2nd Edition

AGILE CHANGE MANAGEMENT

A practical framework for successful change planning and implementation

MELANIE FRANKLIN

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PRAISE FOR *AGILE CHANGE MANAGEMENT*

"This book is full of practical tools, which are real to live and easy to understand. I found inspiration in the well-structured guide through the life of change, from start to finish. My inspiration has led to igniting that fire of agile change within the teams around me! This book is everything that the title says it is, it is easy to follow, has helped me apply the best aspects of the agile approach to my daily work. Thank you Melanie for your ever-enthusiastic and dedicated mission to agile change."
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“This book is an easy to understand, well-structured guide through the life of a change from start to finish. It’s full of practical tools and tips that makes it easy to apply the best aspects of agile change to my work.”
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“This book is an easy-to-understand, well-structured guide through the life of a change from start to finish – comes high on my list of recommendations to anyone managing a change project!”
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“This book is always on my desk as a reference guide that I reach for frequently. Not only is it full of practical tools and easy to understand, but it has enabled me to apply the best aspects of the agile approach to my work.”
Kerry McCulloch, Change Lead, Change Management, John Lewis Partnership

“Melanie understands the need for fast benefit realization and is pragmatic about how to deal with the continuous and evolving nature of change. This book is a must-read for any change practitioner today.”
Soraya Robertson, Head of Benefits Management and Business Change, Investment, Portfolio & Strategy

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Concept

Explaining agile change management

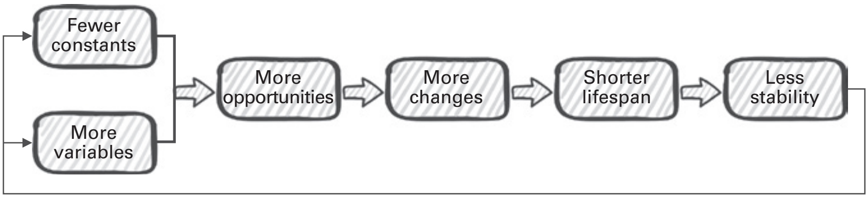
Agile change management is designed to realize benefits from change as early as possible, by ensuring that the changes are prioritized according to their business value. The aim for organizations is to be agile in their approach to change – to have the ability to move quickly and easily.

Why are organizations adopting an agile approach?

In a world of complex and continuous change, many organizations have realized that hierarchical structures and lengthy decision-making processes can prevent them from achieving the full benefits of change.

> Change is complex because the environment in which we operate has become complex. There are high levels of interconnectivity between data, systems, processes, and performance measures within our organizations and within our suppliers and customers. It is not possible to predict with any certainty what changes will be required, because it is not possible to predict how one change will trigger further changes.
>
> Change is continuous because high levels of uncertainty politically and economically, coupled with rapid changes in technological capability and customer requirements create high volumes of change. As each change triggers further changes, it not only makes the process more complex, but it shortens the life span for how things are done. Existing practices are superseded by new ideas and continuous innovation leads to continuous obsolescence.

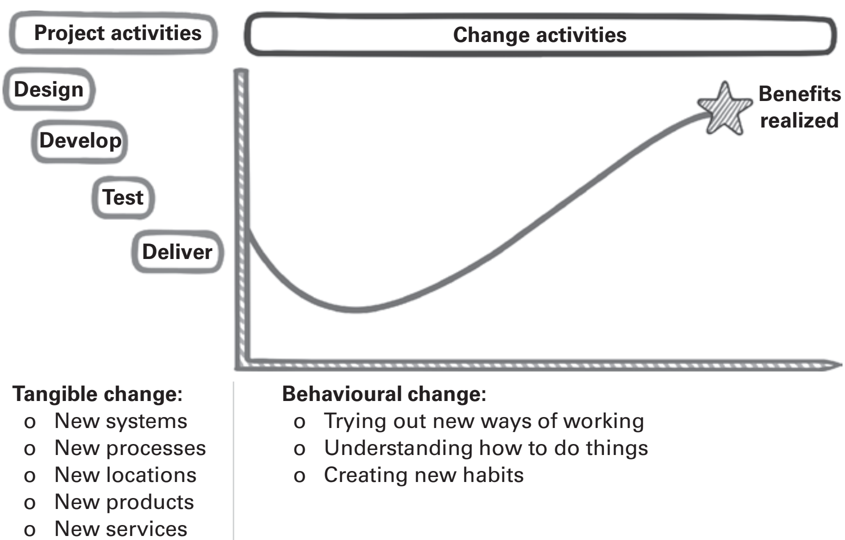
FIGURE 1.1 Increase in the pace of change



Change initiatives are no longer special situations, planned and resourced separately from business. Change is no longer only conceived and implemented 'top down'. Change involves everyone, as we are all responsible for doing our job and at the same time coming up with ideas for how we can improve our work and response to change. As shown in Figure 1.1, this leads to a continuous cycle of change. These ideas form a stream of continuous improvement, managed by those initiating them, or if the impact will be felt more widely across the organization and its ecosystem, then the initiative is given more specialist resources.

Agile change is a way to identify, plan and implement change, applying principles from the Agile community and techniques from the change management profession. The purpose is to align the project activities that create tangible change with emotional and psychological support that encourages the

FIGURE 1.2 Change is formed of two elements



adoption of new ways of working. This agility ensures that the changes we create continue to evolve to meet the needs of our organizations and have the greatest possible chance of realizing the benefits that are promised and expected.

Project and change activities are often delivered by two different parties and using different methods as shown in Figure 1.2:

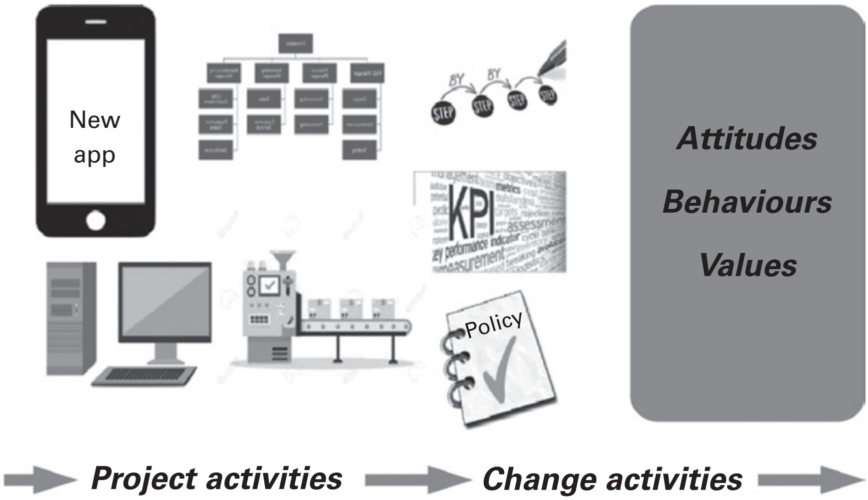
Tangible change is created by project teams, developers, engineers, facilities staff and professional services staff including regulators, HR and accountants. Whatever their role, their objective is to create the deliverables according to technical quality standards. They are often incentivized and/or performance managed on their ability to deliver on time and on budget with the minimum number of errors.

Behavioural change can only be achieved by individuals deciding that they will start doing things differently. This means those responsible for behavioural change are all those required to work in a new way and incorporate the tangible changes into their ways of working. It is a conscious decision to 'forget' old habits and to start practising new ways of working.

Behavioural change is much harder to predict than the creation of tangible change because it is a psychological and emotional process that doesn't follow a linear path. Everyone sees change differently, some greeting it with enthusiasm, full of opportunities and advantages, and some seeing it as a threat to their current ability and status. As shown in Figure 1.2, the vertical axis represents productivity, which reduces at the beginning of a change process, because we go slowly when we do things for the first time, and we make mistakes that take time to correct. Repetition of the new ways of working builds familiarity and competence and productivity rises again, creating more benefits for the organization than before. How many times we need to repeat something, and the period of time before it becomes 'normal', depends on how we learn, the complexity of the new ways of working and our commitment to the change.

Combining tangible and behavioural change is core to agile change management, as benefits can only be achieved when things are used. Tangible outputs, created via project activities, do not realize benefits by themselves. They can only make a positive difference when they become part of how work is carried out, which is the result of the change activities. Figure 1.3 shows examples of tangible change on the left, including new IT systems, new production line or restructuring of an organization, each of which triggers on the right of the diagram the creation of new processes, policies and key

FIGURE 1.3 Project and change activities



performance indicators. These elements formalize the use of the deliverables, but it is the establishment of new attitudes and behaviours and the values that support them that is key to achieving long-term, sustained change.

Five concepts of agile change management

Agile change management is formed of five concepts that use agile principles combined with psychological techniques for creating new behaviours:

1. Collaboration
2. On-time delivery
3. Evolving solution
4. Business need
5. Iterative approach

Each concept relies upon the application of the other concepts. To select only some of these concepts risks the success of your change. The following sections will explore these concepts in more detail.

Collaboration

> Collaboration is a general term derived directly from the Latin words for 'working together'. It means organized sharing of information and activities.

WHAT DOES IT INVOLVE?

- Collaboration creates shared understanding of what is needed between those creating the tangible changes, those involved in designing the new ways of working, and all those who will need to work in new ways. It involves joint participation in the creation and implementation of new ways of working.
- The level of participation varies from person to person but making the change a reality is a team effort. It's important that it is not forced upon others; it is their choice to become involved.
- Collaboration relies on relationship building and teamwork, where everyone is responsible for building relationships with everyone else. It involves curiosity about the ideas and perspectives of others and a willingness to listen. It means setting aside attitudes characterized as 'it is quicker to do it myself' or 'I haven't got time to explain why this is important, I am just going to tell people what to do'.
- Collaboration means completing tasks and making sure that all the work necessary to implement the change has been completed irrespective of who originally agreed to do it and who actually does it.

WHAT ARE THE BENEFITS?

- Increasing the usefulness and relevance of the project deliverables, as they have been shaped from the start by those who will be using them, ensuring that when adopted as new ways of working, business benefits will be realized.
- Creating a 'one team' approach, reducing the 'them and us' environment that is prevalent in many projects where the project team create a solution and simply send it on to the users at the end of the project, hoping that it will be implemented by them and benefits will be realized.

- Reducing the delay between creating the project deliverables and their implementation, as those impacted have been involved in their creation, so do not need to be brought up to speed on what has been developed.
- Increasing the knowledge and skills of all participants as it creates shared responsibility for problem solving, information sharing and continuous learning.

On-time delivery

WHAT DOES IT INVOLVE?

- The timeframe must be agreed between those who need the change and those who will implement the change, taking into account the needs of their marketplace, their customers and their own internal deadlines.
- Failure to deliver on time can eradicate the benefits that the change is expected to realize. This is because delays to the implementation of change delay the start of any improvements, which are the benefits that will pay for the changes.
- The time allowed for the change initiative must be divided across each of the iterations of the change, and then flow down to control each of the processes of the change. Finally, it must also flow down into each of the timeboxes, ie periods of concentrated effort when the changes are created. The roadmap explained in this book shows how this is achieved.

WHAT ARE THE BENEFITS?

- On-time delivery leads to early and frequent return on investment, as the accurate use of time creates dates at which the realization of the expected financial benefits can be measured, and set against the costs of implementing the change.

> RETURN ON INVESTMENT
>
> This term refers to the measurement of the expected financial benefits from making the change, after the costs of planning, implementing and embedding the costs have been subtracted.

- Certainty of when change will take place allows those affected by it to prepare themselves and their environment for working in a new way, enabling benefits to be realized as soon as possible.

- On-time delivery enables the business to plan the most effective use of resources between implementing the change and maintaining acceptable levels of service for customers through business-as-usual activities. This reduces the risk that the benefits of the change will be at the expense of customer satisfaction elsewhere in the business.

Evolving solution

WHAT DOES IT INVOLVE?

- With an evolving solution, new ways of working are adopted piece by piece, building new achievements as each new capability becomes the norm. The alternative is to create all aspects of the tangible change and then hand it over as a complete solution. This means change is not experienced for a long time because everyone is waiting to receive the change as a single delivery. Figure 1.4 shows how benefits are reduced by this wait, as there is the danger that what was a good idea at the start of the change journey is no longer as relevant or useful, further depressing the level of benefits.
- An evolving solution begins with a description of an end goal, which is what the organization will be capable of when all aspects of the change have been adopted. As shown in Figure 1.5, facilitate conversations using these questions to define the culmination of all the change activities. Repeated delivery of an evolving solution maintains the agility of the change, because it does not define in detail at the start exactly what will change. There is freedom to select new elements and amend requirements as circumstances change.

FIGURE 1.4 Benefits of an evolving situation

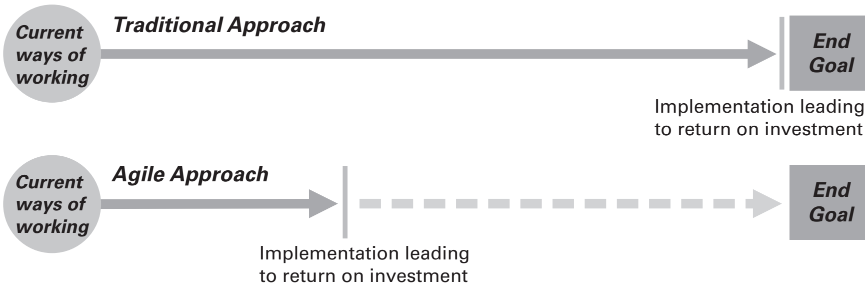


FIGURE 1.5 Defining the end goal

The end goal is a combination of these answers:

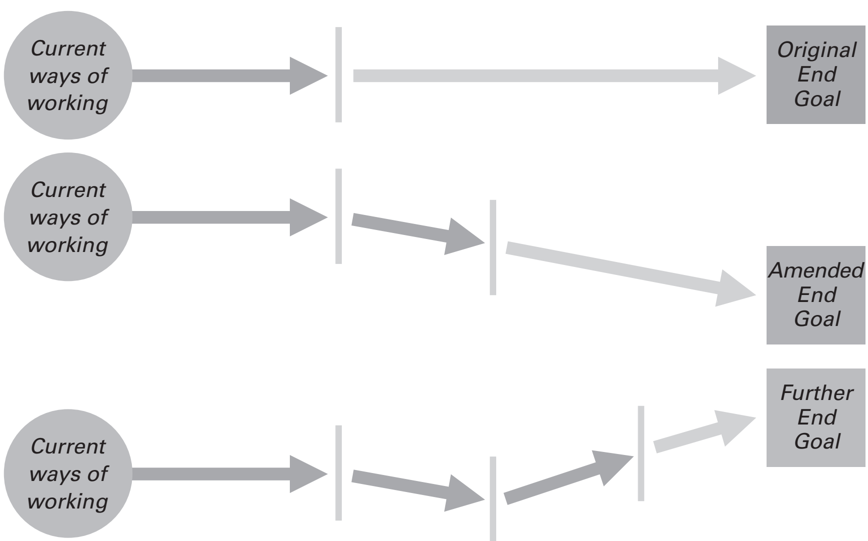
End Goal

- **What we do** – products/services
- **How we do it** – manual/automation; known/innovative
- **Who we do it with** – external suppliers/internal resources
- **Where we do it** – onshore/offshore; continents/countries; urban/rural
- **When we do it** – time of day/week/month; frequency; regularity

WHAT ARE THE BENEFITS?

- An evolving solution is a commonsense response to our fast-changing world. It gives us a way of benefiting early from good ideas, and helps us test if they are as good as we think they are. If we are right, our early experiences of the benefits motivate us to keep going. If we are wrong, we have avoided the waste of a fully developed idea that just doesn't work.
- An evolving solution offers the opportunity to change course in response to new information, making it ideally suited for ever-changing end goals, as shown in Figure 1.6. For example, if an organization has the end goal of 'digital first', what is required will evolve over time as the understanding of digital becomes clearer.

FIGURE 1.6 Flexibility of the evolving solution



Business need

WHAT DOES IT INVOLVE?

- The business need is the purpose of the change. It explains why the change is necessary and is a mixture of the expected improvements (benefits), the level of quality that the change must meet (acceptance criteria) and the features and functions that the change is expected to have (requirements).
- Change is costly and its disruption to business as usual can be very risky for the organization. There must be strong reasons for changing the status quo and it must have the commitment of senior managers who will authorize and fund the changes.
- To ensure that the perceived need for change is real, it's important to test the ideas against internal requirements and external market and/or customer requirements. Assess the impact of the change so that where possible it has a positive impact on those working in the organization and external parties that rely on the organization for the provision of products and services.

WHAT ARE THE BENEFITS?

- An understanding of the business need by all those collaborating in the change ensures that what is delivered is genuinely needed and will lead to the realization of benefits.
- Careful selection of change based on scale of benefits to be realized reduces disruption and loss of productivity from non-essential change. This ensures changes are not implemented because of the authority of the requester, or the surface appeal of the change, where real improvements to business as usual are in fact minimal.

Iterative approach

WHAT DOES IT INVOLVE?

- Iterative means repeatable. In the case of agile change, it means developing one aspect of the change, applying it to real business conditions, then learning from this experience to improve the next iteration where another aspect of the change will be developed and implemented.

- We can apply iterative to change initiatives in two ways:
  - An iterative process means allowing changes to be adopted by the users as soon as they have been created, rather than waiting until the end of the change initiative and bundling them all together as a complete solution.
  - Iterative development which develops the change as a series of versions, created sequentially, where each version builds on the content of the one before it.
- An iterative approach means there are more changes to manage, as each iteration results in the adoption of new ways of working, but this is balanced by:
  - The scale of the changes is smaller than if we were implementing a complete solution.
  - The momentum created by early improvements creates the energy and enthusiasm for subsequent iterations.

WHAT ARE THE BENEFITS?

- The continuous nature of change increases the chances that requirements identified today will be out of date before they are implemented. It is more effective to create an environment where there is regular and frequent discussion of what is needed, which is acted upon immediately. It releases those defining the change from the pressure of trying to predict every aspect of the future.
- As this iterative approach delivers an evolving solution, the benefits are similar. The timeframe for implementing the change is reduced by avoiding detailed planning upfront – less time is spent creating plans that will invariably change as circumstances change. However, these benefits can be lost because of the frequency of disruption to day-to-day operations caused by an agile approach. This is shown in Figure 1.7, where the traditional approach provides a long lead time to prepare for a single change, but the agile approach means that there are repeated interruptions.
- The length of the funding cycle between initial investment and payback is shorter, reducing the overall level of risk associated with the change.
- Encouraging those involved to implement the change iteratively, planning only the outline of the change at the start, with details defined as more becomes known about the situation, ensures that the changes are fresh and up to date, which improves the quality of the change.

