Table 7 Project management processes and tools

Process	Tools
<ul style="list-style-type: none"> Initiation Planning Executing Monitoring/controlling Closing 	<ul style="list-style-type: none"> Statement of work Project charter Business case Work breakdown structure Budget estimations Resource allocation Schedule Tracking


Change management, on the other hand, focuses on the people side of moving from current state to future state and involves these processes and tools.

Table 8 Change management processes and tools

Process	Tools
<ul style="list-style-type: none"> • Organisational <ul style="list-style-type: none"> ◦ Preparing for change ◦ Planning the change ◦ Managing change ◦ Reinforcing change • Individual <ul style="list-style-type: none"> ◦ Change curve 	<ul style="list-style-type: none"> • Communication plans • Change network plan • Leadership roadmap • Coaching plans • Training plans • Reinforcement plan

As with frameworks, there are many integrated change management approaches when it comes to making change happen.

Activity 10 Understanding integrated change management

 15 minutes

It is often the case that you will act as both the change and project manager for a change initiative or be working with a project manager. Read the following articles and consider how you can take a more integrated approach.

- [‘Integrated change management’](#) (Wanner, 2013) on the Project Management Institute website.
- [‘Striking the right balance between project and change management in an organisation’](#) (Dennis, 2020) on the Association for Project Management website.

You may wish to make notes in the box below.

Provide your answer...

In the next section we move on to the important stage of sustaining change of making sure the change sticks.

8 Sustaining change

The final phase of change initiatives requires a period of stability to reinforce new behaviours and to realise (and celebrate) the benefits of the change.

Reinforcement helps make the change sustainable over the long term. Once the change is embedded into the cultural web of the organisation as 'the way we do things around here', then the change can be said to be truly sustainable. The cultural web was developed by Johnson (1992) and cited in Senior, Swailes and Carnall (2020) to explain the different dimensions of an organisation's culture.

