Change and Transition

Organisational change management

Current state — Transition people → Change 'things' → Desired future state

*Project management
Programme management*

Conscious Competence Learning Model

Performance (vertical axis) — Time (horizontal axis)

- **Unconscious incompetence** — "I don't know what my new job requires of me" — Wrong intuition
- **Conscious incompetence** — Wrong analysis — "I have to learn a new way of working, and it is challenging"
- **Conscious competence** — Right analysis — "I am making progress as long as I take it slowly"
- **Unconscious competence** — "I can do this quite easily now" — Right intuition

DePhillips, Berliner & Cribbin (1959), Broadwell (1969)

Social factors

	Status	Certainty	Autonomy	Relatedness	Fairness
	Importance relative to others	Ability to predict the future	Exerting control over events	Sense of connection with others	Fair exchanges between people
Activates threat	- Asking 'do you need advice?' - Sense of being 'left out'	- Prospect of change - Not knowing expectations	- Sense that stress is inescapable - Pressure to conform to team norms	- Meeting someone unknown - Feeling let down or excluded	- Sense of discrimination
Activates reward	- Noticing work done - Public recognition - Allowing people to provide feedback	- Vision, roadmaps, strategy, plans - Making the implicit explicit - 'Can't tell you now but will tell you by __'	- Being given a choice: 'Which do you prefer?' - Individual 'point of need' decision-making	- Discussing something in common - Showing genuine interest (listening, mentoring, coaching)	- Increase transparency in communication - Enable groups to establish their own rules - Help people to see things from another perspective

Based on Rock (2008)

Anxieties

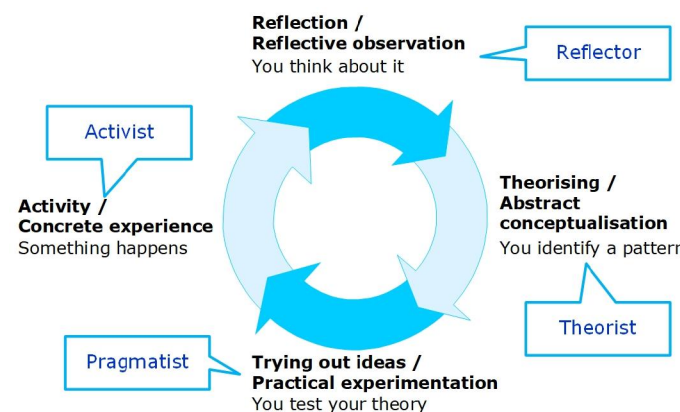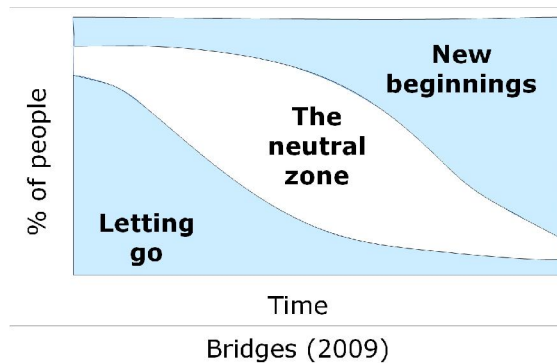| Anxiety	Description	Action
Learning anxiety	The feeling of incompetence whilst trying to unlearn an old skill and learn (or improve) a new skill. This can inhibit change to a greater or lesser degree	**Decrease** by creating a psychological safety net in the form of assurance that it is ok to fail, facilitated by good training, coaching, group support, feedback, positive incentives, etc
Survival anxiety	The realisation that previous beliefs are now seen as invalid, and to survive we must change. This is necessary for change to occur at all	**Increase** by creating disconfirmation, guilt or anxiety, for example by threatening loss of jobs or valued rewards
Principle 1	For learning to occur, survival anxiety must be greater than learning anxiety	
Principle 2	Reducing learning anxiety (which can be extremely hard in times of change) is likely to be more effective than increasing survival anxiety (the usual corporate approach)	

Change Curve

Morale, energy, performance (vertical axis) — Time (horizontal axis)

- **Shock** — Surprise at the news of change
- **Denial** — Disbelief; defensive
- **Anger** — Frustration; blame
- **Bargaining** — Self-blame
- **Depression** — Confusion; sadness
- **Exit** — Disillusionment
- **Hostility** — Staying with the old ways; attempting to undermine the new
- **Acceptance** — Initial engagement with the future; experimentation
- **Problem Solving** — Learning to work in the new situation
- **Integration** — A new way of being