FIGURE 1.7 Multiple changes

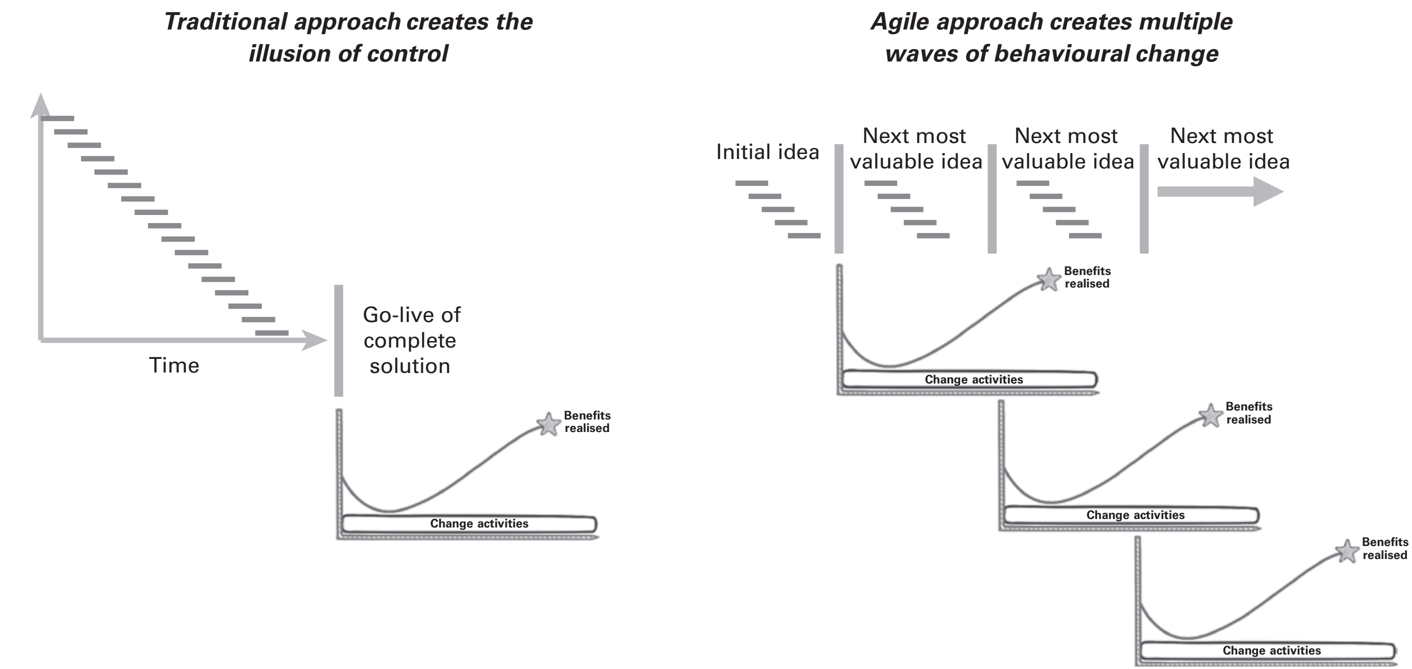
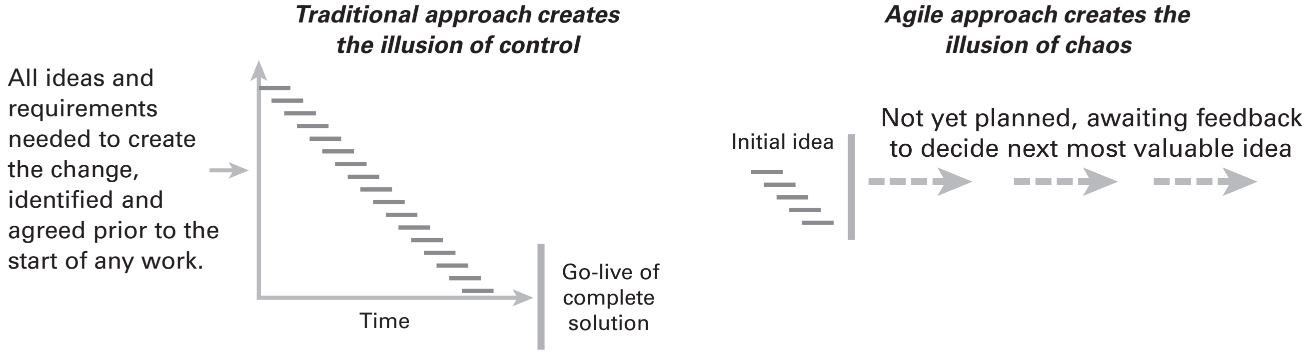


FIGURE 1.8 Illusion of chaos



- Only the immediate future is planned in detail; the rest of the change is defined using the feedback from the early implementations. This creates the flexibility to respond to new developments. Figure 1.7 shows this flexibility by comparing the traditional and agile approaches. The agile approach creates an illusion of chaos, because there is less clarity over the steps involved in achieving the complete solution. Those authorizing the change cannot be given certainty over the details of what they will receive. This is shown in Figure 1.8, where the planning in detail up front on the left of the diagram implies greater certainty than the agile approach on the right of the diagram. The traditional plan assumes there will be unexpected impacts from change. We know this is untrue, but the implied certainty is comforting, explaining why those in positions of authority are often nervous of adopting an agile approach.

This potential for chaos is addressed by the roadmap explained in this book, which ensures that whilst the details of each iteration are not defined at the start of the initiative, the outcomes for the iterations are identified. Of course, as the change progresses, these initial decisions on outcomes may change, but they form the basis of the original roadmap which demonstrates how the end goal is expected to be achieved.

Conclusion

The emphasis on business need and on-time delivery, with frequent iterations and the collaboration of all those involved, makes an agile approach a powerful tool for the effective implementation of change and the realization of benefits. The rest of this book provides activities and techniques to enable us to apply these concepts to any type of change initiative, in any industry, over any timeframe.

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02

Roadmap

Introduction

This chapter outlines the content of a roadmap, which defines the steps needed to manage the change from initial idea to successful implementation. In this book I have called this step-by-step guide a roadmap, but it could equally be called an approach, a framework or a methodology. It doesn't matter what the terminology is, we are only interested in the improvements that it brings to the implementation of change.

This chapter:

- assumes the nature of the change will be driven by business need and not by what is technically possible or how the organization usually does things;
- encourages incremental delivery of the change, with each new way of working adding to what has already been changed;
- relies on collaboration between all those involved and encourages them to be empowered to direct their own work without relying on a high degree of central control;
- sets time as the constraint recognizing that a workable solution delivered early is better than a 'perfect' solution delivered at some unspecified date in the future.

There is a lot of information to convey in this chapter so I have divided it into the following sections:

- Part 1: Developing a roadmap
  - considerations for use;
  - using the roadmap.
- Part 2: Applying the roadmap to your change
  - Iteration 1;
  - Iteration 2 and subsequent iterations.

Part 1: Developing a roadmap

Considerations for use

- What information does a roadmap provide?
- Who are the users of the roadmap?
- What are the core elements of a roadmap?
- What are the acceptance criteria for an effective roadmap?
- What are the benefits of a roadmap?

What information does a roadmap provide?

A roadmap sets out what needs to be done, who will be involved and what activities will be carried out. It should give you a step-by-step guide to managing all types of organizational change, and be flexible enough that it can be shaped to reflect the needs of your change, whilst still undertaking the core activities that need to apply to all changes.

Whilst the roadmap appears as a linear set of instructions, it has been designed to incorporate the concepts of agile working:

- don't try to understand everything at once – recognize that the picture will evolve as more information becomes available;
- share your understanding with others at an early stage so that you get access to their feedback;
- be proactive – ask other people what their impression of the change is and include their views in subsequent iterations of the work;
- constantly prioritize the change activities so that those activities most closely related to the realization of benefits are undertaken first.

Who are the users of the roadmap?

The contents of the roadmap must meet the needs of different audiences (Figure 2.1):

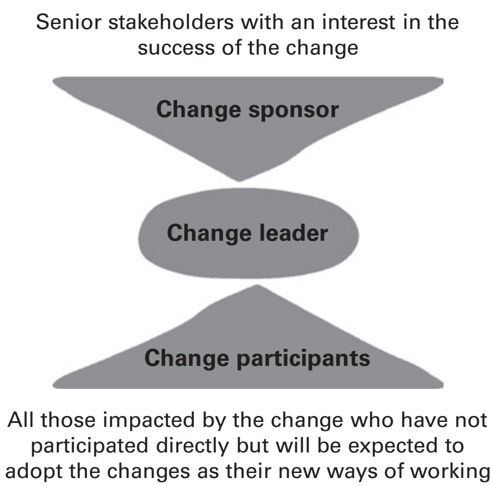
You – as someone who is going to lead change in your area it should contain sensible, logical steps for you to follow that are easy to understand and remember. The roadmap will be of no use to you if it is so complex that you have to look up each next step.

Participants – those who need to become involved in the change will find it easier to understand what is required of them and when they are expected to participate as they can use the roadmap to identify what has already been done and what the next steps are. Information about how the change will be managed using the roadmap can be easily communicated to all those impacted by the change.

Change sponsor – the person that has overall accountability and responsibility for implementing the change and ensuring that the expected benefits are realized will benefit from an agreed approach so that they know when their intervention is likely to be required and when they should delegate tasks to those leading and participating in the change. Information about how the change will be managed using the roadmap can be easily communicated to the wider group of senior stakeholders with an interest in the success of the change.

Auditor – anyone who has a quality management or audit responsibility and needs to be able to understand what is supposed to take place during a change initiative and the basis on which decisions are taken and by whom.

FIGURE 2.1 Roadmap users



What are the core elements of a roadmap?

A simple roadmap uses the core elements of process and techniques. When you are tailoring the roadmap to meet the needs of your change, consider providing more information to make it as easy as possible for those impacted to get involved. Suggestions for additional elements of a roadmap are shown here:

1. **Processes** – a collection of activities that, taken together, create an important achievement in the life of the change initiative. These activities will be a mixture of 'doing' activities that implement the change and 'decisions' that authorize a particular course of action.
2. **Best practice techniques** – an explanation of how to carry out certain tasks within the change. These techniques include activities for generating participation in the change, eg facilitation of workshops, and specialist aspects of the change such as holding product demonstrations.
3. **Document templates** – to ensure all changes are managed on a like-for-like basis there needs to be an agreed set of documentation and an understanding of who is responsible for defining its content and who is responsible for using or authorizing the document.
4. **Guidance notes** – templates are no good unless everyone using them understands exactly what needs to be included. Guidance should be created to explain each of the document headings and to give examples of the type of content expected.
5. **Role definitions** – whilst the majority of people participating in the change are unlikely to take up formal change team roles, the roadmap should establish what the different responsibilities are, and how information flows and decision-making powers should be arranged amongst them. Even if a person takes on these responsibilities in addition to their day job, they still need to be able to understand how their work fits in with other people who are also working on the change.
6. **Role questionnaires** – a list of points to consider to help identify the right person to take on a role within the change initiative. For a definition of the roles see Appendix 1.
7. **Checklists** – these are an effective tool for ensuring that tasks have been completed, information has been gathered and the right people have been selected for their roles. Checklists might include:
   - completion checklists – before exiting each of the processes in your step-by-step guide, review to make sure that you have carried out each of the activities;

– readiness checklists – before authorizing the deployment of new ways of working, ensure all preparation activities have been completed.

8 **Acceptance criteria** – before creating any of the outputs associated with your change, define what 'good' looks like by establishing a set of acceptance criteria that the output must meet if it is to be signed off as complete. These acceptance criteria can be created for the outputs associated with managing and governing the change, eg the risk register or the change plan and should also be created for each of the outputs specific to your change.

POINTS TO CONSIDER

Does your organization have a culture of creating tool kits containing this type of information to help managers?

What elements of the roadmap are the most important for your change?

What are the acceptance criteria for an effective roadmap?

To check that your roadmap is delivering what it needs to, consider how well it meets the following criteria:

- The roadmap is a simple, intuitive process that everyone involved can follow. The roadmap should not be for the exclusive use of 'change management professionals' as very few of those impacted by the change will be formally trained in change management techniques. They are involved in the change because it is their ways of working that have to change, so they need a roadmap that suggests what they should be doing and what the next few steps are going to be in an easy-to-understand format.
- The roadmap has defined all of the activities required to implement change so that any interdependencies between the activities have been taken into account and to make sure that nothing has been forgotten. The roadmap must contain a comprehensive list of activities relevant to any type of change to enable those leading the change to make informed decisions about what is needed, minimizing the risk that they will miss out vital steps. There is considerable impact from failing to consider all of the work involved, reducing the accuracy of estimates of when the change will take place and reducing the quality of new ways of working.

- The roadmap organizes all of the work in a logical way so that the outputs from one step will contribute to the outputs from the next step. Implementing change is an incremental process and we need to build on each success that we have whilst minimizing the disruption to business as usual.
- The roadmap enables you to look ahead and recognize what is coming up next so that you can ask questions and proactively prepare for the next steps. To control the evolving solution we need to prioritize the work, and knowing what is involved in each step of the change enables you to make an informed decision about whether an activity must be carried out now or would be better left until later in the change where the work would be a better fit for the later activities and outputs.
- The points at which decisions need to be taken or progress can be measured are clearly defined so that the process is not allowed to run on unchecked. These review points allow progress to be tracked against the agreed timescales for the change, and if a decision point has not yet been reached it is easier to step in and take remedial action rather than letting the change initiative continue.

What are the benefits of a roadmap?

- Building confidence
- Clear communication of progress
- Increased motivation
- Improved return on investment
- Improvement in the quality of the outcome

It is important to appreciate the benefits of having a roadmap so that you can explain them to others and get their support for your approach. The roadmap in this book is tried and tested in many different change initiatives by many change management professionals. It is the culmination of experience and many lessons learned from multiple contributors. These are their benefits; tailor them to reflect your own circumstances.

BUILDING CONFIDENCE

Confidence comes from knowing what we are supposed to be doing and how we are supposed to do it, and knowing that we are following the best course of action.

The roadmap sets out everything you need to be doing from when the change is first proposed to its successful conclusion as the new way of working for your organization. It has been written to cover every type of change, from an imposed change such as meeting the requirements of new legislation, to internally driven changes for creating new products and services. This provides you with a complete menu of ideas from which you can select what is best for your situation, enabling you to appear knowledgeable and in control of events even if you are doing something for the first time. This will inspire your own confidence and the confidence of those working with you.

Use of a roadmap can also increase the confidence of those responsible for sponsoring and taking decisions about the change. Throughout the life of the change decisions will need to be taken about:

- whether the change is needed;
- who should be involved in leading the effort;
- whether what has been created is fit for purpose and should be implemented.

It is easier to take these decisions if the information that supports them has been created as the result of a structured and pre-agreed process. Faster decisions can be made as the activities are the same for each change initiative, which builds confidence in them and provides a body of like-for-like information from each change initiative.

Knowing what you should be doing enables you to plan your workload and balance your change activities against the requirements of your business-as-usual role. This reinforces your belief that you can achieve what is expected of you, and it helps you to manage the expectations of those around you in terms of the demands they can make on your time and the contribution that you are able to make whilst understanding what help you will need from them and when you are likely to need their assistance.

CLEAR COMMUNICATION OF PROGRESS

The roadmap is a visual representation of your change initiative. This visual prompt makes it easy to demonstrate how far through the change you are and what is coming up next.

It helps you identify if any steps have been missed, and what your stakeholders can expect to experience. At any time you can step back from creating the new ways of working to review if you have forgotten any steps and to identify what you should be doing next. This allows you to become fully immersed in what you are doing and allows you to be innovative and creative about your solutions instead of spending your creative energy devising what to do next.

INCREASED MOTIVATION

Each iteration delivers new ways of working, and by experiencing the associated benefits, those impacted feel motivated for more change. Instead of waiting for a long time between being told about the changes that are going to take place and experiencing them, those impacted have an early and tangible experience of the improvements, which rewards the energy expended to create the change.

Early implementation of improvements creates motivation for further changes. For example, streamlining processes makes it easier to introduce new systems as there are fewer processes to amend to reflect use of the new system.

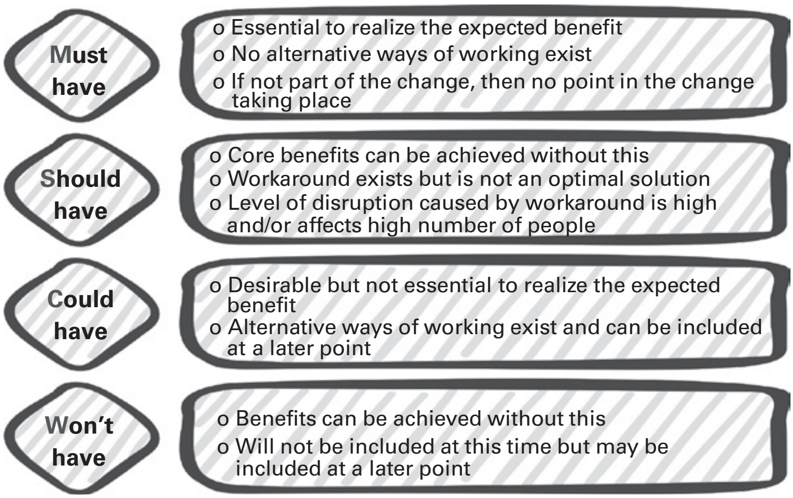
The roadmap can help to establish trust, because during uncertainty, each implementation of change stops rumours and assumptions about what will be different, and the fear that the change is going to create a worse situation than the current ways of working. Early proof that the changes are making a positive difference builds enthusiasm to continue.

IMPROVED RETURN ON INVESTMENT

Delivering the most value Using the roadmap encourages everyone involved in the change to understand its business value and to speak up if they think that the work they are doing is not likely to deliver the benefits required. This minimizes wasted effort, as only those activities most likely to add value are included in the change initiative.

This focus on benefits is achieved by applying the concept of benefits-led change and using the MoSCoW technique to prioritize the outcomes of the iterations, and the work within each iteration (Figure 2.2). Decisions can be taken on whether something is a must-have requirement of the change or is something that could be left out if resources are running low.

FIGURE 2.2 Summary of the MoSCoW technique



Earlier payback By dividing the change into iterations, the benefits of change can be realized earlier than in a traditional approach when there is a single implementation of new ways of working at the end of the initiative.

By delivering beneficial outcomes at the end of every iteration, the return on investment is increased as these benefits begin the process of paying back the costs of the change initiative, shortening the amount of time taken for the change to break even.

More accurate costing Each iteration of the roadmap includes the tangible changes and the changes to ways of working. It is the combination of these requirements that realizes benefits. Capturing the work required for both increases the understanding of the true cost of change, by including the 'hidden' costs of using talented resources from business as usual, which impacts current levels of productivity. This understanding of the scale of the work enables those providing the funding to understand the total cost of the change and to use this information when deciding on the viability of the change by comparing total costs against likely business value. It helps to prevent authorization of change initiatives that cannot create benefits that exceed the total costs of the change.

Too often, barely viable changes are undertaken because the true cost of all the resources involved and the effects of disruption to business as usual have not been considered. These costs are harder to avoid when there is a detailed roadmap as it is easier to see what needs to be done and how many people this is likely to affect, which often forces a debate on how business as usual can be maintained if so many people are involved in the change effort. This is a vital debate because it is business as usual that funds the investment in the change, and if service levels fall and therefore revenue falls during a period of change then this must be included in the costs of change, which can severely impact the viability of the change idea.

This more rigorous approach to evaluating change ensures that only the strongest initiatives are given the go-ahead, which can reduce the number of changes taking place at any one time. This in turn reduces the level of disruption within the organization as a whole.

Another advantage of having a roadmap is that time is not wasted at the start of each change initiative in deciding how it will be managed or what activities need to take place. A quick reference to your roadmap provides you with all of this information which can save many days of meetings and discussions on how to proceed. This reduction of time at the start is replicated throughout the change as when there is uncertainty about what to do next, or why a certain activity is needed, the roadmap provides the explanation of what to do and how the activity fits with the other activities in the life of the change.

CASE EXAMPLE

A team of database administrators regularly designed new databases, initiated data cleansing projects and devised new reporting mechanisms for their customers. As they began work on each of these changes, they held meetings with all of those involved, discussed ideas for how the work would start, drew lots of process maps and project plans for how this would proceed, and ate lots of pizza at every meeting they held! All of these discussions took several days and as it usually involved four or five people, it totalled several weeks' worth of effort. By devising a common roadmap of change activities, they were able to move debate from what and how to manage the change, to the creative (and more fun) aspects of what improvements to create. They could still have meetings with lots of pizza but now they were creating the solution, not arguing about how to plan the work.

This reduction in wasted time enables the lifecycle of the change to be reduced, which enables the benefits to be realized earlier. All of this means that the change initiative can start paying back its costs earlier than expected, which leads to an earlier break-even point.

IMPROVEMENT IN THE QUALITY OF OUTCOME

The quality of the change initiative can be improved through use of a roadmap as all of the activities needed for its successful management have been pre-defined, therefore vital steps are less likely to be forgotten.

As the roadmap shows how each activity is connected to other activities later in the lifecycle it reduces the amount of discussion or argument about why each activity is needed. Outcomes and outputs that can be expected throughout the change are identified, which makes it easier to assure the quality of the work being done and enables those involved to manage the expectations of those impacted.

As the work is clearly described it is easier to assess the skills needed to carry out the work, increasing the chances that the most appropriate resources will be assigned to each of the tasks. Where there is a shortfall in the skills available, educated decisions can be taken about the level of support that should be given to the less skilled or experienced resources that are available.

Using the roadmap

To use the roadmap effectively, consider these points:

- Tailoring
- Structure
- Timeframe
- Iterations
- Outcomes
- Processes

The roadmap sets out what to do but not how to do it, as this is specific to your change. Subsequent chapters provide practical guidance to ensure that:

- you are clear what the scope and objectives of your change are and how it fits into the bigger picture of what your organization is trying to achieve strategically (Business need);

- you have the ability to form productive relationships (Relationship building);
- you have defined an environment that supports change (Environment);
- you actively support those implementing change (Coaching for change).

Tailoring

The roadmap can be used on any type of change. Tailor it to meet your needs by considering the following factors:

1. SCOPE, EXPECTED DURATION AND SCALE OF INVOLVEMENT BY OTHERS IN YOUR CHANGE

Greater formality in what is done and how it is done is often required the more people that are involved in the change. If you don't write things down then it will be very difficult for all those participating to know what has already happened, what the results were and what still needs to be achieved.

When a small number of people are involved there is less need to document things as information can be exchanged through discussions and conversations where it is easier to include everyone and keep everyone informed.

For changes that take place over a very short period there is often limited time to document what is happening as people are too busy doing the work. Also, there is less chance that people will forget why certain decisions were taken over a shorter time period.

If the scope is narrow and clearly defined, there is less need to review lots of options for how the change will be implemented and decisions can be taken without reference to lots of research about the possible impacts.

2. THE LEVEL OF CENTRAL CONTROL EXERCISED IN YOUR ORGANIZATION

For those organizations with a hierarchical structure that requires decisions to be escalated to the relevant level of seniority, you will require closer adherence to each step of the roadmap as each individual in the chain of command can review and endorse the information before sending it to their superiors for approval.

In more democratic organizations where decisions are taken close to where the changes are taking place there may be less need to follow a formal lifecycle of activities and whilst certain activities and documents in the roadmap might be helpful, much of it will be discarded in favour of flexibility and responsiveness.