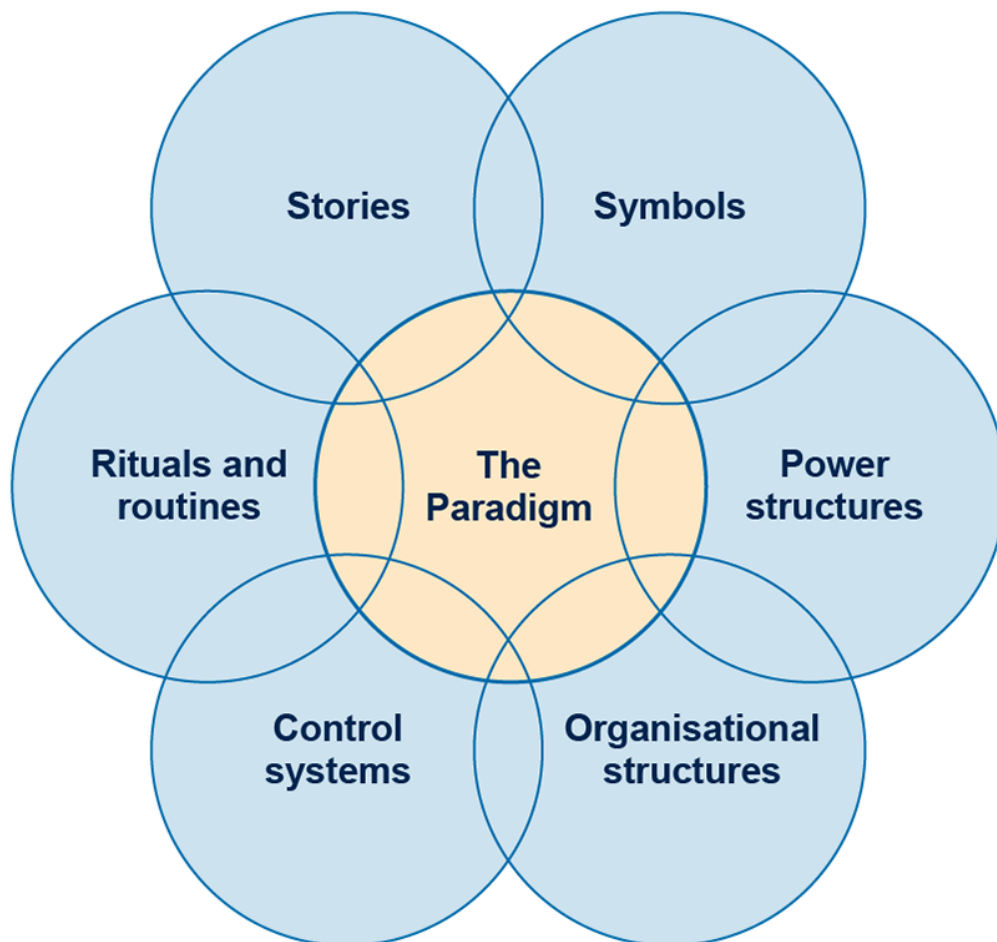



Figure 14 The cultural web (adapted from Johnson, 1992)

As you can see from the figure above, it includes:

- the routine ways that members of the organisation behave towards each other
- the rituals of organisational life
- the stories told by members of the organisation to each other, new recruits and outsiders
- the symbolic aspects of the organisation, such as logos, furnishings, titles, status differentials
- the control systems, what gets measured
- the power structures
- the formal organisational structure.

Activity 11 Reinforcing change

 15 minutes

Read the article '[Reinforcing change: all your questions answered](#)' (WalkMe, 2019) on The Change Management Blog.

Then think about how you can reinforce change and the approaches you might take.

Managing change is an iterative and ongoing process, as change initiatives are implemented and sustained. In the next section we explore a selection of change frameworks that can help structure your change programme.

9 Building your change toolkit

As you become more confident leading change initiatives, you may wish to draw on other frameworks that allow for more in-depth analysis and challenge your approach to change. There are also over 60 well known frameworks that can help structure your change programme and lots of accessible literature on the subject. Some points to consider when thinking about which framework is most appropriate include complexity, potential resistance, capability, timescale, culture, advocacy, context, previous experience and leadership style.

The following sections explore a few of the common frameworks, along with suggested optional further reading/references for further study, which you may wish to use in the future depending on the context of the change you are considering and the environment in which you operate.

9.1 Lewin's change management model

Lewin's three-stage model of change, first mentioned in 1947, assumes a linear approach to change and likens it to changing an ice cube into a different shape through unfreezing, changing and refreezing:

- **Unfreezing:** a stage within which those involved come to recognise the need for something to change; it involves examining the status quo, increasing the drivers for change and decreasing the resistance to change;
- **Change:** a stage during which new ideas are tested and new ways of working emerge; and
- **Refreezing:** a stage within which new behaviours, skills and attitudes are stabilised and commitment to change is achieved.

(Senior, Swailes & Carnall, 2020)

Despite criticism for being linear, somewhat simplistic and assuming 'organizations operate in a stable state; was only suitable for small-scale change projects; ignored organizational power and politics; and was top-down and management-driven' (Burnes, 2004), this model is still valid, especially when considering incremental changes.

Activity 12 How could you use Lewin's change management model?

 15 minutes

To learn more about the model, read the article '[Lewin's change management model](#)' (Mind Tools Content Team, 2022) and watch the short video taken from the article below.

Video content is not available in this format.

Video 7 Lewin's change management model



Now, think about the practical steps you could take to:

- unfreeze change
- ease the change stage
- embed the change into your organisation or your team's culture.

9.2 The 7S model

The Seven S framework first appeared in *The art of Japanese management* by Richard Pascale and Anthony Athos in 1981. They had been looking at how Japanese industry had been so successful at around the same time Tom Peters and Robert Waterman were exploring what made a company excellent. The Seven S model was born at a meeting of the four authors in 1978. It went on to appear in *In search of excellence* by Watermans and Peters and was taken up as a basic tool by the global management consultancy McKinsey: it's sometimes known as the McKinsey 7S model.

The model comprises the following. You can see how they relate to each other in Figure 15.

- **Shared values** – What does the organisation believe in?
- **Strategy** – What does the organisation intend to do?
- **Structure** – What is the structure of the organisation?
- **Systems** – What procedures, processes and routines are important?
- **Style** – How do people behave? What is the culture?
- **Staff** – Who works in the organisation, and what do they do?
- **Skills** – What are the core competencies of the organisation and the staff?