Engagement approaches

Approach	Tell	Sell	Include	Co-design
	Telling the many what has been decided by the few	Selling to the many what has been decided by the few	Driving accountability down by implicating individuals in execution	Judging who will add value if included in front-end decision-making for strategy and change
Outcome	**Awareness**	**Understanding**	**Involvement**	**Commitment**
	Knows about the change and why it is happening	Understands what the outcomes are and how this will impact them	Ready and willing to get involved in pilots to try out change, and give input where possible	Feels a sense of ownership and is actively engaged in making decisions to shape change and make it happen
	Spectators	Compliant collaborators	Willing collaborators	Committed reformers

Based on Smythe (2013)

Learning Styles

- **Reflection / Reflective observation** — You think about it — Reflector
- **Activity / Concrete experience** — Something happens — Activist
- **Theorising / Abstract conceptualisation** — You identify a pattern — Theorist
- **Trying out ideas / Practical experimentation** — You test your theory — Pragmatist

Stages of Transition

% of people (vertical axis) — Time (horizontal axis)

- Letting go
- The neutral zone
- New beginnings

Bridges (2009)

Change Formula

$$C \text{ if } D \times V \times F > R$$

- **C** change
- **D** dissatisfaction with the status quo
- **V** vision of the future; its desirability
- **F** first practical steps; risk; disruption
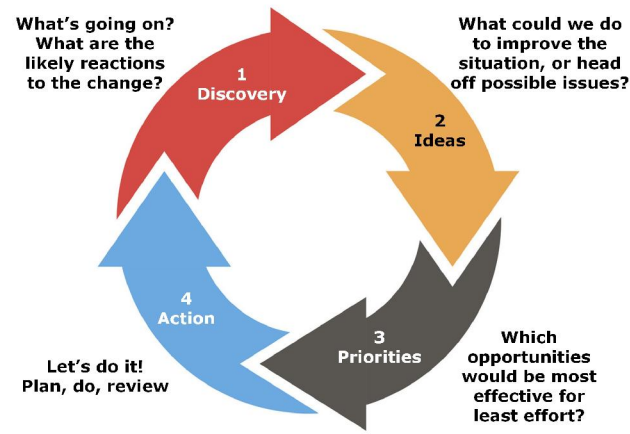- **R** resistance; perceived cost of the change
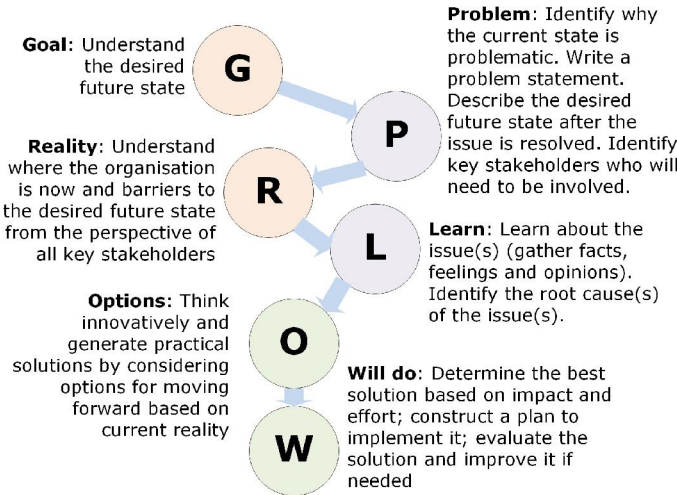
Beckhard and Harris (1987)

Resistance

CAUSES	Loss of control	Excessive uncertainty	Surprise change	Change hurts
	Too much change	Loss of face	Concerns about competence	Imposition
	Change is more work	Ripple effects	Past resentments	Mistrust
NEURAL FACTORS	Routine seeking	Emotional reactions	Cognitive rigidity	Short-term focus
FORMS	Audible unhappiness	Sabotage	Disengagement	
GROUPS	Enthusiasts	Followers	Objectors	Underground

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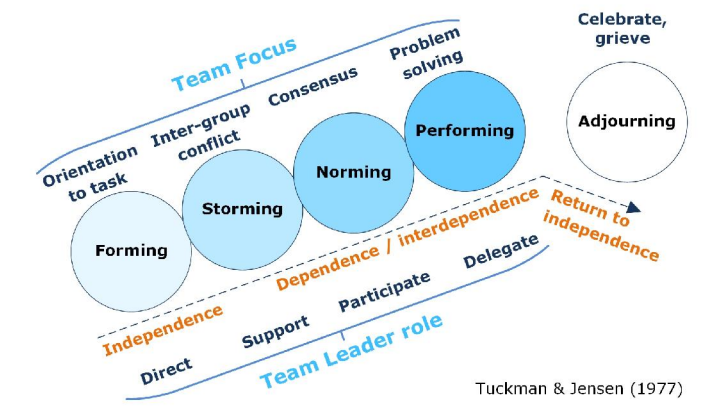
Continuous change cycle

What's going on? What are the likely reactions to the change?