3. TERMINOLOGY AND OTHER METHODS AND APPROACHES

The roadmap will only be used if it can be easily integrated with how you work. Rename the steps and adapt the order of the activities to fit the specialist needs of your work, your corporate culture and the terminology and naming conventions used in your organization.

Successful change needs the participation of everyone who is impacted by it, so make sure that the words you use are accessible to everyone, and are not specialist terms that those who do not have a strong project management or organizational design background will not understand.

> CASE EXAMPLE
>
> A project management team working in a video production company had the task of designing a change management approach. They wanted to use names for their processes that included concept, design, development and implementation; however, when the sponsor saw the direction they were moving in she suggested that many of the administrators and call centre staff would not be familiar with this language. As a result of her feedback the team came up with a fun and easy-to-understand approach, which replaced their original process names with: 'Let's decide how we are going to improve things'; 'Ideasfest'; 'Let's get moving'; and 'Wow, we have made a real difference'. Their final model reflected this fun, jokey language into every document and activity and has led to some really great visuals for posters and the website for their change approach.

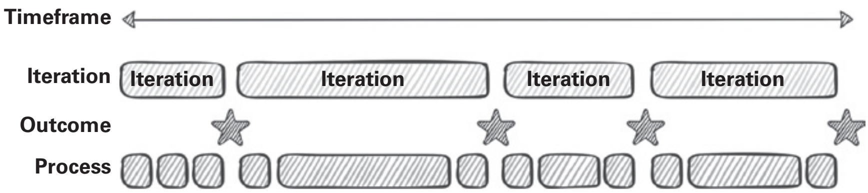
> POINTS TO CONSIDER
>
> Is there a high degree of central control in your organization? What effect will this level of control have on your use of the roadmap?

Structure

The roadmap is formed of two elements to control the work:

1. iterations – breaking your change into a series of smaller pieces of work that can be carried out one after the other until a new 'business as usual' has been created;

FIGURE 2.3 Elements of the roadmap



2 processes – bringing together the activities needed to achieve an important aspect of the change into processes that when joined together define the chain of events from initial idea to successful implementation.

The roadmap takes account of the following points, as shown in Figure 2.3:

- expected timeframe for the change initiative;
- allocation of the available time to the iterations;
- description of the expected outcome for each iteration;
- definition of the processes used in each iteration.

The purpose of using the roadmap is to deliver change throughout the life-cycle, not wait until the end when all aspects of the change have been created before implementing them as one complete set of changes. Every process and every iteration must deliver change, ie create the change and deploy it into the business environment so that it starts to become embedded as the new business as usual.

This emphasis on delivery must be reflected in the progress reporting that contributes to the information flow between all of those involved in the change. Progress reporting should describe what has been achieved and not what has been done. In other words it should not describe how busy every-one is – I think we have enough experience to know that everyone is busy! Reporting on busyness can be dangerous, as it gives the impression of progress when in fact there has been a lot of activity but not necessarily any progress.

Progress reporting should describe:

- what the outcomes and outputs are from each process;
- how much of this work relates to the minimum, must-have change requirements, and how much is part of the should-have or could-have requirements of the change;

- what the results of these outputs and outcomes are, ie do they meet their acceptance criteria, have they been deployed and have they led to improvements in the working environment which are now realizing benefits?

> POINTS TO CONSIDER
>
> Create your high-level overview of your roadmap by:
>
> - reviewing the scope and deciding on the number of iterations needed;
> - dividing the expected timeframe for your change into a number of weeks to be used for each iteration.

Timeframe

WHY THE TIMEFRAME IS IMPORTANT

The roadmap is an effective tool for ensuring that the change is delivered by an agreed date, which is an important aspect of implementing change in an agile way. Whilst the timeframe is fixed, what is actually delivered remains flexible throughout the life of the change.

This is because it is not possible to predict in detail what will be involved in the change because of the evolving nature of the change. To be effective, the new ways of working must be capable of evolving to meet the needs of the environment, and the feedback from those implementing and being impacted by the changes.

An agreed deadline helps those affected by the change to plan when they will become involved and what arrangements they need to make to keep on top of their day-to-day work, and to explain the changes to those who rely on them.

This agile approach minimizes the disruption because whatever the scale of the changes, at least those affected know when they are going to take place. This is easier to manage than being told exactly what is going to change, but not knowing with any certainty when these changes will be ready for implementation.

Guaranteeing when the changes will be ready is also an effective way of controlling the costs of a change initiative. The majority of the costs of change are the human costs. For every extra day spent on the change, there is the cost of the salaries of those involved, and the loss of productivity which reduces revenue whilst people are splitting their time between their normal duties and preparing themselves to work in a new way.

In an agile approach, as much change as possible will be delivered by the agreed end date, but the end date will not be extended, to prevent additional effort being expended to perfect the change with additions and amendments that people suddenly decide they cannot live without.

Those working in an agile way often explain this through the application of the Pareto theory: 20 per cent of the effort is spent creating 80 per cent of the solution, but a further 80 per cent of the effort can be spent achieving the last 20 per cent of the solution. It is more efficient to create a workable solution that is 80 per cent complete than to wait until the solution is 100 per cent perfect.

I would add that in many cases the last 20 per cent of the solution is not worth waiting for, as a fast-paced environment means that many of these ideas will be stale and no longer needed by the time they are delivered.

HOW IS TIME ALLOCATED TO THE CHANGE INITIATIVE?

To ensure time is used effectively, it is allocated as follows (Figure 2.4):

- timeframe for the whole change initiative, often driven by a deadline date that meets the needs of the business;
- timeframe for the whole iteration, where the total timeframe is divided up across the required number of iterations;
- timeframe for each of the three processes that must be carried out in every iteration;
- timeframe for individual timeboxes, which are concentrated periods of time during which the team focus on creating one aspect of the change.

FIGURE 2.4 Timeframe across the roadmap

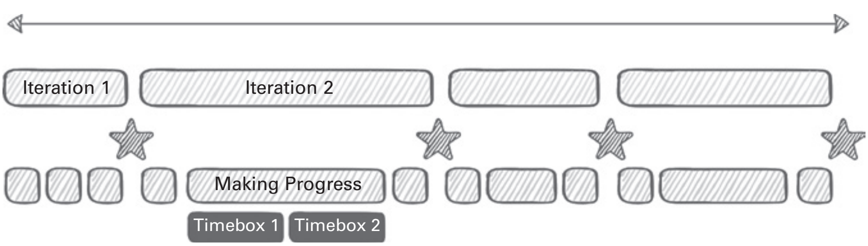
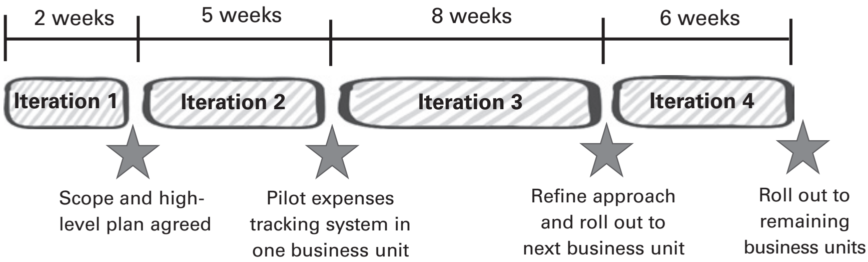


FIGURE 2.5 Timeframe example



To ensure the necessary resources are available when needed, a timeframe for making the changes must be agreed with the business. This is carried out in Iteration 1, and will be used to create a change management plan (roadmap) that divides this time across a number of iterations and defines their expected outcomes.

Not all of the detailed changes can be predicted this early but some information will be needed for the business to understand how it will be affected and how it will need to prepare customers, suppliers and staff for the change.

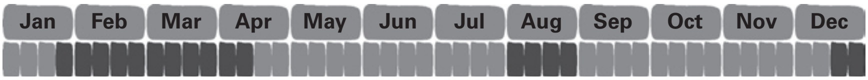
For example, if the change over the next few months is to move to a new expenses tracking system, then the roadmap defines at a high level how these months will be used (Figure 2.5).

- Iteration 1 – not always shown on the change management plan as it is during this iteration that the plan is created. Some people include Iteration 1 for completeness and to show where some of the timeframe has already been used. In this case we will assume two weeks was devoted to the definition, scoping and planning of the change.
- Iteration 2 – five weeks to pilot in one area of the business how data will be transferred to the new system and which business processes need to be worked.
- Iteration 3 – eight weeks to use the feedback from Iteration 2 to refine the approach to transferring data and rework business processes and roll out the expenses tracking system to another area of the business.
- Iteration 4 – six weeks to complete the roll-out to all other areas of the business.

HOW TO DECIDE ON A SUITABLE TIMEFRAME

Deciding on a suitable timeframe should be driven by the needs of your business: internal deadlines and market-driven deadlines.

FIGURE 2.6 No go example



Internal deadlines are the dates by which processes must be stable and staff able to operate at full capacity. These dates derive from planned events in the business for which the changes must be in place, eg expected busy periods, known holiday periods, scheduled company announcements etc.

In some organizations, these internal deadlines create 'no go' time periods when change cannot take place (Figure 2.6). A travel company, for example, knows that its busiest time of the year for sending out brochures and taking bookings is mid-January to mid-April. During this time they do not permit any changes to systems or processes as they believe it would pose too great a risk to their ability to deliver exceptional service and maximize holiday bookings. Similarly, they do not encourage change during August and December when a high proportion of staff take annual leave.

Internal deadlines can result from other initiatives. Review the portfolio for the impact on your timeline:

- Your change is an enabler for other projects so outcomes must be achieved before other work can start.
- Your change is dependent on the completion of other work so you must delay the start to accommodate this.

Market-driven dates are those by when new ways of working would most usefully be in place to take advantage of customer demand for new products and services or to meet compliance dates for new regulations. For example, toy retailers need to have their marketing campaigns ready for the release date of cartoon films which create demand for toy versions of the characters.

CASE EXAMPLE

An important market-driven date that affects universities and colleges is the new academic year. Students and staff expect new ways of working to be in place from September, as they do not want disruption once courses have begun. Any changes affecting the syllabus, the timetabling of courses and the administration of the college not implemented by this date are of little value as the ways of working in place at the start of the academic year must remain in place until the end of that year. It is possible that some changes can be implemented over the holiday period at the end of the first term or semester but in this situation the benefits of all staff and students using new systems and procedures from day one of the year will be lost.

HOW DOES THE CHANGE INITIATIVE KEEP WITHIN THE TIMEFRAME?

In an agile change, all the change ideas are evaluated for their importance to delivering the required business value and are prioritized according to their contribution to the realization of benefits.

Exactly what will be included in the change will be prioritized according to the MoSCoW technique which assigns one of four prioritizations to each requirement of the change:

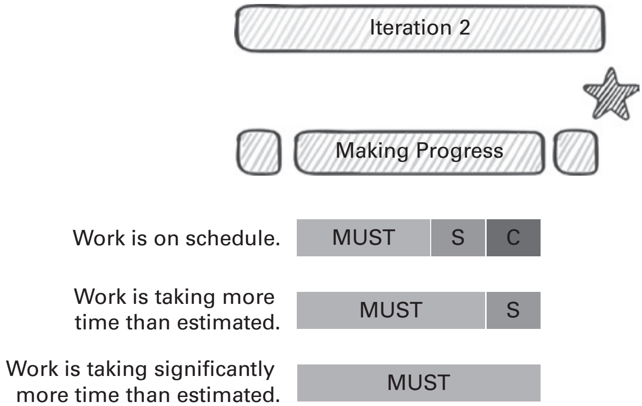
- must have
- should have
- could have
- won't have this time

This prioritization takes place for the change as a whole, and subsequently the must, should and could items are broken down into more specific changes. Each of these are then prioritized for the iteration in which they are created, as shown in Figure 2.7. Finally, each of the specific change ideas is prioritized again to establish the order of work in the timebox (if these are used).

MoSCoW is effective for managing time because it clearly establishes what work must be done first, and what work will be done if there is any time remaining. If things take longer to create than anticipated, effort will be dedicated to creating the must-have changes, and should-have and could-have changes will not be addressed. The technique enables those developing the changes to promise to those impacted by the change that at least a minimum amount of change will be delivered by the agreed deadline.

This minimum amount of change, ie the must-have requirements, is sufficient to make the change a reality, and whilst those impacted might have preferred to receive the should-have requirements as well, these can be addressed in later iteration(s). If things are going well and the work is going according to plan, then once the must-have changes have been created, time will be spent first on should-have items and then on could-have items.

FIGURE 2.7 Using MoSCoW to manage time

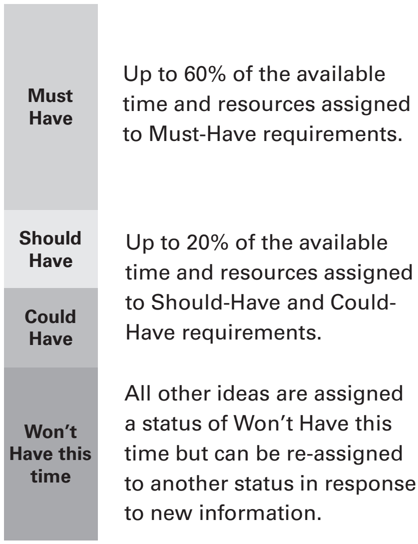


CASE EXAMPLE

Eric is a strategic change consultant and works for a European telecoms company that has adopted an agile approach to implementing change, including the use of the MoSCoW technique. He believes that MoSCoW has created a level of trust between his change team and the business that they serve. Those affected by the changes know that his team will deliver some change on the agreed date, even if they do not get everything that was expected. Before he adopted MoSCoW, Eric and his team would often run late even on simple projects because of the pressure to perfect what they were delivering, by including more and more requirements. Using MoSCoW, the business has accepted the idea of a minimum delivery (must-have items only) on the agreed date, with the possibility of an enhanced delivery (which includes should and some could) if the work has gone well. It's a better working environment because the team are not accused of late delivery by angry users and the business doesn't feel it has let its customers down by promising them an upgrade that isn't delivered when expected.

To ensure that at least the must-have items will be delivered (and hopefully to allow enough time for the should-have and could-have items to be included) a maximum of 60 per cent of the available time will be given over to the must-have items. This means that if there are problems, there is 40 per cent of the time in reserve. This is a significant contingency, enabling those leading the change to have a high degree of certainty that they will meet the agreed deadline.

FIGURE 2.8 Allocating time using MoSCoW



The best way to explain this approach is to work through an example. As part of the move to a new building it has been decided that a customer meeting area will be included in the floor plan. This is an area where members of the sales team can meet informally with customers who arrive at the office. They will be able to offer them hospitality in the form of drinks and snacks via a dedicated catering service, can sit in an informal environment to have a chat and can also show them product demonstrations in a specially created 'simulation pod' where they can experience the latest products.

The creation of the customer meeting area is a must-have for the office move change initiative. However, it can be broken down into smaller, more specific changes so that each of them can be assigned their own priority according to the business value provided. The informal seating area is a must-have, but the creation of a simulation pod is a should-have. The provision of drinks and snacks is a could-have because there is a coffee shop next door to the office where the sales team can get the necessary drinks if needed.

The tables and chairs in the informal seating area are a must-have but other furniture requirements such as pictures on the wall and stands for holding brochures and other sales literature are a could-have.

POINTS TO CONSIDER

Are there any times during the next calendar year when implementing change in your area of the business would cause an unacceptable level of disruption?

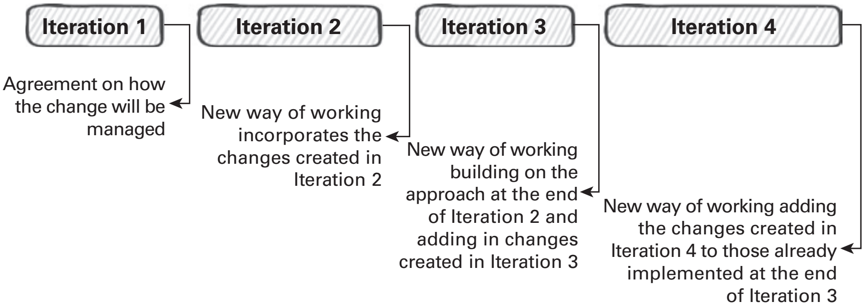
Iterations

Iterations demonstrate how this timeframe is used, by dividing the change into a series of outcomes, each of which is delivered by an iteration. Outcomes are an element of the overall change, comprising a number of must-, should- and could-have aspects, created in accordance with the priority based on their ability to realize benefits and meet business need. An outcome is the final result of the iteration; it is a new capability that creates value, measured by the benefits that are realized. The use of iterations enables the scope of the change to be divided up into sections, with the option to stop the change after completion of any of the sections.

In using an agile approach we accept that the change will evolve over time, and that all of the changes cannot be planned in detail at the start. We will achieve our overall change (end goal) through the repeated delivery of individual changes (outcomes) that when taken together will create a new working environment. As each change is delivered we repeat the steps for the next iteration, to deliver further changes and enhancements to the changes already completed.

This repeating cycle is achieved through iterations, phases which result in outcomes that realize benefits (Figure 2.9). This is similar to project and programme management methods that divide the project lifecycle into stages or tranches.

FIGURE 2.9 Iterations of the change



NUMBER OF ITERATIONS

The number of iterations needed to implement your change will depend upon:

- The amount of time available for the change, driven by internal or market-driven deadlines.
- The likely concentration period of those involved in the change, as each iteration should last only as long as people can reasonably remain focused on the tasks.
- The type of work involved – some changes will take longer to develop than others and it is important that the duration of the iterations reflects this. There is no need for each iteration to be the same length of time, so long as the outcome expected from the iteration aligns to the amount of time the iteration is expected to last.
- The expected complexity of the change – it is easier to keep people focused on what needs to be done if the change can be made as simple as possible. Try to group changes to similar or related areas of work together in one iteration and clarify the scope of the iteration so everyone knows what should be in place by the time it ends and there is no confusion about what is required.
- The amount of feedback given by the users when presented with each aspect of the change and which will need to be incorporated in subsequent iterations.
- The number of unexpected and unplanned outcomes from the change that will need to be reacted to in subsequent iterations.

Whatever the scale of the change you are involved in, you will need to divide your work into a minimum of two iterations: the first iteration is used for assessing the impact of the change, understanding its size and scope and using this information to understand the expected work involved and how it will be divided up into further iterations; the second and subsequent iterations are where the work is done and the changes are made.

In an agile environment we must be prepared to end the change initiative as soon as it has created enough change to deliver the necessary benefits. The first iteration should be short, as an extended period of planning to define the outcome of multiple iterations would be a waste of time if the change is halted after iteration two or three.

For large or complex changes there will be third, fourth, fifth iterations and so on until the change is completed. For some complex changes, the roadmap will describe the iterations for a programme of work, ie a group of interdependent

FIGURE 2.10 Programme level roadmap

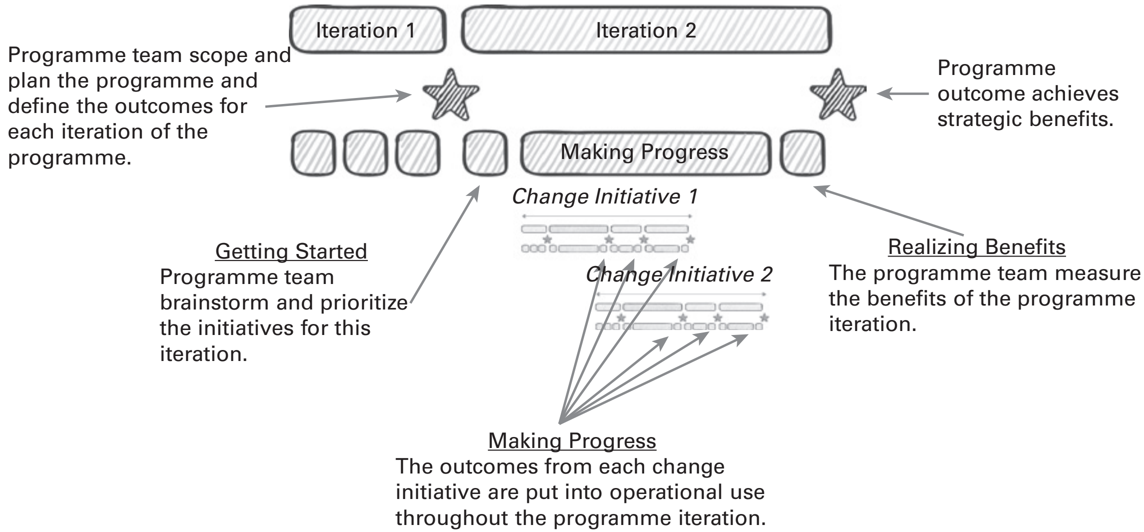
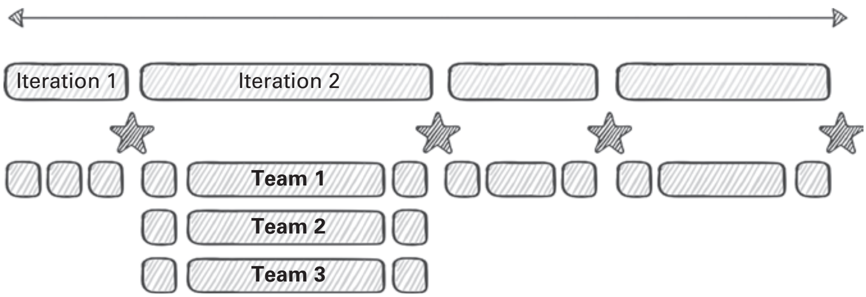


FIGURE 2.11 Roadmap with multiple teams



initiatives that taken together deliver value to the business. Iteration 1 defines the scope of the programme and identifies each of the projects, which are managed using their own roadmap as shown in Figure 2.10.