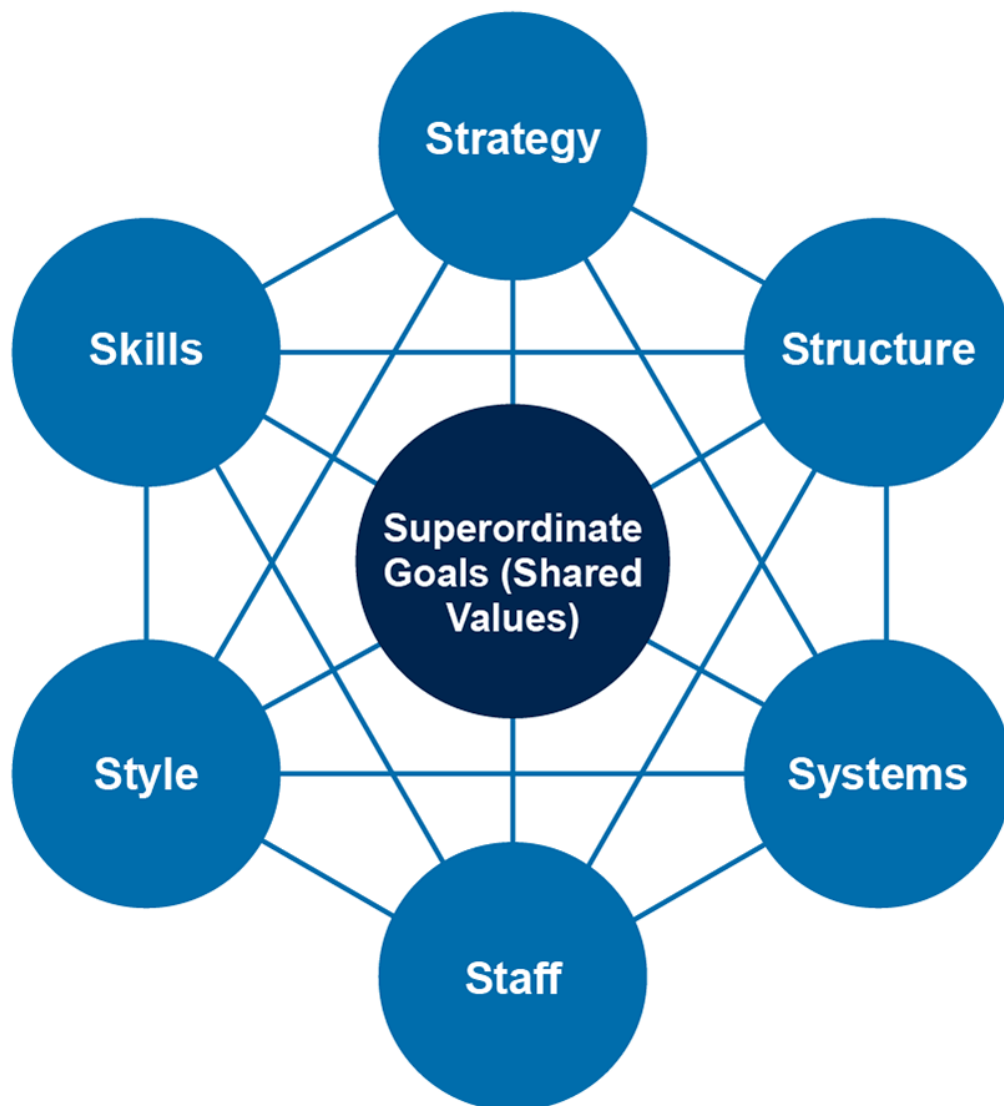


Figure 15 The 7S model

The main benefit to using the 7S model is its ability to ‘diagnose’ the status quo and its influential elements. It provides the user with a complete view of the organisation.

It is important to remember that each element is interdependent, so if one is changed, there will be an impact on other elements.

In an environment of ‘constant change’, you should focus on the flexibility of the model and not allow it to become too rigid.

9.3 Kotter’s eight-step change model

World-renowned leadership and change management guru John Kotter first introduced his eight-step change process in his 1996 book, *Leading change*, shown in Figure 16.