1 Discovery

What could we do to improve the situation, or head off possible issues?

2 Ideas

4 Action — Let's do it! Plan, do, review

3 Priorities — Which opportunities would be most effective for least effort?

Coaching model

Goal: Understand the desired future state

Reality: Understand where the organisation is now and barriers to the desired future state from the perspective of all key stakeholders

Options: Think innovatively and generate practical solutions by considering options for moving forward based on current reality

G

R

P

L

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W

Problem: Identify why the current state is problematic. Write a problem statement. Describe the desired future state after the issue is resolved. Identify key stakeholders who will need to be involved.

Learn: Learn about the issue(s) (gather facts, feelings and opinions). Identify the root cause(s) of the issue(s).

Will do: Determine the best solution based on impact and effort; construct a plan to implement it; evaluate the solution and improve it if needed

Team Development

Team Focus

Orientation to task — Forming

Inter-group conflict — Storming

Consensus — Norming

Problem solving — Performing

Celebrate, grieve — Adjourning

Independence / Dependence / Interdependence / Return to independence

Team Leader role

Direct — Support — Participate — Delegate

Tuckman & Jensen (1977)

Leaders shape culture
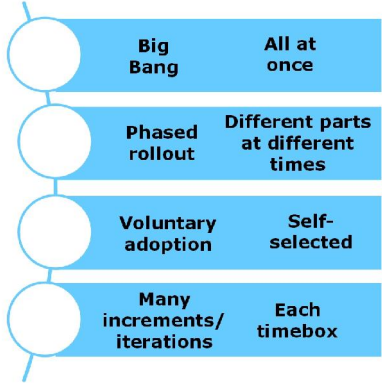
The channels that send messages about culture

Behaviours
How do people act?
Do leaders act as role models?
What is tolerated or not?
How do people communicate?
How do divisions work together?

Symbols
How do executives interact with staff?
How are budgets allocated?
How is time spent?
Which people are promoted and why?
What environment do people work in?
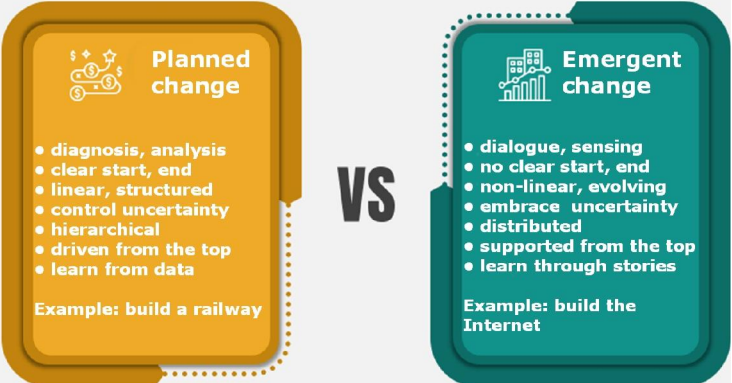Are policies seen to be followed?

Systems
Are systems integrated effectively?
How do performance and reward procedures work?
Are the right things being measured well?
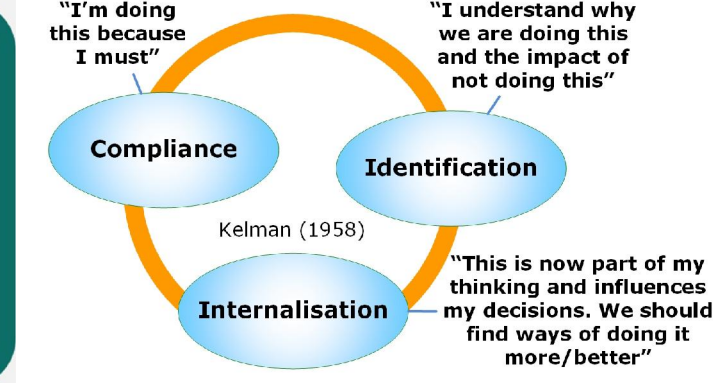Do KPIs promote the right behaviours?