For some changes, the scope is so big that multiple teams are required to create the outcomes for each iteration. The roadmap concept ensures each team works to the same rhythm by using the same timeframe for each iteration as shown in Figure 2.11.

In some initiatives, the tangible changes are created by a separate project team, using a traditional or waterfall approach. This means that the tangible elements of the change will not be ready until the end of the last iteration. It is still possible to apply an agile approach to the creation of new ways of working.

The roadmap is used to develop and deploy the behavioural change activities described in Chapter 6. To make this possible we collaborate with the project team throughout our iterations, as we need them to share early designs of what they are creating, and share their assumptions so that we can prepare the new ways of working. As shown in Figure 2.12, we will concentrate on developing behavioural and cultural changes, establishing new values, new priorities and new attitudes in line with how the organization needs to work in the future.

Within the limitations of not being able to implement the tangible changes, we will make changes to processes, policies and standards, and re-structure roles and responsibilities in readiness for the arrival of the change solution.

ALIGNING THE ITERATIONS

An important consideration for how your change is implemented is to decide whether all work in an iteration must be completed before starting the next iteration or if the activities involved in realizing the benefits can take place whilst the subsequent iteration commences.

FIGURE 2.12 Roadmap aligned to traditional project management

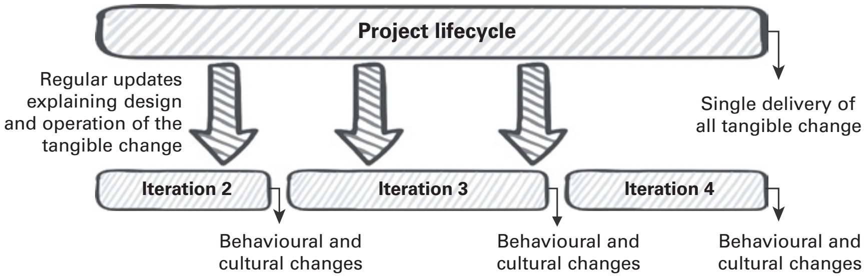


FIGURE 2.13 Sequential iterations

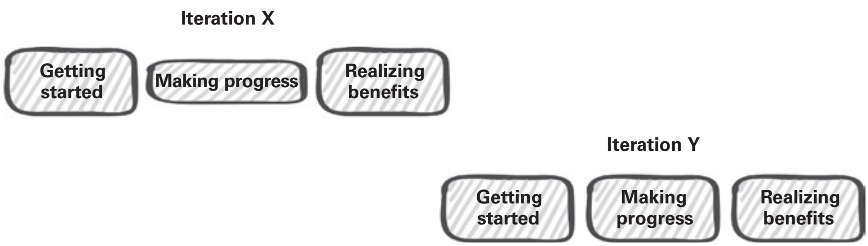
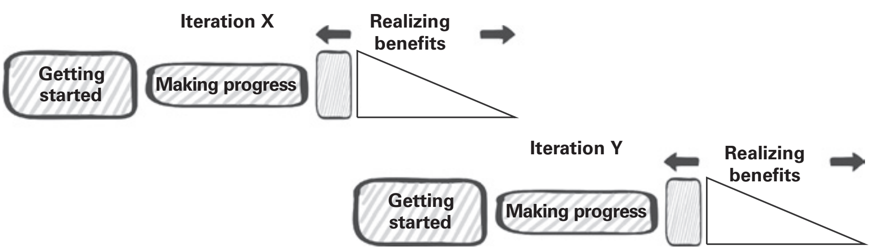


FIGURE 2.14 Overlapping iterations



In Figure 2.13, Iteration Y does not begin until all of the activities in realizing benefits from Iteration X, ie dismantle/deploy and celebrate, have been carried out. The figure also reminds us that iterations are not necessarily of the same length, and the amount of time needed for Iteration Y is less than for Iteration X.

In Figure 2.14, Iteration Y begins once the deployment activities in realizing benefits in Iteration X have been completed and before the dismantling of the old world and celebrating of the new has been completed. This is because many of the activities involved in measuring the benefits and celebrating the achievements take place over an extended timeframe, likely to be a minimum of several months. In this diagram this 'long tail' is shown as a triangle where the effort involved decreases over time.

Waiting for the results of one iteration to become fully embedded before starting work on the next iteration might not be practical, as it would extend the total duration of the change past an acceptable date for the business. However, a balance must be achieved between deploying the change and getting reactions from this deployment (which form additional requirements for the next iteration) and keeping momentum for the change by moving into the next iteration as swiftly as possible.

> POINTS TO CONSIDER
>
> Identify how many key deliverables your change is likely to deliver and in what order they will become available. Now see if you can map these to two or three iterations spanning the time available for your change.
>
> How will your change work in practice? Can you wait until all aspects of realizing benefits have been completed before commencing work on the next iteration or would beginning the next iteration straight after deployment be more effective?

Outcomes

For each iteration it is important to specify the outcome. An outcome is the desired result from carrying out all of the activities and producing the outputs. The desired result can be expressed in terms of tangible, physical achievements, eg all customer enquiries receive an email acknowledgement, or it can be a behavioural change, eg we consider the customer impact of every activity we carry out. These outcomes will be different depending on where in the lifecycle of the change they are being created, ie which iteration produces them.

The first iteration has a different outcome to all the other iterations. This is because the first iteration is used for assessing the impact of the overall change and specifying the business need and high-level requirements. This information enables those leading the change to identify how many subsequent iterations there will be. Each of these subsequent iterations delivers specific aspects of the change.

The outcome for the second and subsequent iterations will be driven by business need. To identify these outcomes, the overall scope of the change is broken down into shifts in capability compared to what the organization has now. An outcome is something that generates pride in your achievement because you can describe it as a positive difference that you have made.

Identifying outcomes requires the skill of decomposition, the ability to break the change into stand-alone improvements. Outcomes are not tasks. For example, an outcome is not giving users access to a system. It is only an outcome if the users are given access to the system, they are trained in how to use the system, and the processes to make use of the system have been defined, agreed and adopted as new ways of working.

For example, an HR team want to adopt a self-service model, with managers and staff responsible for administration, talent acquisition and performance management, and HR responsible for the people strategy, policies, standards and processes. These ideas form the end goal of the change initiative, which is what the organization will be capable of when all aspects of the change have been adopted.

The end goal is decomposed into outcomes, as shown in Figure 2.15.

As shown in Figure 2.16, these outcomes are then allocated to iterations, using the ideals of benefits-led change, described in Chapter 3.

FIGURE 2.15 Decomposing the end goal into outcomes

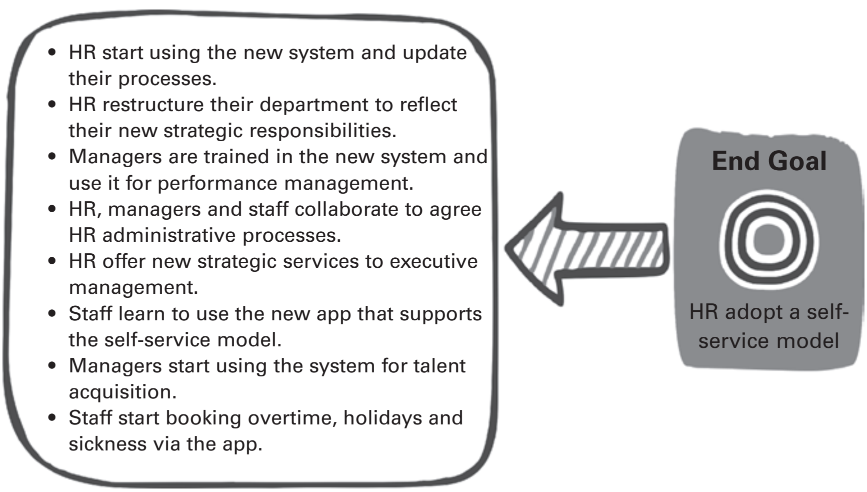
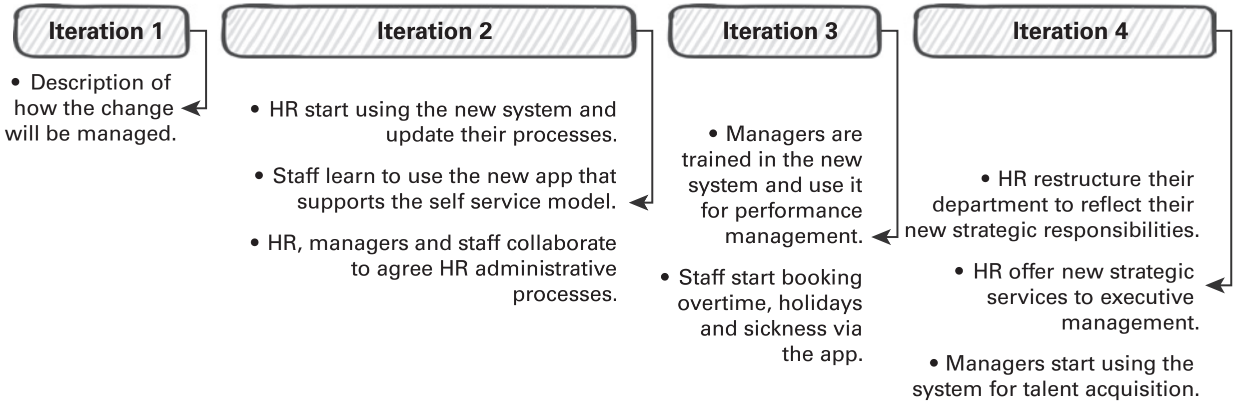


FIGURE 2.16 Aligning outcomes to iterations



An outcome 'shifts the status quo'. Each shift creates a new way of working, which delivers value by creating small improvements and fixing problems along the way. Outcomes that contain outputs without the supporting operational changes are not capable of realizing benefits. Each outcome must have all the tangible and behavioural change needed for the new way of working to be fully operational.

Processes

To achieve the outcome of each iteration, it is important to follow an agreed set of processes that define the work, carry out the change activities and measure their achievements. Processes group together the activities needed to progress through each iteration, making sure that there is a consistency to how the change is developed and delivered, irrespective of the specialist work involved.

To keep things simple there are three processes that are repeated for each iteration:

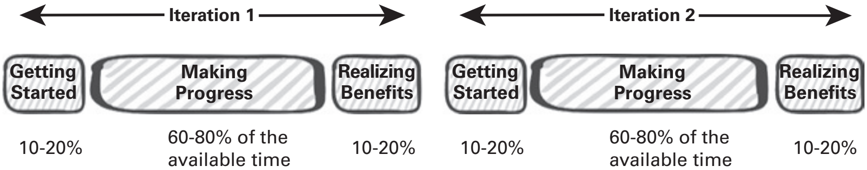
- Getting started – this process defines and plans the work that will take place in the iteration. Those participating in the change will decide what the iteration is expected to achieve, identify what work is required and how this will be allocated across the available resources.
- Making progress – this process creates the changes. This is the most significant part of the iteration, to which most time and resources are dedicated because it is where the new ways of working are designed and tested.
- Realizing benefits – this process deploys the changes into the live business environment and checks that the desired benefits are being generated.

To contribute to the control of the change, these processes should each be allocated a proportion of the time allowed for the whole of the iteration.

The research and planning associated with getting started must not overrun. The majority of the iteration must be dedicated to making the changes with time reserved for deploying them into operational use. Apply the following guidelines, as shown in Figure 2.17:

- getting started – 10–20 per cent of the timeframe for the iteration;
- making progress – 60 per cent of the timeframe for the iteration;
- realizing benefits – 10–20 per cent of the timeframe for the iteration.

FIGURE 2.17 Processes within an iteration



GETTING STARTED

FIGURE 2.18 Processes within getting started

Getting started takes place at the beginning of every iteration, and establishes what needs to be done. It is formed of two activities (Figure 2.18):

1 **Discover –** understand what has been achieved so far, what remains to be done and what successful completion of this iteration will contribute to the overall change. It requires innovative thinking to define how work will be conducted in the future and identify what needs to be in place to make this a reality. Brainstorm ideas for tangible deliverables and behavioural change.
2 **Plan –** those who created the ideas in the discover step decide what actions need to be taken to deliver these changes. They prioritize them by the benefits they generate. Those involved decide how to allocate the work amongst each other, agreeing the acceptance criteria which define what must be achieved to complete the work to the desired quality.

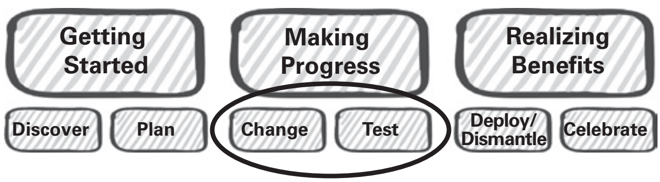
It is important to define 'what good looks like' before any of the work is done so that changes are assessed against objective criteria. Without these acceptance criteria, there is a risk that changes will be evaluated by emotional factors which include the amount of effort involved, who was involved or how difficult the changes were to create. These emotional factors can create an unwillingness to leave out work that people have spent a lot of effort creating. This can affect the integrity of the change, as even one unnecessary change can have significant knock-on effects on the way work is undertaken in the future.

To capture the ideas from getting started, the user story format described in Chapter 3 ensures that every idea is aligned to the needs of a stakeholder, and has clearly defined benefits and acceptance criteria.

> POINTS TO CONSIDER
>
> How will you capture the results of the discover and plan steps? How will this information be disseminated to those who have contributed to its creation and to those who need to use it to define their own role in the change?

MAKING PROGRESS

FIGURE 2.19 Processes within making progress



Making progress is where the work is created according to the priority agreed and the resources specified in the plan activity. It is formed of two activities (Figure 2.19):

1. Change – creating changes that meet the business need. Two types of work:

Tangible change – project deliverables, which trigger the need for behavioural change. In some initiatives, these are created by a separate project team who deliver their work to those responsible for adopting them as core to how they work.

Behavioural change – new ways of working, ie how work will be carried out, who will be responsible, what information, systems and infrastructure will be used and how it will be used, and the conditions for operational use, ie activities to make the business environment ready for the change, which might include notifications to customers, suppliers and/or regulators, training of staff, arranging for the delivery or removal of new equipment etc.

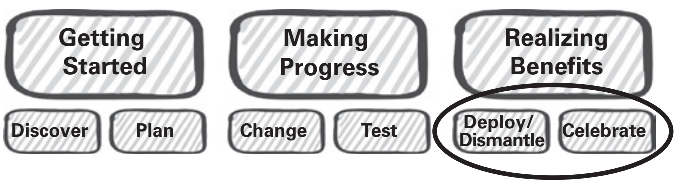
These two activities must be considered together because creating change in isolation from the activities needed to deploy it masks the total work involved:

- leading to an over-commitment of resources as those who have finished creating new ways of working might be expected to move on to the next iteration without having had the time to create the conditions for operational use;
- unrealistic expectation of the work that can be achieved in the timeframe set for the iteration, as lots of change can be created if the conditions for its use are not addressed.

2. Test – changes are reviewed against their acceptance criteria and any non-conformances are addressed. It is very important to test the workability of each change as early as possible, before it forms part of a bigger change – the earlier problems are found, the cheaper they are to rectify. It is much easier to fix an individual element of the change than redesign an entire process later in the change initiative or when the change has been implemented and found not to work.

REALIZING BENEFITS

FIGURE 2.20 Processes within realizing benefits



Realizing benefits is formed of two activities (Figure 2.20):

1 **Deploy/dismantle** – changes are incorporated into the live business environment. Those not involved in the change and test steps will need to be trained in the new ways of working. Dismantle old ways of working so that costs are not duplicated by maintaining obsolete processes, systems or structures, and people are not tempted to return to the old ways of working.

2 **Celebrate –** an important step in generating the motivation for continual change. Celebration comes from congratulating people on the effort they have made and publicizing the evidence of what has been achieved by measuring the benefits.

Part 2: Applying the roadmap to your change

Tailor the roadmap to the needs of your change. For example, name the documents used in your roadmap to fit with the terminology and culture of your organization. This section does not contain document templates but indicates the type of information you will need to define, explains why this is important, and provides criteria to be able to assess whether the information you are generating is relevant and complete.

For more guidance on formally capturing information about your change go to Appendix 2: Change management documents.

Iteration 1

The outcome of this first iteration is a common understanding of what the change is expected to achieve by all those involved in making it a reality and a description of how the change will be managed.

This iteration is a one-off. It is different to all subsequent iterations because it creates the outputs needed to manage the change; it does not create the new ways of working. Managing the change requires coordination of the change activities and application of the governance framework to ensure that decisions are made by appropriately empowered individuals.

As the detailed understanding of what needs to change will evolve throughout the lifecycle of the change, this iteration should be kept short. The majority of the effort creates and implements the changes. An agile approach does not support detailed planning of the unknown but is more flexible, creating enough structure to clarify what is to be done (outcomes for each iteration), but recognizing that the details will only be available at the point that the work is done (getting started for each iteration).

Iteration 1 is an important step in creating the necessary trust between all those involved in the change. Trust is based on doing what you say you are going to do so step 1 is to say what you are going to do, then build in steps to correct the course of your communication from intended meaning to what is actually heard. Do this little and often before misinterpretations become entrenched.

Iteration 1 must be authorized by the change sponsor, because even if no money is spent in developing the outputs from this iteration (see Appendix 1) there is an opportunity cost of the time of those involved, as their efforts have been redirected from business as usual to the change initiative.

The activities carried out in this iteration are:

Getting started

- Discover
- Plan

DISCOVER

This is the research phase, during which all available information about the drivers for the change, its expected benefits and those who have requested it is gathered and reviewed. This will help to establish the scale of the change, which will affect how formally it is to be managed. Questions to ask at this point include:

- Are the benefits expected to be realized internally or will they also be experienced by external parties (customers and/or suppliers)?
- Are the expected benefits of interest to those who audit or legislate your industry?
- Are the internal benefits cross-functional or are they specific to one business function?
- Are these changes being made in isolation from other initiatives or do they form an integral part of an organization-wide transformation?

If your change is part of a wider programme of change activities, is there a central governance or control function? For example, in some organizations, there is a central function (variously called a project, programme or portfolio office, change management office or strategy office) that uses the strategic objectives to identify and plan all projects and change initiatives, and will ask all those involved to provide progress reports so that what has been achieved can be understood in the context of all other initiatives.

It will be important to discover how much autonomy you have for managing the change as this will affect the formality of your documentation and the number of constraints that you are operating under. Important factors to consider are:

- Is there a direct relationship between yourself and the change sponsor or do you have to work through an intermediary, eg your line manager or a programme or change office?
- Can you rely on the sponsor to provide you with information about other, related initiatives taking place in the organization or do you need to source this information for yourself?
- Are there any information-sharing forums already set up in your organization, eg user groups or enterprise social media, which you can engage with to explain the changes you are making?

Answers to these questions will help you consider who to involve in the plan activity.

New ways of working are a product of tangible and behavioural change. Tangible change is created via projects, so if there is an infrastructure already in place to manage projects in your organization, how should this be incorporated into managing the change initiative? Broadly speaking, there are two schools of thought:

1. Projects deliver change by creating the new products, services, processes and systems that enable the organization to work differently. Therefore, any change initiative is a type of project and so it should be managed according to the project management methodology already in operation within your organization.

   The advantages of this are that the project management methodology already exists, so there is no need to adopt a new change management roadmap, and that there are likely to be resources already trained in its use and familiar with its operation.

   The disadvantages of this approach are that many project management methodologies cover the development lifecycle, ie all of the steps up until the point at which the project deliverables have been tested and are ready to be used in the live environment, but don’t have any activities to help manage the implementation and embedding of these deliverables to create a new way of working.
2. Projects are part of change initiatives, but they are concerned with the design, development and testing of new products and services, and do not include the transformation of the organization to prepare for their use.

The advantages of this are that the project remains focused on creating the deliverables and does not get distracted by all of the activities needed to 'sell' the benefits of working in new ways to all those who will need to work differently in order to use the project deliverables.

The disadvantages of this are that projects are not aligned to the overall business changes needed to realize the benefits, and that whilst they deliver project outputs on time, on budget and to the required level of quality, they have not incorporated elements that will assist in their implementation.

By the end of this first iteration, the approach to managing projects and managing the change that they create will need to have been agreed.