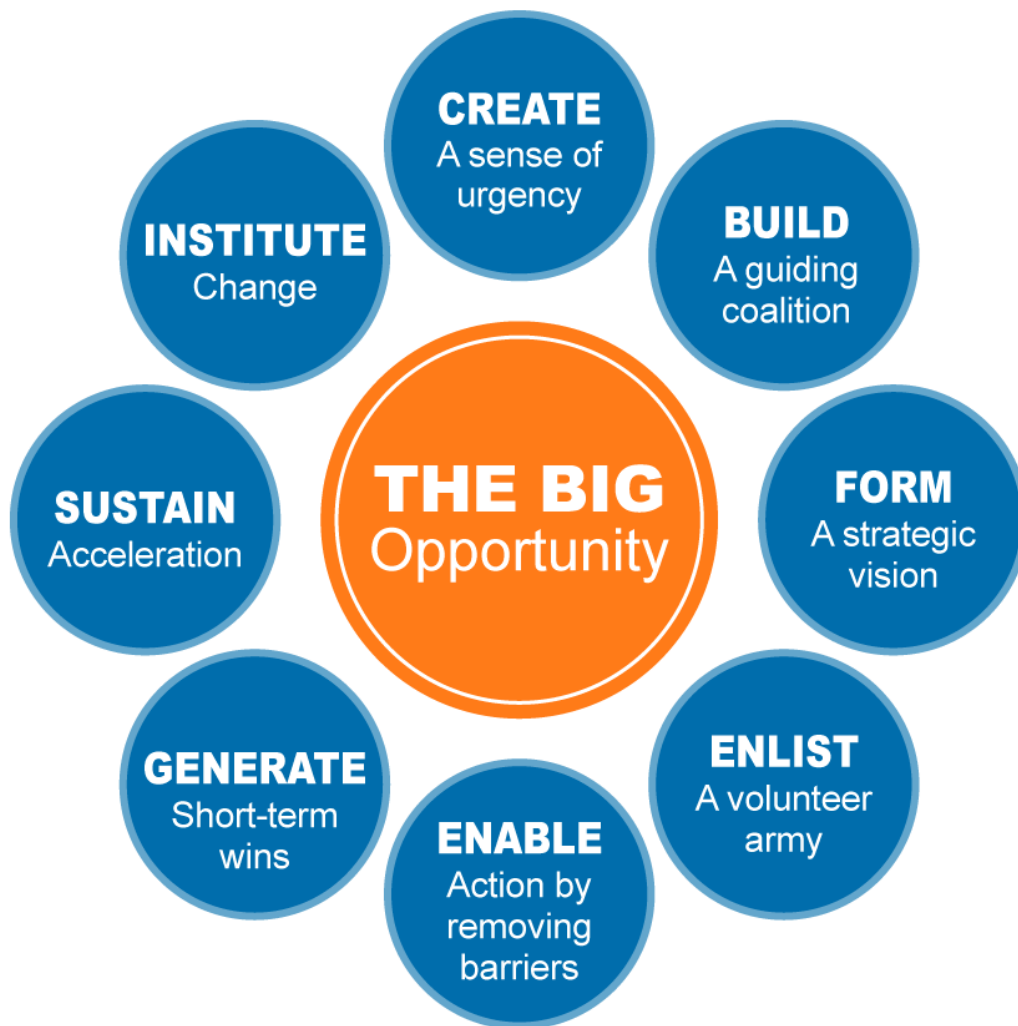


Figure 16 Kotter's eight-step change model

The process involves:

- **Establishing a sense of urgency** – his ‘burning platform’. There is nothing like a sense of urgency to instigate change.
- **Creating a ‘guiding coalition’** – to convince people that change is necessary, strong leadership and visible support from key people within the organisation is required. Managing change isn’t enough – it must be led.
- **Developing a vision and strategy** – a clear vision can help everyone understand why the change is needed and their part in making it happen.
- **Communicating the change vision** – what is done with the vision after it is created determines the change success.
- **Empowering employees to act by removing obstacles.**
- **Generating ‘quick wins’** – success is a great motivator, and Kotter recommends that change managers build in ‘victories’ early in the change process.
- **Consolidating gains and producing more change** – don’t declare victory too early. Multiple successes build on what is going right and help identify what can be improved upon.

- **Anchoring new approaches in the organisation culture** – to make any change stick, it should become part of the core of the organisation.

(Kotter, 1996)

Activity 13 Applying Kotter's eight-step change model to your context

 15 minutes

To find out more about the eight-step change model, browse the [The 8 steps for leading change](#) on the Kotter website and read '[Kotter's 8-step change model – implementing change powerfully and successfully](#)' (Mind Tools Content Team, n.d.). Then watch the short video taken from the article. While you watch the video and read the article, consider which steps you could take to help lead change. Use the text box below to capture your reflections, if you wish.