Taylor (2005)

Delivery strategies

Big Bang	All at once
Phased rollout	Different parts at different times
Voluntary adoption	Self-selected
Many increments/iterations	Each timebox

Types of change

Planned change
- diagnosis, analysis
- clear start, end
- linear, structured
- control uncertainty
- hierarchical
- driven from the top
- learn from data

Example: build a railway

VS

Emergent change
- dialogue, sensing
- no clear start, end
- non-linear, evolving
- embrace uncertainty
- distributed
- supported from the top
- learn through stories

Example: build the Internet

Levels of adoption

"I'm doing this because I must"

"I understand why we are doing this and the impact of not doing this"

Compliance

Identification

Kelman (1958)

Internalisation

"This is now part of my thinking and influences my decisions. We should find ways of doing it more/better"

Common Cognitive Biases

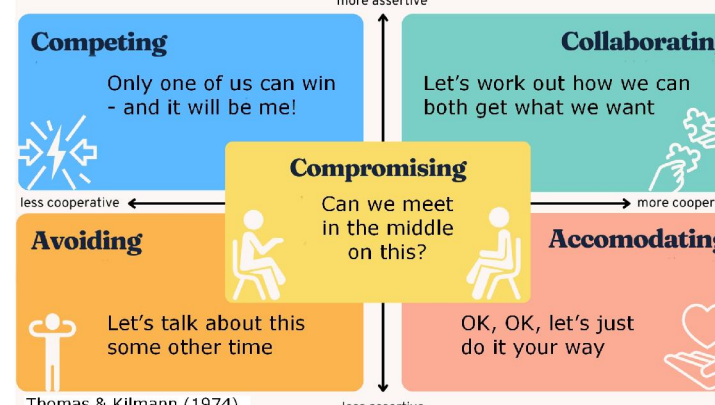| Bias	Description
Confirmation bias	The tendency to search for, interpret, favour, and recall information in a way that confirms one's pre-existing beliefs or hypotheses, while giving disproportionately less consideration to alternative possibilities that might disconfirm one's beliefs.
Status quo bias	An emotional preference for the current state of affairs. The current baseline (or status quo) is taken as a reference point, and any change from that baseline is perceived as a loss.
Availability bias	A tendency to perceive the more memorable or easily available information as the most significant. Overestimation of the probability of events associated with memorable or dramatic occurrences.
Bandwagon bias	The rate of uptake of beliefs, ideas, fads and trends increases the more that they have already been adopted by others. As more people come to believe in something, others also "hop on the bandwagon" regardless of the underlying evidence.

Drivers of climate

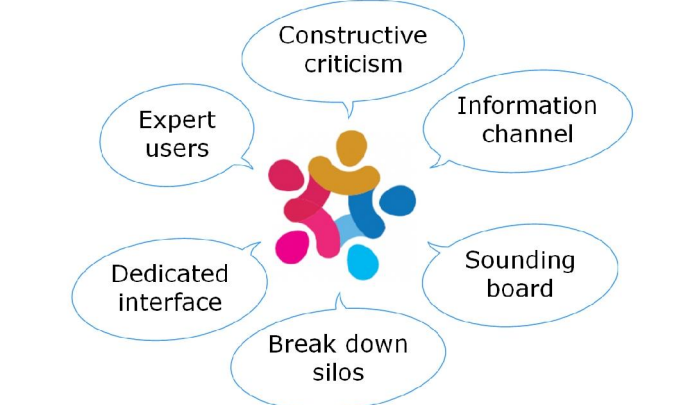| Driver	Description
Flexibility	People feel freedom and autonomy to innovate without unnecessary red tape
Responsibility	People have real delegated authority to act and can be truly accountable
Standards	The level people set for themselves and expect of those around them
Rewards	The aptness of rewards and the provision of consistent, accurate feedback
Clarity	The clarity people have on their organisation's mission and values
Commitment	A sense of shared commitment to a common, worthwhile purpose

n-step approaches

Create a climate for change
- Create a sense of urgency
- Build and maintain a guiding coalition
- Create a strategic vision

Engage and enable the organisation
- Communicate the vision
- Move forward; remove barriers
- Celebrate quick wins

Implement and sustain the change
- Never let up; learn as you go
- Embed the change in the culture

Conflict styles

more assertive

Competing
Only one of us can win – and it will be me!

Collaborating
Let's work out how we can both get what we want

less cooperative — more cooperative

Compromising
Can we meet in the middle on this?

Avoiding
Let's talk about this some other time

Accomodating
OK, OK, let's just do it your way

less assertive

Thomas & Kilmann (1974)

Benefits of Change Agents

- Constructive criticism
- Information channel
- Expert users
- Sounding board
- Dedicated interface
- Break down silos

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