CASE EXAMPLE

Mark works as a project manager in a financial services organization where there is very little informal discussion of what is happening elsewhere in the organization. After finding that those whose jobs were being impacted by his projects were also implementing changes from other projects and initiatives that he knew nothing about he began to get frustrated. This extra work often caused delays to his 'go-live' date and sometimes made his project deliverables obsolete before they had even been used because process changes removed the need for them. As a result he has set up a 'Monthly Mingle' which happens on a Thursday lunchtime. Food is provided and there is always a talk from one of the senior managers to explain an aspect of strategy, followed by an informal discussion of who is doing what. These sessions have become so popular they are now videoed, with the video added to the company intranet. The forum enabled Mark and his colleagues to meet project managers from other areas of the business that have the same internal customers and they now meet regularly to align their plans and agree a series of implementation dates that ensures that multiple changes do not take place at the same time.

PLAN

The information from the discover activity is used to plan what needs to be created to manage the change. If the organization's project management methodology is to be applied then this will specify the documents to be created in the making progress activity. Alternatively, those involved will define their own information needs based on their tailoring of this and other change management roadmaps and approaches.

Whatever the information needs, the plan activity is where the work of creating, reviewing and authorizing the management approach will be assigned to the available resources.

Creating documents is appropriate if you are implementing change across a large group of people, but if you are working with a few close colleagues then it is better to scale these documents appropriately, whilst making sure you provide information for each of the suggested headings.

Making progress

- Change
- Test

CHANGE

The changes created in this first iteration are the development of the change roadmap, either as a new approach or an agreement to apply an existing approach.

The outputs created in making progress will be whatever is needed to:

- explain the proposed changes to others;
- prove the validity and necessity of the change;
- define the governance structure;
- ensure those involved in the change know what work needs to be completed and when;
- keep everyone informed of progress, issues and risks.

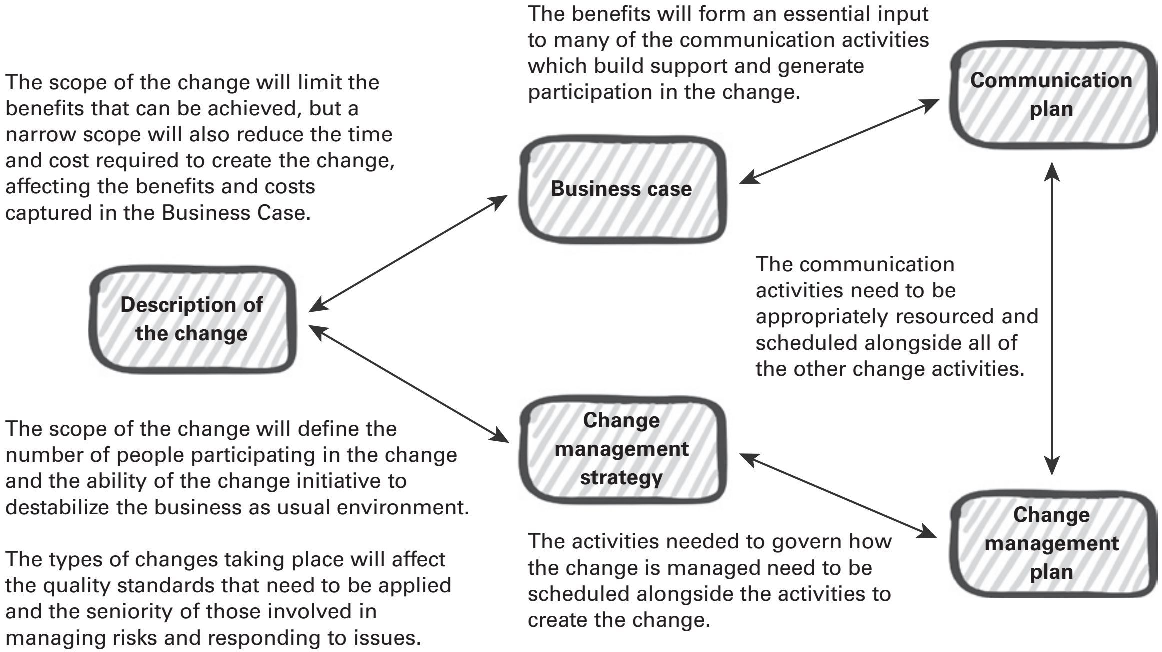
Each of these outputs is connected to the others (Figure 2.21).

DESCRIPTION OF THE CHANGE

The purpose of the description of the change is to create an understanding of what will be different in the future. It is reviewed at the start of each iteration, acting as an important source of reference for what is required and helping to prioritize the work based on the intended scope and expected deliverables of the change. It includes:

- vision;
- scope and exclusions – use the technique called 'remove imagined change' discussed later in this book;

FIGURE 2.21 Outputs created in Iteration 1



- expected deliverables – tangible and behavioural change;
- assumptions and constraints impacting the vision and scope;
- links with other work – review the portfolio to identify interdependencies with other projects and change initiatives.

The vision for the change is the end goal, which is what the organization will be capable of when all aspects of the change have been adopted. Inputs will include the organizational and market context described in Chapter 3 and a high-level impact assessment. Develop a series of questions to assess areas of operation that will be affected by the change. Ideally, use these same questions to assess at a deeper level the impact of the change in the discover step of Iteration 2 onwards.

Impact assessment questions assess the impact on factors including:

- policies
- standards
- procedures, including inputs and outputs
- measures of success
- systems
- data
- machinery
- locations
- staff numbers and reporting lines
- skills and competencies
- values and principles
- attitudes and behaviours

Creating a model or prototype can help people imagine the change and assess its impact more effectively than a document. For example, redesigning processes can be modelled using sticky notes on a wall, with each sticky note summarizing each of the steps in the process. This immediately conveys the length of the process, the inputs to it and the outputs from it and enables those reviewing it to understand where they would be involved and what happens before and after their involvement.

This early experience of the likely changes to the process provides an opportunity for those impacted to generate more ideas about what needs to be included in the change, or what should be left out. One of the most valuable aspects to modelling is how it changes the conversation about change from something nebulous that might happen in the future to something real that is happening now. I find this shift in perspective really engages those impacted and helps them to see what preparations they need to start making to get ready for change.

BUSINESS CASE

The purpose of the business case is to demonstrate why the change is needed and how it will deliver improvements to market position and internal capability over and above what exist today. In common with the change description, it is reviewed at the start of each iteration to understand what benefits should be delivered, which in turn affects decisions on the priority of change ideas. It includes:

- benefits
- risks
- costs

Creating this document forms an important step in helping everyone involved in the change to identify for themselves why they think the change is important.

The techniques described in Chapter 3 are used to identify the benefits, which are:

- problems – benefits arising from improvements to the current ways of working;
- opportunities – benefits from providing new products and services, entering new markets, servicing new customers or working more efficiently.

As we see in later chapters, people have a different context and a different perspective on change based on their personality type, their previous experience of change and the type of change that is taking place. Try to establish if there really is a problem with the current way of working, and ask people to articulate what these issues are and describe the difficulties that they are experiencing.

Use the description of the change to create a compelling future state in which people can see a role for themselves and can instinctively see how the future would be an improvement on the present; make sure that the change management plan sets out a workable approach that appears practical and achievable so that people can believe the change will be achieved and will not be a waste of their effort.

CHANGE MANAGEMENT STRATEGY

The purpose of the change management strategy is to explain how all the change activities will be coordinated and managed. As the change evolves different people will become involved at different times so the change management strategy acts as a rapid induction, providing guidance on the governance of the change initiative and specific aspects of its day-to-day management including progress reporting and the control of risks and issues. It includes:

- organization structure;
- how risks and issues are escalated;
- balance of change activities with 'business as usual';
- how quality of the work is checked;
- how progress is to be tracked and reported.

CHANGE MANAGEMENT PLAN

The purpose of the change management plan is to define how the overall timeframe for the change will be divided across the various iterations to create the specialist elements of the change, and how this work is supported by activities to manage the change as a whole, outlined in the change management strategy. The plan includes:

- timeframe;
- use of the processes defined in the roadmap;
- governance – decision points throughout the roadmap on whether to continue with the change or not;
- resources – those creating tangible change and those creating the new ways of working;
- workstreams – if there are multiple teams contributing to the same change;
- assumptions and constraints impacting the management of the change.

COMMUNICATION PLAN

To maximize support for the change and encourage those involved to actively participate, regular and detailed information will need to be made available (Figure 2.22):

- This communication activity takes a lot of time and by identifying it early in the change you can agree with your colleagues how the work will be allocated.

- Communication is needed for two different groups: those who are changing how they work as a result of the change, and the wider stakeholder group who need to be consulted and who have important information to share but whose work will not be directly affected. The wider stakeholder group includes:
  - senior managers responsible for the analysis and planning of the organization's strategic objectives;
  - operational managers who are responsible for processes and systems that are subject to change;
  - functional managers responsible for performance management of an aspect of the organization which will be impacted by the change, eg HR responsible for staff turnover or marketing responsible for brand awareness.

FIGURE 2.22 Information flow

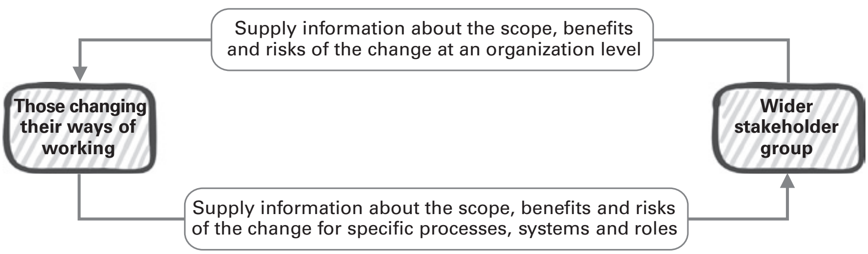
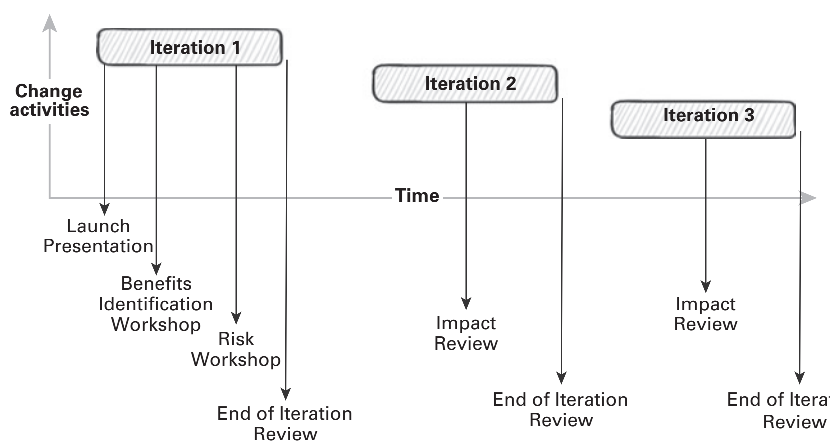


FIGURE 2.23 Key communication events



The communication plan will evolve over the life of the change into a detailed record of all the communication events. At this early point in the change, it should minimally include the most important events (Figure 2.23).

Refer to Appendix 3 for suggested agendas for each of these communication events and an explanation of the facilitated workshop technique for carrying them out.

Test The content created in making progress will need to be reviewed by those sponsoring the change and those who will be managing it as it moves through its lifecycle. Before deploying the change framework you will need to know that those who are using them believe they meet their acceptance criteria.

POINTS TO CONSIDER

Are there any other documents suggested in your organization's project management methodology or quality management system that would be appropriate for your change?

Who are the best sources of information for you to complete your description of the change?

What other communication events are needed to help manage your change?

Realizing benefits

DEPLOY/DISMANTLE

As Iteration 1 comes to a close, your roadmap should be shared and explained to all those who will be involved in making change happen. It is not necessary for everyone to know every aspect of the roadmap. Demonstrate your respect for how busy they already are by selecting the relevant information for each audience member, whilst making the rest of the roadmap available for those who wish to understand it in full. For example:

- You as the change leader need to demonstrate ownership of the roadmap that you are going to apply to the change. This ownership responsibility includes making it available to all who need it and being open to suggestions about improvements to it. After all, the roadmap is a product of an agile approach to change so it should be regarded as an evolving solution and not a fixed and final version.

- Participants – those that will become involved in change in at least one of the iterations will benefit from an overview of the processes and activities in the roadmap but are unlikely to be interested in all of the detailed documentation pertaining to the governance of the change. As a minimum, share with them the change description and the business case as both of these documents provide important information for prioritizing the change activities.
- Change sponsor – it is difficult for those in the sponsorship role to accept that they will not know all of the details of the changes up front, but have to accept that these will evolve as each of the iterations of the change are successfully deployed. The roadmap can provide reassurance in that it contains details about how the change will be governed, so the sponsor is likely to have a particular interest in the change management strategy and the plan, so that they can understand at least at the high level what they can expect to see happening and when. They may also have an interest in the resources assigned to each of the iterations and during each iteration may be interested to see how work is allocated across the timeboxes. This is because their management role will require them to balance the needs of the change against the needs of the business-as-usual environment.
- Auditor – those needing to assure others that the change is being well managed will be particularly interested in the change management strategy and the plan. They will not be interested in the specialist work other than to reassure themselves that the management of the change has considered the need to balance business as usual and change activities and that the deployment at the end of each iteration has been sufficiently well planned so that it will not destabilize the working environment or risk lowering levels of customer service or satisfaction.

In the case of Iteration 1, the dismantle activity can be used to create the necessary time for all those involved in the change to participate by removing any tasks, meetings, reports etc from their current day jobs that can be temporarily suspended in order to make time for change.

CELEBRATE

It is helpful to celebrate the creation and/or the adoption of the roadmap as it is an opportunity to thank everyone for their hard work in thinking through how change will take place. Congratulating individuals on their contribution and the ideas they have had for how change can be managed successfully will build their confidence in their ability to participate in the change and will help to develop collaborative working by creating a team environment.

Public thanks for these individuals will also draw the attention of those who have not participated so far, which is another opportunity to let everyone know that change is happening. The roadmap will build confidence in the wider community as the initiative will be viewed as organized and well thought through, which will help to dispel some of the disquiet that those expecting to be impacted by it might be feeling.

How will you know that Iteration 1 has been a success?

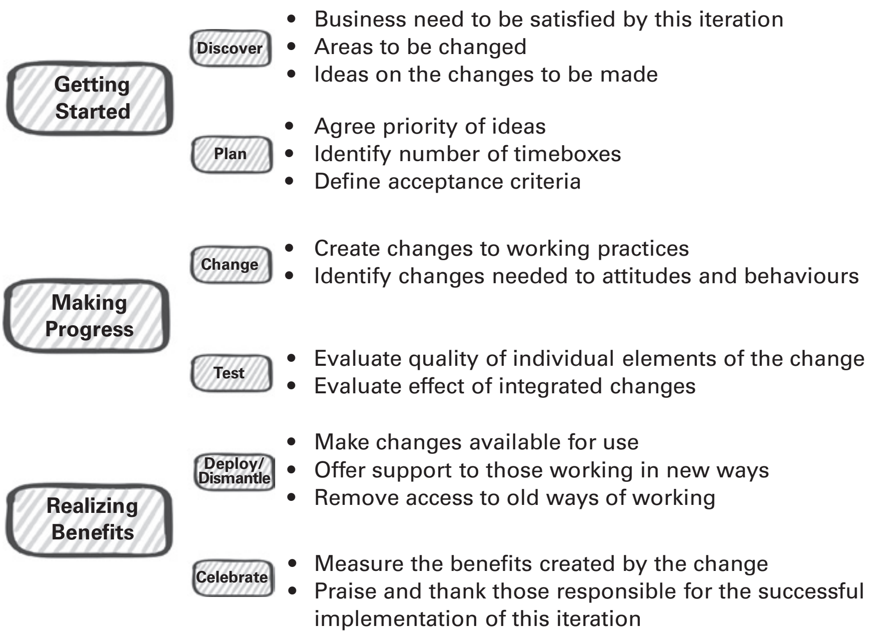
Before leaving Iteration 1 it is important to review what it should have achieved and check that everything that should have been done has been done. This iteration is a one-off, it sets the ground rules for how the change will be managed so if there are any gaps in the planning or definition of the change initiative, now is the time to fill them. Measure your satisfaction with Iteration 1 by assessing how you feel about the following aspects:

- there is a genuine feeling amongst all of those you need to work with that the change is important and achievable;
- there is common agreement amongst those working on the change about the type and amount of business value that the change will create;
- you feel confident that you have identified all those who will be impacted by the change or who will need to contribute to it and you have begun communicating with them;
- the boundaries within which the change is to be delivered have been defined and agreed with senior management including the timeframe and the minimum requirements for the change.

Iteration 2 and subsequent iterations

The outcome of Iteration 2 and all subsequent iterations are the actual changes needed to realize the benefits. The activities required are summarized in Figure 2.24.

FIGURE 2.24 Information created in each process



As the information created in this iteration will be specific to your change I have not included any templates. However, I do recommend that to simplify the change activities as much as possible, you do create your own templates and draft agendas for regular meetings and presentations.

Getting started

The activities in this process support an agile approach by empowering those involved in the change to take responsibility for their work. The team in place for this iteration will need to agree on the usefulness and appropriateness of the work by evaluating its contribution to benefits as well as its practicability and its achievability.

Those items that are identified as difficult to achieve might be categorized as 'won't have this time' to protect the team from work that has little chance of success at the expense of other changes that can be achieved and will realize benefits when the iteration is deployed.

Practicability and/or achievability is subjective and is indicated by the team's confidence in:

- their level of knowledge about the task;
- their past experience in carrying out similar tasks;

- access to expertise and support outside of the team;
- senior management interest or political support for the task;
- level of interconnectedness with other work;
- probability that this work will lead to the need for further changes.

Discussions about practicability and achievability enable the team to agree the priority of each task, identify how they are going to approach the work and who is best suited for each task.

DISCOVER

Ideas will be generated from all those involved in the iteration even if not everyone will be involved in the activities to develop and implement these changes.

To maximize the creativity of this step, there needs to be up-to-date progress reporting from the previous iteration and open and honest sharing of information amongst all of the participants to ensure that lessons can be learnt from the previous work and that mistakes or omissions can be addressed in this iteration. Idea generation will involve:

- reviewing feedback on the changes made in the last iteration;
- identifying new ideas based on a review of how work is carried out today;
- asking those who provide inputs or rely on outputs from the existing approach to clarify their needs;
- asking those responsible for the efficiency and accuracy of the process for their ideas;
- asking those responsible for ensuring the process is followed for their ideas.

In leading the change effort, you will need to guide those affected by the change to be creative and innovative in deciding what needs to change. Working collaboratively and facilitating discussions where ideas are explained and added to is an essential part of your role.

Active listening It's important to take the time to listen to your users, allowing them to describe and share their ideas or articulate the problems and challenges that they need to solve.

Use 'active listening', which is a technique where the listener feeds back what they have heard from the speaker, confirming their understanding and allowing the speaker to gain insight into what they have said by having it played back to them. The steps in the active listening technique are:

1. **Building rapport –** using eye contact and creating an environment that invites the speaker to begin sharing their information. This includes finding somewhere to talk where you are unlikely to be interrupted and giving the speaker your full attention, eg putting away your phone or turning away from your PC. This demonstrates that you are fully 'present', ie that the speaker has your full attention.
2. **Mirroring the information back to the speaker –** playing back the words and phrases used by the speaker to ensure you have not missed anything and giving them a chance to add any additional information. You will use phrases including 'this is what I have heard' and 'what I think you told me was…'. This demonstrates to the speaker that you have been listening, which builds their willingness to continue to share information with you.
3. **Interpreting what you have heard –** reflecting back the feelings you have heard and your perceptions helps the speaker acknowledge any disconnect between what they are feeling as indicated by the gestures, tone of voice, speed and volume of speaking etc, and what they are saying.
4. **Encouraging the speaker to draw a conclusion –** this is when you have summarized the information shared so far and give the speaker an opportunity to summarize their ideas and articulate them as requirements for change.

Successful active listening plays back the words and phrases used by the speaker along with the emotional subtext that they gave these words. This allows the speaker to understand any disconnect between what they have said and what they really feel so that they can improve upon their ideas and create a way forward that is right for them.

To help your users create their ideas for change, encourage them to assess their current situation. For example, ask them the following questions:

- Which processes do you most enjoy and least enjoy carrying out? And why?
- Which of the processes that you carry out receives the most compliments or complaints? (Ask them to give you examples of the compliments or complaints and who is making them.)
- Which of the processes that you carry out involve the most or the fewest people? (Ask them why they think this is the case.)

- What data or information do you use the most or the least often?
- Is there any information that requires format changes before it can be used, and how long does this take? (Eg re-keying information from a report into a spreadsheet.)

Feedback Devising new ways of working can be a creative time but it can also be a time of great anxiety, as it is when we are faced with the reality of having to learn something new and unlearn how we currently work. Instinctively we realize that this work will take longer to complete until the new approach becomes familiar, and it is this realization that can begin an internal argument about how necessary the change is and how it would be better to hold on to the old ways of working. One technique is to break down the design of the new ways of working into small pieces of work with specific targets for achievement so that it is easier to track progress and harder to get lost.