Video content is not available in this format.

Video 8 Kotter's change model



Provide your answer...

9.4 Prosci's ADKAR change model

The ADKAR change model was developed nearly two decades ago by Prosci founder Jeff Hiatt after studying the change patterns of more than 700 organisations. It looks at change from the viewpoint of the *individual* rather than at an organisation level. Figure 17 provides an overview.

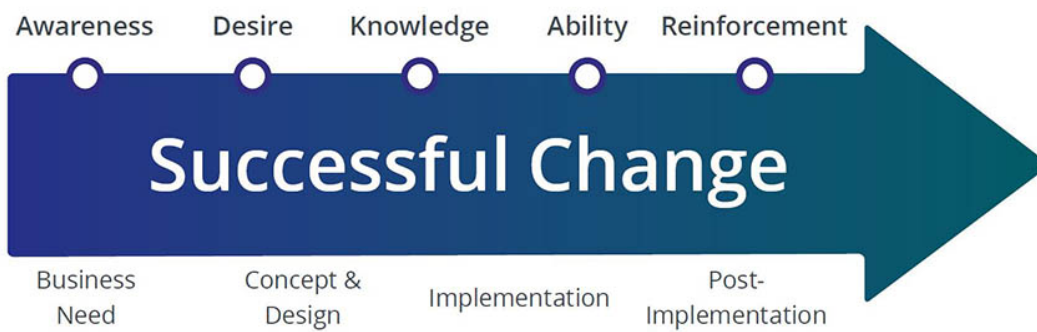


Figure 17 The ADKAR model

'ADKAR' is an acronym for the five outcomes an individual needs to achieve for a change to be successful:

1. **Awareness** – of the need for change.

Read the brief '[Awareness - The Prosci ADKAR model](#)' (Prosci, n.d) and watch the short video taken from the article below.

Video content is not available in this format.

Video 9 Awareness - The Prosci ADKAR model

Awareness

Change begins with understanding why

What is nature of change?

Why? Why now?

What if we don't?

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2. **Desire** – to participate and support the change.

Read the brief '[Desire - The Prosci ADKAR model](#)' (Prosci, n.d) and watch the short video taken from the article below.

Video content is not available in this format.

Video 10 Desire - The Prosci ADKAR model

Desire

Change involves personal decisions

WIIFM

Personal motivators

Organizational motivators

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3. **Knowledge** – on how to change.

Read the brief '[Knowledge - The Prosci ADKAR model](#)' (Prosci, n.d) and watch the short video taken from the article below.

Video content is not available in this format.

Video 11 Knowledge - The Prosci ADKAR model'

Knowledge

Change requires knowing how to

Need to know *during*

Need to know *after*

After A & D

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4. **Ability** – to implement certain skills and behaviours.

Read the brief '[Ability - The Prosci ADKAR model](#)' (Prosci, n.d) and watch the short video taken from the article below.

Video content is not available in this format.

Video 12 Ability – The Prosci ADKAR model

<h1>Ability</h1> <p>Change requires action in the right direction</p>	K-A Gap
	Barriers/Capacity
	Practice/Coaching

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5. **Reinforcement** – to sustain the change.

Read the brief [‘Reinforcement - The Prosci ADKAR model’](#) (Prosci, n.d) and watch the short video taken from the article below.


Video content is not available in this format.

Video 13 Reinforcement - The Prosci ADKAR model

<h1>Reinforcement</h1> <p>Change must be reinforced to be sustained</p>	Mechanisms
	Measurement
	Sustainment

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Activity 14 Exploring the Prosci methodology

 10 minutes

You have now been introduced to the ADKAR model and considered how change can be influenced at an individual level by guiding the change and addressing issues and barriers. Taking individuals on a change journey is critical for success.

The ADKAR model is part of the Prosci methodology, which considers change from the individual and organisational perspective in order to lead to success.

Take some time now to explore this methodology further on the [Prosci methodology overview webpage](#) (Prosci, 2022) and consider how individual influencers could enable organisations to implement successful change programmes.


Use the text box below to capture your reflections, if you wish.

Provide your answer...