One of the ways in which we can help people devise new ways of working is to give them constructive feedback on their ideas. Feedback is not criticism. Criticism is negative and judgemental and in many cases benefits the person giving it by making them feel superior to the person receiving it. Feedback helps the person receiving it to improve on their ideas and to identify alternative courses of action that will be more effective than what was originally planned.

When helping people to change how they work make sure the feedback focuses on the practicality, desirability or performance of the approach. Don't make it personal and don't comment on the ability of the receiver to carry out the work.

The feedback should be specific, asking questions about how the new way of working actually works, or how it connects to other pieces of work or the skills needed to carry it out. Use this as an opportunity to share stories of similar situations and the approach that you have taken or have seen others take and how this compares with what you have just been shown.

CASE EXAMPLE

In a change programme for a local medical centre, the receptionists had decided to introduce automatic text messaging to remind patients of their appointments. When they asked me to review the processes for making patient appointments, I helped them to refine their initial idea:

- Summarize – I reflected back the process as I had heard it to check that I had not missed any facts and to demonstrate the steps that I believed had been communicated to me.
- Opinion – I took the position of a patient and I demonstrated how I felt about receiving the text message reminder. I carried out this step several times because I wanted to portray the views of as many different patient types as possible, including those that do not have a mobile phone.
- Impact – I asked the receptionists for their views on what they had heard from me and facilitated a discussion on their ideas for enhancing and changing their initial process to improve the imagined views of the patients.
- Summarize – I summarized the action plan I had heard and asked the receptionists to decide on when the actions would be taken and by whom.

POINTS TO CONSIDER

Make a list of the questions you would ask your colleagues to help them identify their ideas for the change.

The output from this discovery step is an agreement on the scope of the iteration and an understanding of the time allocated for this iteration: the scope is agreed using the prioritized requirements list; the time allocated is taken from the change management plan.

PLAN

Prioritizing the work If this is the first iteration to deliver changes into the live environment then you will create the prioritized requirements list. The prioritized requirements list does exactly as its title suggests. It lists each of the required changes in order or priority, beginning with the must-have items and concluding with those requirements that have been identified but are not viewed as important enough to be included in the change so are categorized as won’t have.

In subsequent iterations the original prioritized requirements list will be updated. The discovery step will begin with a review of what requirements remain outstanding, along with the addition of requirements that have been requested as those impacted start to understand how they will be impacted by the change. All the requirements will be re-prioritized to provide the scope of the iteration. The scope is all must-have items, followed by the should-have items followed by the could-have items. Chapter 3 explains the prioritized requirements list.

The change management plan is a useful reference document because it provides a description of the high-level deliverables or products expected from this iteration, which will influence the decisions on what needs to be done. It also defines how many iterations the change is expected to have, which enables those involved to see how far through the work they are and what should already be in place for them to enhance as part of the evolving solution.

The plan step should confirm the expected outputs from this iteration and prioritize them using the MoSCoW technique. The change description provides the understanding of the business need used to prioritize the work. It is important that everyone agrees and understands what the highest priority items are so that they can focus on achieving these first, with any remaining time allocated to the should-have and could-have items.

Allocating the work In this plan step there will need to be agreement on how work will be managed. Once the scope of this iteration has been agreed, the work will need to be broken down into specific tasks and resources can be allocated according to the skills required and the motivation of those involved to volunteer for the work. Work should be allocated to those who believe they are best suited to carrying it out, so they feel as motivated as possible.

Whilst an agile approach to delivering the change requires high degrees of self-direction this is not an excuse to concentrate on the specialist work at the expense of the governance activities. It may be necessary to nominate someone to be responsible for managing issues and risks and collating the progress reporting for the whole iteration in accordance with the approach set out in the change management strategy.

Alternatively, everyone may decide to take responsibility for addressing risks and issues directly with their colleagues with progress reporting happening verbally.

POINTS TO CONSIDER

How can you record information about who is doing what so that everyone can see who is involved and what they are doing?

Alongside the creation of the 'timebox' plan for the development of the specialist aspects of the change, an implementation plan may be created to define the work involved in realizing benefits.

Acceptance criteria Finally, before leaving the plan activity, the criteria against which the outputs will be assessed must be defined. These will be specific to each of the specialist outputs. In some cases the acceptance criteria can be derived from externally imposed quality standards or industry norms. In other cases the key performance indicators that measure the success of the current ways of working can be adapted to apply to the new ways of working. Finally, some of the specialist work can only be assessed using subjective criteria, evaluating the satisfaction with or suitability that staff ascribe to the new ways of working. Even though these criteria are subjective they should still be defined in advance so that everyone agrees what good looks like before they start work.

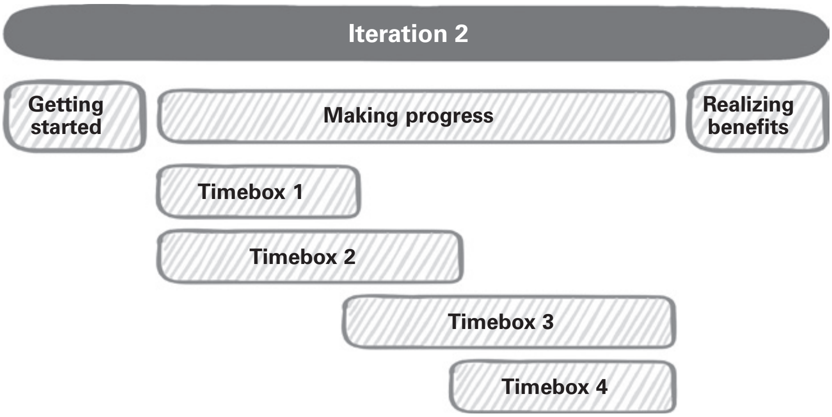
Allocating the time The plan allocates the work to those involved. This might be quite informal, with people suggesting what their contribution will be and agreeing amongst themselves how the work will be allocated across the various timeboxes.

There may be multiple changes needed in an iteration. To simplify the work each 'micro' change can be managed in its own timeframe (as long as this does not exceed the time allowed for the whole of the making progress activity). Some agile methods call this timeframe a sprint or a timebox, which is a concentrated period of time in which similar work is grouped together to create an output. The results of the timeboxes come together to create the outcome for the iteration as shown in Figure 2.25.

These timeboxes are fixed in duration so that making progress can complete on time and the deploy/dismantle activities in realizing benefits can begin when agreed. This is very important because any delay to the work involved in deployment will:

- impact those expected to adopt the new ways of working;
- lead to a delay in the start of the next iteration.

FIGURE 2.25 How timeboxes fit together



The number of timeboxes is a product of the number of people involved in the change, and the amount of work that can be grouped together as a concentrated piece of effort.

In some cases one individual can work on one specific change or a group of specialists may come together to resolve a number of changes. This division of labour will have been decided by those involved in the plan activity of the getting started process.

If there have been multiple timeboxes or sprints to create the change, it may be necessary to have a concluding timebox (shown in Figure 2.25 as Timebox 4) that brings together all of the individual changes and reviews them to see if they work together in an integrated way. Whilst each change will have been reviewed to ensure it meets its own acceptance criteria, a set of acceptance criteria for the integrated changes may also have been created, which will be reviewed at this point. It is important to understand that the individual changes do not contradict each other prior to moving into deployment where the live business environment will be impacted.

Making progress

CHANGE

Changes are created by making alterations to existing processes, systems and roles or designing new processes, defining new responsibilities and implementing new systems.

To ensure the iteration meets its deadline this design work will be carried out in strict priority order, starting with those changes that are essential to realize the expected benefit. These must-have changes are those that give the iteration its reason for being and if they were not made there would be no point in making any other changes.

Once they have been completed, important changes which would be painful to leave out will be designed, followed by those that are wanted or desirable but could be left out if time is short.

TEST

Before the changes are implemented they will need to be agreed by others (review group) to ensure they meet their acceptance criteria. This might include a walk-through of the proposed changes, a demonstration of new documents, databases, or a presentation of the newly configured end-to-end process.

At the end of the change work the prioritized requirements list will need to be updated to record what the team managed to include in the iteration and what had to be left out. This will then be reviewed and re-prioritized at the start of the next iteration.

The review activity is an opportunity to widen the number of people involved in the change. Being asked to evaluate the outputs enables individuals to have their first practice with the new ways of working which will help them become familiar with the approach and encourage them to become part of the change team.

Reviews can be used to evaluate individual elements of the change produced by a single timebox as well as testing how all of the changes fit together.

The acceptance criteria for this integration testing are likely to concentrate more on the usability of the process, eg:

- total duration;
- level of complexity, eg number of steps in the process, number of items of data required;
- resource usage, including the number of people required to carry out the work and the level of skill or experience they will require.

The acceptance criteria for individual elements of the change are likely to test the accuracy of the process and the accuracy and completeness of the outputs it produces.

Realizing benefits

For some changes there is a time lag between adopting the change and the realization of benefits. For example, improvements to levels of customer service and customer satisfaction will over time produce an increase in revenue and number of contracts retained or won. However, benefits of streamlined processes can be measured immediately, including metrics on the number of steps in a process, time taken to complete each step, number of pieces of work produced per hour etc.

The business case will define what benefits are expected as a result of the change and how these are to be proven. These measures should already have been applied to the business when they were used to generate data about the current state. In this activity measures are taken to prove that the new ways of working have produced improvements at least in some of the measures. This is because there may have been disbenefits or negative impacts created by the change which are unavoidable but deemed acceptable because they are outweighed by all of the positive effects of the change.

An important acceptance criterion for any of the 'specialist' iterations is that whatever change is produced contains elements that address the change from all perspectives:

- changes to processes;
- changes to systems including software, hardware, communication protocols and databases;
- changes to reporting lines and job descriptions;
- changes to measures of success, eg key performance indicators;
- changes to attitudes and behaviours;
- changes to relationships and levels of authority of those involved.

DEPLOY

Deploying the changes gives a further opportunity to generate support for the change by giving those that need to work in a new way a chance to practice through training and running the new processes alongside the old ones until an acceptable level of capability has been achieved.

The activities will have been agreed at the start of the iteration and should include sufficient support so that those using the new ways of working for the first time feel confident because they know they can turn to others for guidance and productivity will not be hampered by delays when individuals encounter situations that have not been covered in the training.

For these reasons, deployment should include the creation of temporary support structures to assist individuals with the implementation, including specially trained colleagues who are deemed to be ‘super users’ and who ‘walk the floor’ during deployment to provide on-the-spot help and advice; and dedicated helpdesk resources to resolve issues and assess if each problem is a result of special circumstances, or is more common and should be included in future training.

DISMANTLE

As well as introducing these changes, each iteration should include activities that dismantle what used to exist, and congratulate those responsible for the progress that has been made.

Dismantling is the removal of access to old ways of working. This might include physical removal of materials no longer required, or removal of access rights to systems and information or the dissolution of forums, user groups and schedules of meetings. Included in this are updates to operating procedures or quality manuals to include the new processes and remove information about things that used to happen. This dismantling generates motivation for further changes by ensuring the work environment does not become confusing or cluttered with a mixture of old and new ways of working. It also ensures that the environment is as simple to operate as possible, which helps to reduce confusion over who does what, duplication of effort and time wasted.

CELEBRATE

Celebrating involves congratulating people on the effort they have made, proving the success of the change by measuring improvements that have been generated by the change.

> POINTS TO CONSIDER
>
> What type of celebratory activities are relevant for your change, given the culture of your organization?

How will you know when Iteration 2 has been a success?

A good test of when change has been embedded is when it is no longer referred to as a change, but is ‘just the way we do things around here’.

Another indication is when people no longer talk about how they used to do things, which indicates they are no longer mourning the old ways of working and the power and competence that they felt they had then.

These points apply equally to subsequent iterations of the change, recognizing that incremental delivery can lead to several iterations as the details of the change evolve.

03

Business need

Introduction

The purpose of any change initiative is to deliver what the organization needs, when it needs it. Change is disruptive; it creates fear and uncertainty and absorbs a lot of resources. It should not be undertaken unless it answers a specific business need.

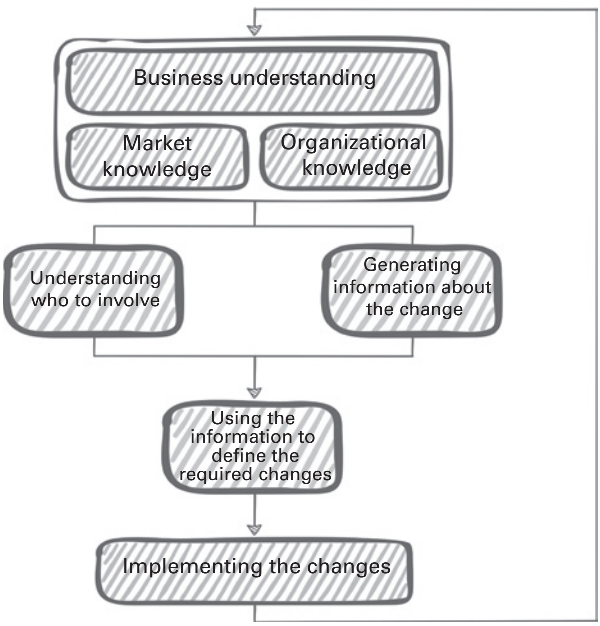
In this chapter we will explore what business need means, and look at ways in which it can be defined and the many interpretations that are associated with it. We will identify how this information is used in each of the processes and activities described in the roadmap. The information gathering required to define the business need is not a one-off activity but is repeated throughout the life of the change. In the first instance, the information gained is theoretical, in that the change is still an idea being discussed. As we move through the life of the change, the information will be based on reaction to what has been changed so far and perceptions of how much more change is needed (Figure 3.1).

We will address the most difficult aspect of business need, which is that in order to understand the need and identify those changes that will deliver the most benefits, you must first understand the business. This understanding comes from your own understanding of what your organization does and information about the market in which it operates.

Knowledge of the business identifies who should be involved in scoping and defining what needs to change, and how information that is generated affects those involved. Once we have information about the change we need to know how to use it.

What this chapter does not do is repeat great swathes of information on benefits management or stakeholder engagement. These topics are covered in great detail in a number of excellent books. I have not assumed that you

FIGURE 3.1 Business need throughout the change lifecycle



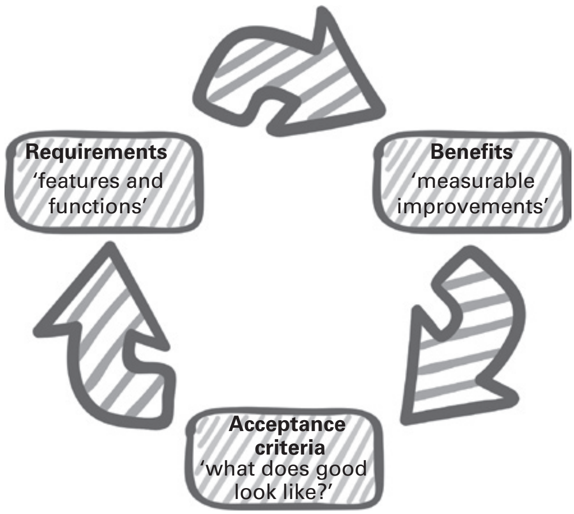
are a business analyst whose full-time role is to translate business need into specifications and acceptance criteria. As with the rest of this book I have assumed that you are someone who has been asked to lead a change initiative, as a result of your specialist knowledge or your position in your organization. This chapter explains the sort of information that you will need to use to prioritize this work to make sure that you are able to deliver changes that have a positive effect, delivering them incrementally, iteration by iteration, in such a way that the early iterations generate benefits that can help to fund the later iterations of the change.

What is business need?

The business need is the purpose of the change. It explains why the change is necessary. The term 'business need' is difficult to define because it means different things to different people. For example:

- the strategic goals or objectives of the organization;
- the problem that must be fixed or the opportunity that must be exploited;

FIGURE 3.2 Integrating the elements of business need



- the level of performance that must be achieved;
- the creation of a specific desired outcome that has the support of staff or customers;
- anything that the business wants, when it wants it.

I believe that business need is a mixture of:

- the improvements expected (benefits);
- the level of quality that the change must meet (acceptance criteria);
- the features and functions that the change is expected to have (requirements).

It's important to clarify what each of these elements is and how you can use them to plan your change activities (Figure 3.2).

Benefits

There are lots of formal definitions for the term 'benefit', but to keep things simple we will view a benefit as an improvement that is quantifiable and measurable. So we need to review our change for all of the possible improvements that it creates. For example:

- Which activities and processes will be easier to carry out as a result of the change?
- Which activities and processes will require fewer resources as a result of the change?
- Which activities and processes will require less re-keying of data as a result of the change?
- Which reports will be automated instead of being manually collated as a result of the change?

MEASURING BENEFITS

For every improvement you have to quantify its size and scale, and identify ways in which it can be measured, so that when you have made your changes, you can prove that your change is beneficial. It doesn't matter what measures you decide to take to prove that the change has been positive, as long as you are able to define an objective statement that can be answered unequivocally, with a yes or no:

- yes, this benefit has been achieved, and here are the measures of what this factor was before the change and what it is today which proves that the improvement in the situation is real;
- no, this benefit has not been achieved, shown by these measures of the current situation versus the measures taken before the change was implemented which proves that there has been no improvement.

This is far more effective than subjective statements, which are personal views, feelings or perceptions. If the improvement is left without measures, asking those impacted if it has been achieved generates different answers from different people depending on their view of the situation. Change is an emotive subject and their perspective will be driven by their experience of the change, and whether they believe they have benefited or have been disadvantaged by it.

For example, if your change has been designed to create a streamlined process then the expected outcome of the change will be a reduction in the number of activities needed to complete a process, less effort needed to carry out the process and/or fewer documents created as a result of the process. To quantify the scale of the improvement you will need to know:

- how many activities there are in the process today;
- how many artefacts are needed as inputs to each of the activities;

- how long the process takes to complete from start to finish;
- how many people are involved in the process today.

Once you have this information you can estimate what these measures will be once you have made the change, and take measurements of each of these items after you have implemented the change to prove that the benefit has been achieved.

You will also need to decide exactly what to measure for each of these factors and how this information can be collected. Some information might be automatically generated as part of the process, eg start and end times, but there may be some manual work involved in counting each of the individual activities that everyone does by observing who does what.

To minimize the work involved in translating desired improvements into measurable benefits it's advisable to use existing metrics and performance measures, otherwise you could be in danger of creating a considerable amount of work to measure all aspects of the current situation before making any changes.

Fewer steps in the process is an example of a tangible benefit (ie a benefit that is real or actual). You should recognize that your change will deliver intangible benefits (ie those that do not have a physical presence). These include improvements to how people feel about their job, customer satisfaction levels and how easy or intuitive it is to perform certain tasks. In order for these intangibles to become benefits you have to identify how you will prove that the situation has improved and how you can measure their achievement.

Although intangible benefits are an indication of how people feel about a situation, their feelings can be measured before and after the change. For example, staff and customer surveys can be used or you could count the number of complaints or compliments received. Ease of use can be measured via error rates or the time taken to complete a process.

DISBENEFITS

You should also understand what negative consequences might arise as a result of the changes. These negative consequences are called disbenefits, and it is important to understand what they are, how sizeable they are and who will be affected by them. After all, you should not be making any changes where the expected benefits for one group of stakeholders are outweighed by the disbenefits experienced by other stakeholders.

When deriving the benefits it is very important to identify the disbenefits – these must not be ignored because they are an excellent way of showing that you care about the impact of the change and recognize that it is not a positive experience for everyone. Only when you know the disbenefits can you show empathy to those that are being disadvantaged and help them to identify ways to overcome the issues posed by the change.

Acceptance criteria

Acceptance criteria are a measure of the quality that the change must meet. These are the conditions that the work must meet for it to be accepted by those who rely upon it. Effectively they are a statement of what good looks like and help us to judge if the change has been carried out in the way that we wanted. They are sometimes called performance criteria, critical success factors or non-functional requirements.

They help us to manage the risks associated by ensuring that the change doesn't affect the operating ability of the organization. Acceptance criteria can be regarded as a set of minimum operating standards and are likely to include targets for acceptable levels of:

- customer service;
- product or service reliability;
- financial performance;
- data security and integrity;
- customer and employee safety.

To check the acceptability of the change you need to make sure that each acceptance criteria is written as a statement that can be answered with a yes or a no. There is no point having an acceptance criteria that cannot be assessed. For example, if you are assessing our newly streamlined process you might ask if it meets the following acceptance criteria:

- Does the process send a receipt to the customer or function providing the inputs?
- Does the process include a review of the accuracy of data after it has been input to the system?

Requirements

Requirements are an expression of individual creativity. They are an idea that someone has had for solving a problem or exploiting a solution, that if implemented will lead to improvements and the creation of benefits. They are often expressed as a shopping list of features, functions, purchases and new developments that will be needed and can range from big-ticket items to very micro changes. For example, one person might request an upgrade to a system whilst someone else might request the removal of one field of data on an order form. The validity of each of these requests will need to be verified by:

- grouping the requirements into types or categories to get a sense of the nature of changes being requested;
- assessing each of these categories to try and identify duplicate items or items that are likely to conflict with each other;
- reviewing the requests to see if any of them are inputs to any of the others or if a requirement is dependent on other requirements.

Requirements need to be translated into specific changes that must be made. These changes must be reviewed against the acceptance criteria to make sure that they meet the quality standards. This can be accomplished through discussion to generate ideas and analysis, including the use of process maps and scenarios (explained later in this chapter).

Once they have been captured, the requirements will need to be prioritized according to their contribution to achieving the benefits, to ensure that if the change is terminated early the requirements delivering the greatest value have been included.

POINTS TO CONSIDER

Who are the best sources of benefits for your change? Try and get a mixture of people to discuss the advantages of the change from different perspectives, including how it will impact how others view your organization and how it will feel to work in your organization after the change has taken place.

Where are the likely sources of acceptance criteria for your organization? Do you work in a highly regulated business where there are clear standards of performance, accuracy and service? Do you work in a creative industry where there are fewer external standards?

What categories of requirements are appropriate for your change? Consider grouping requirements by function or process or by level of quality, eg accuracy, security, speed etc.

Assigning information to type

Understanding the definitions for benefits, acceptance criteria and requirements helps us to make sense of the input we receive from others. People are messy, they do not talk in paragraphs where each statement that they make is clearly labelled as a benefit or a requirement. Instead their conversations contain a stream of ideas about the different features they want, descriptions of the improvements they would like to see, complaints about the current situation and rules that have to be followed to ensure their work is correct.

CASE EXAMPLE

A professional services firm wanted to re-position itself to appeal to smaller companies and charities that had the perception that the firm charged premium prices and so was unaffordable. In announcing the desired transformation the CEO talked about the need to reposition their brand to increase sales across all services. The CEO described some of the changes that would be introduced including collaboration tools to facilitate working from anywhere. This is a classic example of mixing up the benefits expected from the change (increase in sales) with a specific requirement (new IT tools) and acceptance criteria (work accessible anywhere).

Translate this stream of information into an understanding of what you will improve (benefits) and what you must do to achieve those improvements (requirements and acceptance criteria). In the above example, you would need to assess what other factors the CEO is expecting to see as part of the transformation. The benefit of increased sales will be achieved through a broadening of the customer base and a change to collaborative tools. However, there will be many more requirements to generate the expected increase in sales and these will need to be identified along with relevant acceptance criteria.

Bringing the elements of business need together

The way in which benefits, acceptance criteria and requirements are applied will affect what the change will achieve.

There are two approaches:

- Requirements (also called solutions)-led change focuses on the delivery of the new ways of working, irrespective of their capability to create measurable improvements. What is included in the change is driven by requests from those impacted by the change.
- Benefits-led change focuses on the realization of the benefits and recognizes that there is no point undertaking the change unless it leads to measurable improvements. Only new ways of working capable of generating benefits will be included in the change.

Requirements-led change

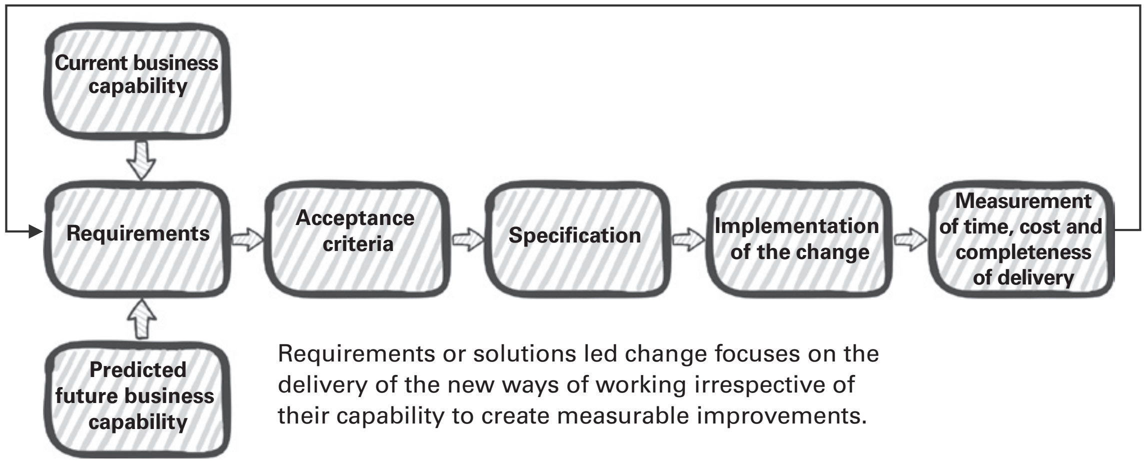
Requirements-led change (Figure 3.3) is very common because it is the easier option. Those impacted by the change are asked what they want to see included. These requirements are drawn together into a specification which is implemented and the change is regarded as successful if this implementation is on time, on budget and delivers all (or nearly all) of what was originally requested.

This is a popular approach because it satisfies our need to be seen to be making progress. It values action over thought, with less upfront assessment of the importance or likely effect of each aspect of the change. Instead there is an underlying culture of 'just do it' that fits well with the time pressures that many of us work under and the assumption that being busy equates to being effective.

Requirements-led changes are based on the assumption that because it was demanded by someone impacted by the change, the implementation of a requirement will automatically lead to improvements. The problem is that without defining how the benefit will be achieved it will not be known in advance if the requirement:

- will be capable of realizing the benefit;
- is the only approach capable of realizing the benefit;
- is the most effective use of resource to realize the benefit.

FIGURE 3.3 Requirements-led change



CASE EXAMPLE

The marketing team of a large office supplies manufacturer had attended a digital marketing exhibition where they had attended several presentations on the importance of growing the database of potential customers. They had visited the exhibition stand of a well-known IT supplier and returned to their company fired up with enthusiasm for creating a new marketing database. The IT supplier had convinced them of the need for a new database management tool, and the team had been especially excited about the automated reports on customer segmentation that it could produce.

The team arranged a meeting with the IT development manager where they presented their requirement for a new marketing database and explained that their director had already approved the funding for the change. In their minds, the job was done, ie they had identified their requirement, had been given approval by management and it was just a case of IT implementing the solution.

However, the IT development manager pointed out a number of concerns: the software recommended by the IT supplier was very expensive and the software would not integrate easily with the existing systems so a lot of new interfaces would be needed, leading to a long implementation time.

The marketing team campaigned hard to get what they wanted and accused the IT development manager of standing in the way of progress. They had jumped straight into a requirements-led change. The IT development manager knew that what they really needed was instant access to website activity data so they could react more quickly to customer activity and generate more sales. If the marketing team had started with this benefit instead of their database requirement then IT could have built a simple interface between their existing systems and saved a lot of time and money, and would have provided the marketing team with the information they needed to react more quickly to customer activity. This would have created the benefit of generating more sales.

The requirements-led approach creates the following issues:

- failure to fully investigate alternative scenarios, because the solution has already been decided;
- inappropriate influence by those in power to push forward their requirements;

- lack of willingness to accept the complexities in implementing the requirement, viewing those who raise these concerns as 'resisting change';
- failure to incorporate the views of all those impacted by the change, strengthening the belief that the requirement is the best solution because there have been no opportunities for others to challenge this view;
- lack of understanding of the benefits and disbenefits associated with the requirement, leading to non-existent or poorly defined business cases justifying the requirement.

Benefits-led change

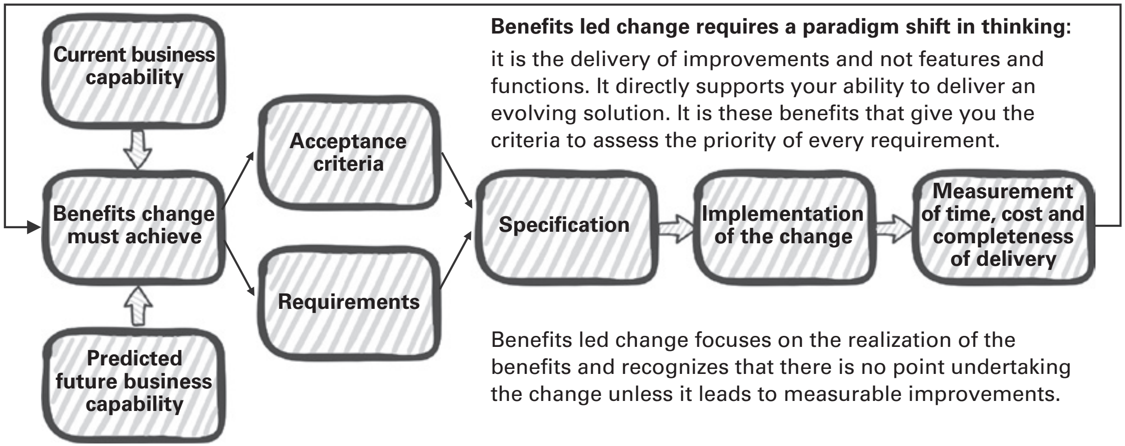
Benefits-led change is the most effective approach because it creates a clear link between the improvements needed by the business and what is included in the change, as shown in Figure 3.4. Benefits-led change is more sustainable than requirements-led change because benefits are stable, ie they are unlikely to be subject to change because they are core to the continued existence of the organization. Requirements, however, can be very short term, based on the latest innovations in technology or business theories.

The advantages of the benefits-led approach are:

- The use of resources is optimized. This is because:
  - all change activities are focused on creating value;
  - elements of the change are prioritized using the value of their contribution to realizing benefits.
- Creates 'feel good' content when communicating the change.
- Clear and simply defined explanations as to why the change is important.
- Provides an evidence-based rationale for the change.
- The benefits or improvements set a boundary within which individuals from all levels of the organization can make changes to their ways of working, confident that they understand the bigger picture and what has to be achieved by their changes.

Benefits-led change can involve a paradigm shift in attitude and approach to managing change. It necessitates that successful change is defined as the delivery of improvements and not the delivery of features and functions, even if they are delivered on time, on budget and to the required level of quality.

FIGURE 3.4 Benefits-led change



CASE EXAMPLE

Benefits-led change demands a change to our behaviours. It's vital that we stop asking people what they think needs to change (which generates a long list of requirements based on personal preference) to asking questions about what needs to work better, what needs to be easier to do and what needs to impress the customers. Senior managers in several IT departments interviewed for this book explained that they no longer accept project requests from users unless there has been a session involving IT and the users that explores what the users are trying to achieve (ie problems they are trying to solve or opportunities they want to exploit) and the performance improvements they expect to see (ie what benefits they must deliver). Once everyone involved in the change has this common understanding they can begin to identify the requirements that will create the required benefits. The interviewees explained that these changes in behaviour have taken months to implement, and have required a lot of persuasion of users to give up their time to work collaboratively with IT, instead of seeing IT as a function that is commissioned to do whatever the users require. However, users are now starting to appreciate the approach, recognizing IT as partners who want to help solve problems and deliver them the best solution.

There is a logical flow to the benefits-led approach which consistently and rigorously assesses the contribution of each aspect of the change:

- Benefits are driven by an understanding of current business capability that needs to be improved and the need to develop capability that meets future opportunities.
- Once the benefits are known they can be analysed for their acceptance criteria. These criteria act as constraints on the innovations that can be included in the new ways of working so it is important that they are relevant to the benefits and are not included 'because we have always met this quality standard'.
- Similarly, the requirements are only included if they result in an improvement to the current situation or are capable of positively exploiting a new situation.
- The need to meet a specific quality standard creates the need for a specific feature or function to be included in the change, eg the need to meet information security standards led to the inclusion of functionality that blocks access to payment data as soon as transactions are completed.

- The existence of a particular requirement identifies quality standards that must be applied to that feature or function, eg the inclusion of a payment facility on the website means our processes must meet financial regulatory standards.

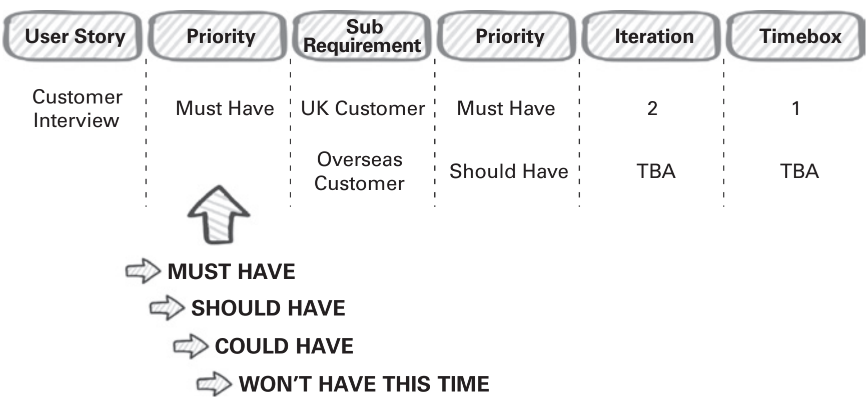
The benefits-led approach provides a strong foundation for managing change in an agile way because the benefits can be used to assess the priority of every requirement. Figure 3.5 shows requirements captured under the user story heading, explained later in this chapter. The must-have requirement for a customer interview has been decomposed into two sub-requirements, with the UK customer interviews identified as contributing the highest value, so are classified as a must-have with the overseas interviews to be prioritized later.

The contribution of each of the requirements to the achievement of the benefits will define the importance of the requirement, which determines the priority of the requirement categorized as a must-have, should-have or could-have.

Capturing and prioritizing business need

From Iteration 2 onwards, the discover step in the roadmap is where those responsible for creating the outcome identify the requirements needed to achieve the outcome. These ideas are prioritized (using the MoSCoW technique) before leaving the plan step. This avoids the risk that lower-value work is undertaken in making progress before the higher-value requirements.

FIGURE 3.5 Prioritized requirements list



The plan step ensures the time available for making progress is allocated according to business value.

Encourage everyone to describe their ideas using the User Story format (created by Kent Beck) as shown in Figure 3.6

The User Story format is simple to use, but ensures all elements of business need are considered, as shown in Figure 3.7.

FIGURE 3.6 User Story format

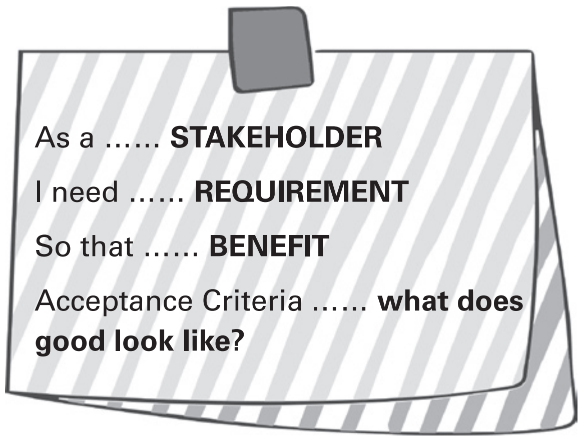
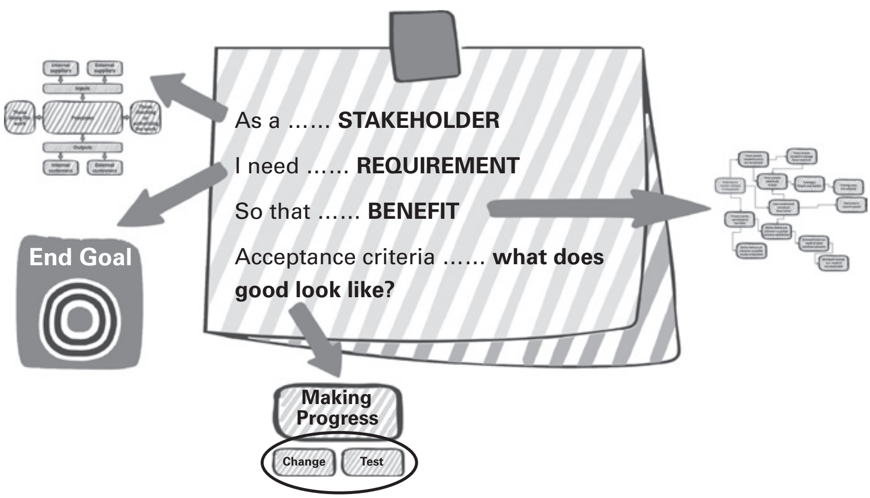


FIGURE 3.7 Inputs to User Stories



- Stakeholder – ensures that there is at least one stakeholder who will benefit from the requirement (helps to overcome requirements-led change).
- Requirement – clearly define what the business needs.
- Benefit – identify the advantages generated by creating the requirement, as the greater the value to the business, the higher the priority for this piece of work (helps to overcome requirements-led change).
- Acceptance criteria – test criteria are established before something is created, so that there are no misunderstandings about the required quality and the basis upon which the work will be accepted as complete.

For example, in the discover step, the requirement for a customer report is identified. As shown in Figure 3.7, the User Story format clarifies:

- Who the report is for, using the community map to identify all the stakeholders who will benefit from the report.
- What information the report needs to include to achieve the vision or end goal of the change, expressed in the description of the change from Iteration 1 of the roadmap.
- Why the report is valuable, using techniques including the benefits dependency network described later in this chapter.
- What level of quality the report needs to meet, so that these acceptance criteria can guide the creation and testing of the report in making progress.

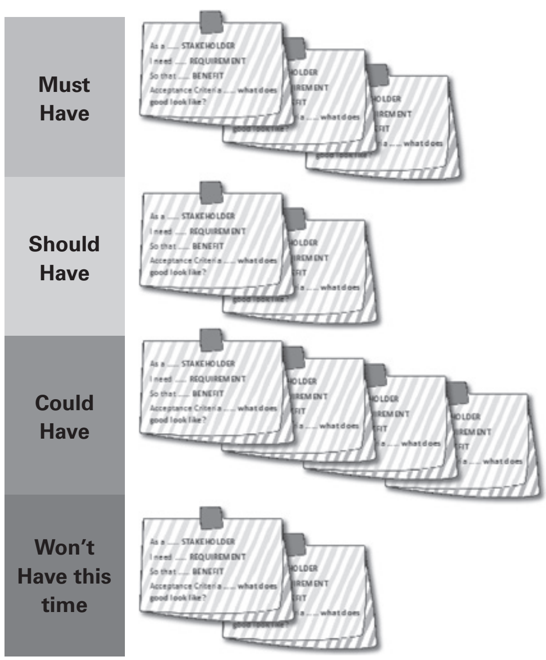
This is more useful than having an idea for a new report, as without the other information, how can the importance of this idea be compared against other ideas?

To define the priority of each User Story (Figure 3.8), answer the following questions:

- Business value:
  - Can the benefit be achieved with any other workaround?
  - Does the requirement generate a sizeable benefit?
- External market factors:
  - Is it already offered by the competition?
  - Have others in the supply chain eg wholesalers or brokers requested it?
  - Has this functionality already been adopted by the marketplace as standard?

  - Has this element of the change been specifically requested:
    - By an individual customer?
    - By a group of customers?
- Compliance:
  - Has it been demanded by regulators?
  - Is it a quality standard?
- Interdependence with other requirements:
  - Is it needed to enable something else to work?
  - Without the change will other things stop working?
  - Have promises already been made or expectations raised about the inclusion of this element of the change? If these promises are subsequently broken what are the consequences?
  - How many other things depend on this element of the change?

FIGURE 3.8 User stories prioritized using MoSCoW



Whilst the contribution to benefits is the key driver when deciding on the priority order of the requirements, it is also worth considering the practicality of the requirements. For example:

- availability of skilled resources to make the changes;
- number of changes affecting a specific system or process at the same time;
- ease of implementation;
- intuitive nature of the change;
- number of interdependencies.

I am not implying that harder changes should carry a lower priority, but it is sensible to create a balance in each iteration between complicated changes requiring specialist and limited resources and those changes that are easy to implement, easy to understand and have few – if any – effects on other areas of the business.

This prioritization technique will be applied multiple times during the life of the change:

- every time those making the changes engage with the business representatives to acquire more information about what is needed;
- every time a new iteration of the change begins because as must-have requirements are delivered after every iteration, the remaining should-have and could-have requirements are reviewed and reprioritized.

Identifying the should-have aspects of the change helps to identify where back-up plans may be required if the change cannot deliver all of the requirements. This is because should-haves are something that the change team would like to deliver, but if they encounter problems old ways of working or alternative (often manual) ways of working can be used instead. These requirements are should-have rather than could-have because although there is an alternative, it will be painful for the organization to invoke its use. This is because the alternative is likely to be slower, or involve more people or deliver outputs in a format not seen as desirable by customers.

Could-have requirements are useful but if they are not delivered the change is still capable of delivering the expected benefits or improvements, although the change would have been perceived as more desirable if the could-have requirements are included.

User Stories can be captured in a Prioritized Requirements List or Product Backlog as it is also known. This is a useful technique for tracking progress throughout an iteration. It can be created physically or digitally and is a powerful visual for communicating to stakeholders how much change has been achieved and what is still to come.

In the making progress process for each iteration, work through the must-have requirements first, and when these have been completed, re-prioritize the remaining requirements and any new ideas that have come to light. Once this is complete, make further changes to incorporate the next-highest-priority changes, and repeat until the end of the iteration.