9.5 Choosing a suitable framework

As you have seen in this section, there is a plethora of theories and models relating to change and how it can be achieved, but no 'unified' theory or model exists. It is likely that your organisation's context, your personal approach and the change you are trying to implement will influence the framework(s) you use. For example, a large institutional change may align better with Kotter, and a smaller technology-supported change may be better served by the ADKAR model. In reality, however, to embed a change successfully, it may be necessary to use several models together in more of a hybrid approach.

Activity 15 Choosing the change management framework for your context

 10 minutes

Think about the change you identified in Activity 2. Which change management framework would you consider using for that change? Why would that be the best fit for you/your organisation? Which do you feel more comfortable with?

Use the text box below to capture your reflections, if you wish.

Provide your answer...

As a change manager, developing your understanding and learning from others is an essential skill for ensuring successful change management. It is useful to build a toolkit that you can draw on, such as the frameworks in this section, and also consider your own personal development going forward. Resources such as [The change management podcast | University of South Wales](#) can provide useful insights into how to approach change initiatives for the future.

Conclusion

Take time to reflect on what you have learned about how organisations are operating now, the considerations for planning and adapting in uncertain times, the impact of digital transformation and the importance of embedding sustainable working practices, as well as meeting both the [Well-being of Future Generations \(Wales\) Act 2015](#) seven wellbeing goals and net zero targets.

As your organisation evolves to succeed and protect the wellbeing of future generations, continue to develop your own skills and understanding of hybrid ways of working for HEIs, and think about how you can use the contextual framework to assist you long term. The framework was identified in the introduction to this course and is repeated below to help you draw your conclusions.

The framework helps you to consider and understand your organisational context and needs from key perspectives.

1. You and your ways of working should take account of the key stakeholders within your environment and their needs in relation to organisational development.
2. You need to understand organisational requirements and the context, connections and requirements for key areas of focus and how these relate to the needs of your stakeholders.
3. You need to consider your ways of working for the wellbeing of future generations.



Figure 1 (repeated) Hybrid ways of working: a contextual sustainability framework

In the video below, Sophie Howe, the Future Generations commissioner for Wales, shares her thoughts how HEIs can help to protect future generations. As you reflect on the course and perhaps start to think about your next change initiative, consider the role that HEIs, public bodies and all organisations can play in developing new ways of working to protect future generations.

Video content is not available in this format.

Video 14 Protecting future generations



Then bookmark the Future Generations frameworks for scrutiny, service design and projects so that you will be able to draw on them when planning your next change initiatives and consider a more sustainable approach to protect future generations. You came across these in Section 2.1: The 5 Ws and H, but they are repeated below for your ease of access.

- [Future Generations Framework for scrutiny](#) (Future Generations Commissioner for Wales, 2019)
- [Future Generations Framework for service design](#) (Future Generations Commissioner for Wales, 2018)
- [Future Generations Framework for projects](#) (Future Generations Commissioner for Wales, n.d.. a)
- [Guidance on using the Future Generations Framework for projects](#) (Future Generations Commissioner for Wales, n.d., b)

This course is part of the [Supporting hybrid working and digital transformation collection](#), which you may wish to explore further.

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Figure 4: CIM Change Practice Framework courtesy of Change Management Institute

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Figure 14: adapted from Johnson and Scholes cultural web (1992) to improve understanding of Organisational culture: a critical review by Seonaidh McDonald and Richard A. Foster

Figure 16: adapted from

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Figure 17: the ADKAR model from:

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Figure 17: The Cynefin framework: adapted from

<https://thecynefin.co/about-us/about-cynefin-framework/> ©Cynefin® 2022

Tables

Table 6: adapted from Higgs, M. and Rowland, D. (2000) 'Building change leadership capability: "The quest for change competence"', Journal of Change Management, 1(2), pp. 116–130

Audio / Visual

Video 3: What do you think change management is? Courtesy: Change Management Institute

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Video 4: Project Management vs Change Management: Courtesy: Change Management Institute

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Video 6 4.1: The 7 Cs of communication: Emerald Works Emerald Works | Emerald Works

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Video 7 Activity 12: Lewis's change management model: Emerald Works

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Video 8 Activity 12: Applying Kotter's eight-step change model to your context: Emerald Works [Emerald Works | Emerald Workshttps://www.mindtools.com](https://www.mindtools.com)

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