Must-have requirements are those that are essential to realize the expected benefit. These requirements cannot have a lower priority because there are no alternative ways of working that would generate the same benefit and if they were not included there would be no point in the change taking place.

If you are not sure if the requirement is a must-have, try to imagine how it would feel if you were told that the requirement could not be met and cannot be included in the change. If you realize that the change is pointless without the requirement then it is a must-have. However, if you start to think of ways around the problem then it is probably a should-have or a could-have.

Should-have requirements are those that would be painful to leave out. They make an important contribution to the change but they are not essential like the must-have requirements. There are likely to be potential workarounds if they were not included in the change but these alternatives are likely to be slower and/or more labour intensive and expensive.

Could-have requirements are desirable but if they were not included, the majority of the benefits could still be realized. Workarounds exist that are capable of replacing them and these workarounds are not as negative as those associated with the should-haves, because they impact fewer people, don't affect service levels as badly or are not as expensive to use.

Won't have this time is a useful way for capturing ideas that for reasons of cost, time, complexity or availability of resources are going to be left out. A requirement can only be put in this category if it has been assessed and there is agreement that it is not an essential contributor to the realization of the benefits of the change.

It is important that every idea is captured as it is not always clear when a requirement is first identified how important it is to the delivery of the benefits. Reviewing it in relation to all of the requirements establishes the importance of the requirement. Those requirements that are not viewed as capable of making a significant contribution to the benefits will be placed into the category of won't have this time. Once the change initiative has been completed, the won't have this time items, along with any should-have and could-have items that did not get included in the change, can be reviewed and may form the basis of a subsequent change initiative.

Validity of the change

Combining the benefits, acceptance criteria and requirements creates the overall understanding of the change which leads to a vision and/or blueprint. This description of the change creates the sense that the organization is moving towards an exciting new future and is an important part of establishing the validity of the change. This validity is a personal assessment of the 'rightness' of the change by those impacted by it and determines how much support an individual is prepared to give to make the change a reality. This assessment of 'rightness' is based upon an interpretation of:

- the level of usefulness that the change is perceived to have;
- whether the change offers a logical, sensible and proportional response to the situation;
- the capacity for the change to achieve what it is supposed to achieve.

The validity of the change can only be assessed when those impacted can fully understand the change and set this into a context that makes sense for them. The validity of the change is an important factor in determining how much support there is for making the change and how willingly people will participate in its creation.

A lot of change practitioners interviewed for this book felt that their organizations made the implementation of change difficult by failing to communicate the information needed for individuals to assess its validity. An important piece of information needed to generate validity is an understanding of the background to the change. Understanding how senior managers came to the decision that the change is beneficial for the organization, critical to meeting customer need or important in maintaining or growing market share helps those impacted to decide for themselves that the change is necessary.

If those affected by the change are given a description of what will change without this background information about the business need, they may misinterpret their role in the change. The description of the change will be viewed as an instruction to be followed and not a choice to be considered. Chapter 5 explains the importance of choice in creating the motivation to change, and understanding the choices faced by those authorizing the change when selecting the change can help to create a willingness to participate.

Whilst we could argue that employees have to follow the instructions issued, as change professionals we know that this unwillingness slows the pace of change because we have to cajole, encourage and persuade individuals to become involved, because they have limited personal motivation to participate, and closes access to extra ideas about the change, because individuals are insufficiently engaged, so they do not use their creativity to enhance the quality of change activities or ensure that nothing has been missed.

> POINTS TO CONSIDER
>
> Review some changes that you have been involved in and decide if they were benefits or requirements led.

Aligning business need to the roadmap

The information about the business need is used throughout the lifecycle of the change. As you are managing your change in an agile way, allowing the details of the change to evolve in response to internal and external demand, there is a need to continually re-define the business need. Therefore, benefits, acceptance criteria and requirements are identified as part of preparing for the change in Iteration 1, and are used to decide how the change will be managed (Figure 3.9).

In Iteration 2 – and every subsequent iteration – the benefits, acceptance criteria and requirements are used to identify and create the specific changes that lead to new ways of working (Figure 3.10). They are revisited at the start of each iteration, at which stage additional information is generated to ensure that effort is focused on those requirements making the greatest contribution to benefits and any new requirements generated as a result of the most recent implementation of the change have been captured.

> POINTS TO CONSIDER
>
> How frequently are you reviewing what your change has to deliver?
> How are you keeping your stakeholders informed of changes to the expected benefits, the requirements that the change will address or the acceptance criteria that it must meet?

FIGURE 3.9 Role of business need in Iteration 1

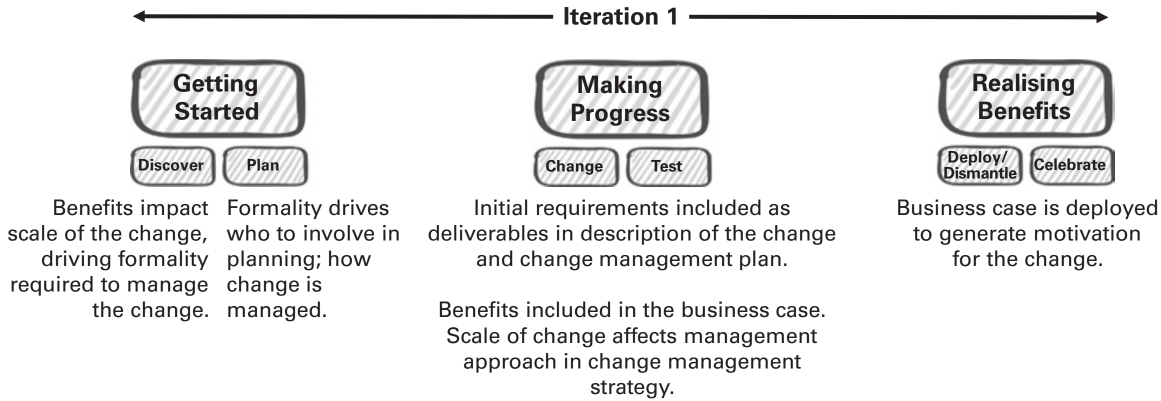
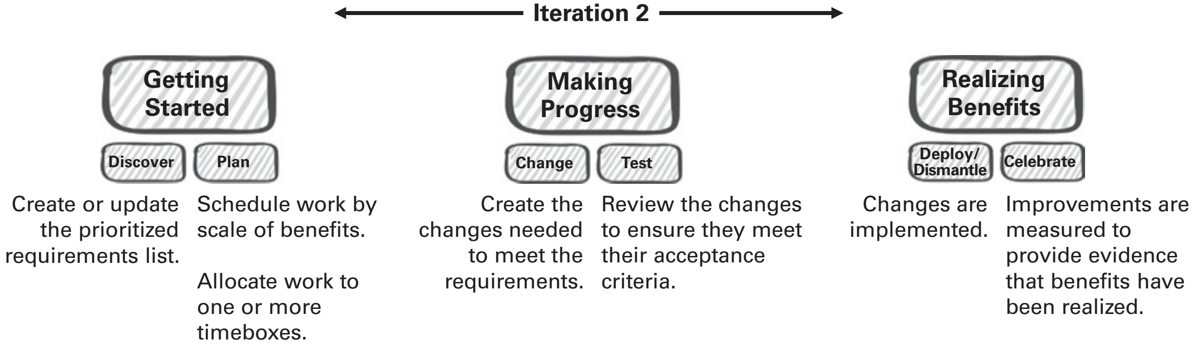


FIGURE 3.10 Role of business need in Iteration 2



Developing your business understanding

Insufficient understanding of the business that you are changing creates the following situations:

- inability to identify the relevant questions to ask those impacted by the change so that a detailed understanding of what is involved can be achieved;
- failure to analyse trends and innovations outside of your organization to generate ideas about what is possible;
- difficulty in contributing to decisions on the prioritization of the benefits and the requirements needed to achieve them.

You need to develop business understanding about the market in which your organization operates and the capability of your organization.

I am not suggesting that you must be an industry guru before you can effectively lead a change initiative; however, it is important that you can set the potential change in the widest context so that every aspect has been considered, leading to the selection of the best course of action.

Market context

Understanding how other organizations work can trigger ideas about what to change in your organization. Whilst some of this knowledge might be competitively sensitive there will be a lot of information available about how your industry works.

> As a consultant I work for lots of organizations and I have to be aware of the important issues in their industries. My technique is to start with a quick overview and then research any important points. My overview comes from:
>
> - the company website – it is surprising how many staff have no idea what information about their strategic objectives, company history, vision and plans is on the internet;
> - links from the company website to major customers, suppliers and regulatory bodies;
> - white papers or testimonials that highlight key issues and achievements;
> - any relevant industry bodies or professional associations that have regular webinars or seminars – make a note of the topics covered and look for any trends or common themes.

- Conference of exhibition websites relevant to the industry – review the presentations from previous events and the course programmes for future events.

If the company is publicly quoted then I will search for analysts' reports and media commentary, especially relating to changes at board level which provide a good summary of the intentions of those new to the company and their past experience in other companies.

The factors to consider include:

- market demands and social trends;
- competitive pressures from existing competitors and those new to the market via startup companies or the extension of services by other organizations;
- development of products or services that have the capability to supersede what you currently produce;
- political and regulatory environment;
- available technology;
- industry best practice and standard measures of success.

Organizational context

Understanding how work is undertaken within your organization involves your knowledge of the specific practices that operate as a result of the culture and values of your organization and the practices that have built up over the years to address the specific needs of your customers and staff. Although you work for the organization, try and take a more objective view and consider the following points as part of your preparation for change:

- the values and behaviours that the organization is most proud of and which form the public perception of the organization;
- productivity and skills of staff;
- internal political support for the proposed changes;
- likely customer reactions to the proposed changes;
- level of satisfaction with current range and delivery of products and services.

CASE EXAMPLE

One of the interviewees for this book works for a specialist sports holiday company that is committed to excellent change management. The company is constantly changing their range of holidays so that they have new adventures to offer to their customers. The senior management team believe that this ability to constantly evolve what they are doing to meet customer need is their biggest competitive advantage, and their belief has been cascaded down to everyone who works for the organization.

Jane, the interviewee, is responsible for creating new adventures and she described their process to me:

The first step of our holiday design process is to pool our knowledge of what is happening internally and externally to get a feel for what we think might sell the best. We host a half-day workshop where representatives from IT, Finance, Purchasing and HR give us an up-to-date view of what is happening in the company including leavers and joiners, partnerships with suppliers and changes in contract terms, profitability, amount available for investment in product development, and projects close to completion or already planned or underway. Our external assessment comes from representatives from Sales, Marketing and Business Development who give us a review of what has been selling well or badly, customer feedback and the views of the local representatives who are running our holidays. From all of this information we create a range of ideas about enhancements to existing holidays and the creation of new adventures.

We then test our knowledge by inviting suppliers and customers to a panel discussion that is hosted by our sales director.

There is a 50/50 balance between staff and customers/suppliers and each member of staff is paired up with someone from outside the company. Obviously members of the sales and marketing teams attend but so do the sports specialists who source new activities to include in our programmes. It works really well and many of those attending the forum are the first to book the new holidays.

It took some persuading to get senior managers to agree to these regular events because they were concerned about competitively sensitive information being shared amongst the suppliers, or customers thinking badly of us for ‘doing our research in public’.

These concerns disappeared after the first session when senior managers realized how enthusiastic everyone was about the chance to contribute their ideas, and there is a much deeper knowledge in the organization now about what is involved in creating a holiday and marketing and selling it once it has been created, which has increased the quality of the ideas that we come up with.

Business understanding questionnaire

There are lots of tools to help you perform a comprehensive analysis of your market and your organization, its strengths and weaknesses (SWOT analysis) and the market in which it operates (PESTLE analysis, McKinsey's 7S, Porter's 5 Forces etc).

However, it is unlikely that you want or need to bring this level of formality to the development of your knowledge. After all, we are working in an agile change environment that recognizes that change is constantly evolving. During the time taken for a detailed analysis things may have changed anyway.

For a more pragmatic view, use the questionnaire below as a guide to the type of information that will be most helpful when preparing for change. Keep your answers short and instinctive; as they are your viewpoint, they are not necessarily factual. However, they are your perception and you will use them to form your own opinion of the value of the changes so you must be aware of them:

- What does your organization do?
- Why does it do it?
  - because it is an established market leader in this area of business;
  - because it has a long and proud tradition in this area of business;
  - because this area of business is profitable and in high demand by customers;
  - because the founders have interest or knowledge of this area of business.
- How is the organization structured?
  - by product or service;
  - by location or country;
  - by department or function.
- Who are your competitors?
  - established firms against whom you have been competing for some time;
  - new entrants to the market who are smaller and react quickly to customer demand.
- How stable is the political/regulatory environment?

- Is your area of business subject to media scrutiny?
- Is there a lot of innovation in your marketplace?
  - What are the three latest innovations that affect your area of business?
  - Over what time period were these innovations launched?
- Who are your customers?
  - Is the number of customers that you serve increasing or decreasing?
  - Do customers have high levels of repeat business?
  - Are customers actively engaged in providing feedback on their experience with your organization?
- Why do your customers buy from you?
  - because your firm offers a unique product or service;
  - because your firm offers value for money;
  - because your firm offers quality of service.
- What are the biggest concerns for those running the company?
  - competition;
  - rising costs;
  - falling sales;
  - inability to pass on cost rises to customers;
  - regulatory changes;
  - instability in the supply chain.
- What would your organization like to be better at?
  - faster to market;
  - greater range of products or services;
  - greater efficiency;
  - increased profit margin;
  - more customers;
  - fewer complaints from customers;
  - operating in more locations.
- How closely do these points align to the strategic objectives?

- Where does your area of expertise fit in?
  - What problems does your work solve?
  - What opportunities does your work offer to customers and those running the company?

Your level of understanding will be a product of your experiences. These will include the amount of time you have been working in your current role, current organization and industry. If you have had a stable career path with a long history at the same organization it is an idea to consciously build a network of external contacts through suppliers, professional associations, conferences and exhibitions. Colleagues who have recently joined from other organizations will have a useful perspective and be able to compare their previous experiences with what they have found in your organization.

CASE EXAMPLE

If anyone joins my team from outside the company I ask them to give a short talk a couple of weeks after they have joined to tell us about the impression they have formed of the company – good and bad – and how it compares to where they worked previously. If anyone goes on a training course or attends a conference they are asked to prepare a 15-minute slideshow of the key things that they have learnt. I hope that this sends the message that I am very interested in what is happening 'in the outside world' and that it is important to keep expanding our knowledge.

Accessing a wider perspective comes from looking outside of your current area of responsibility:

- if you currently supervise the work of others, consider doing the work yourself for a day to get a more detailed understanding of the challenge involved;
- if you are the one producing the work checked by others, ask if you can shadow one of the supervisors to get an insight into what they look for when reviewing the work and the factors they have to consider;
- identify those relationships that provide input to your work or for whom you provide outputs and ask if you can shadow them so that you understand the origins of your work or how it forms the basis of other activities and processes.

All of this information helps you form an understanding of business need so that you can evaluate the importance of each of the elements of the change, and when necessary use this information to prioritize the work.

> POINTS TO CONSIDER
>
> Identify your level of business understanding by using the business understanding questionnaire:
>
> - Within your team, who has the strongest business understanding and what would you like to learn from them?
> - What activities would help you to develop your business understanding?

Understanding who to involve

Using your understanding of the business environment helps you to identify who needs to be consulted about the change. We need to ask all those likely to be impacted by the change:

- what they expect the change to achieve (benefits);
- what elements they expect to be included in the change (requirements);
- what quality standards these new or amended elements must meet (acceptance criteria).

I know that 'stakeholders' is the accepted term for those affected (or who think they are affected) by the change but I prefer to use the word 'community' because a community is united by common interests.

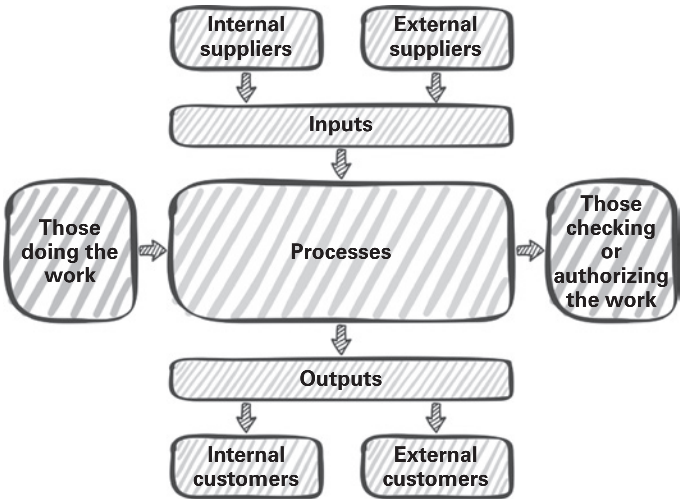
Community map

All of those involved in your change can be represented on a community map which shows who they are and what their relationship to the change is.

The suppliers mentioned in Figure 3.11 are either internal suppliers (ie colleagues that we receive information or other inputs from that we need in order to carry out our work) or external suppliers that we formally contract with to supply us with information, systems etc to be able to do our jobs. Their interests will include:

- Are there proposed changes relating to who they contact when they are ready to make a delivery?

FIGURE 3.11 Community map



- Are there proposed changes relating to how they deliver their products and services:
  - method of delivery;
  - timings of delivery.
- Are there proposed changes to the contract or service level agreement that they have with your organization?

The customers are either internal customers (ie other colleagues who use the work that is being changed to carry out their work) or external customers who will purchase the results of the work being changed. They are interested to know:

- if there are any proposed changes to how they are notified when the work is ready for them to use;
- if there are any proposed changes to when the completed work becomes available for their use;
- if there are any proposed changes to how the work will be packaged or made available to them.

From the user perspective, identify those doing the work and those who are checking or authorizing their work. Aspects of the change important for both of these groups include:

- Changes to how they do their work:
  - techniques and the skills required;
  - equipment and materials needed for the work.
- Changes to who they work with or who they work for.
- Changes to expected rates of productivity or acceptable error rates.
- Changes to the location of their work or the times at which they are expected to work.

Those checking or authorizing the work will include the person who is sponsoring the change. See Appendix 1 for a description of this role. Others responsible for authorizing the work will include those outside the organization, for example professional bodies that set international standards for competence and national and global regulatory authorities.

This community map will need to be refreshed throughout your change initiative as the evolving solution will affect the relevance and importance of the stakeholders, with some fading into the background and others being added.

As well as regularly refreshing your community map, it is important to ask yourself:

- Are there similar proportions of existing and new connections – if there are too few new connections then you are probably viewing the change from too much of an internal focus, and you will need to consider how others who you may not currently be connected to are likely to be affected by the change.
- Is there representation across all roles or management levels within your organization? If you have only identified roles and responsibilities representing a narrow band of seniority, consider widening this out to include people at levels above and below those you have already captured.
- Is there representation across a wide range of functions and departments? In our interconnected world it is not possible to limit the impact of the change to only one area of the business, so look for other areas that are impacted by the change. For example, consider those supplying information and resources to the function directly impacted by change, as well as those that supply them with inputs. Consider who the immediate recipients for your outputs are and who their recipients are.

- Are there similar proportions of people inside and outside your organization? In a small number of cases your change may be strongly internally focused so those impacted will be drawn only from inside your organization, but the majority of organization-wide change initiatives affect everyone in the ecosystem or environment in which your organization operates.

> POINTS TO CONSIDER
>
> Review the roadmap and identify points when you are going to revisit your community map and update it.

Understanding others' perspective

It is important to try to understand the change from the perspective of those being impacted by it. By developing an understanding of how they are affected by the change you will gain an appreciation for the urgency and importance that this group ascribes to elements of the change, which must be considered when prioritizing the work. This prioritization affects what work is included in each of the iterations as well as deciding what work will be treated as must-haves in an individual iteration.

PERSONAS

A simple technique for considering the views of others is to write a 'persona' or 'characterization' that describes how the stakeholder is affected by the change. These personas are relatively quick to create and help to identify individual stakeholders but also the community of stakeholders engaged in the change (see Chapter 4).

Personas can be created for specific individuals or more generically to represent a group who are impacted in a similar way. As a minimum consider personas for each of the roles shown on the community map, as each of these groups will have a different relationship with the change. Keep the personas short and make sure they cover the same information for each stakeholder group otherwise it will not be possible to compare like with like. Suggested contents include:

- Name:
  - Create a name for each persona, which might be a category name or a real name to 'humanize' the analysis of the change.

- Position:
  - Name of their organization, job title and their level of seniority and/or reporting line.
- Power:
  - Level of authority or influence that they have in connection with the change. For example, do they have the authority to demand certain features or functions? Are they responsible for any part of the budget for the change? Will they be a signatory to any contracts with suppliers?
  - People within your organization that they are connected with who are also affected by the change.
- Characteristics pertaining to the change:
  - Information on previous purchasing or supplying behaviour.
  - Daily, weekly, monthly or other types of regular tasks.
- Perceptions of the change:
  - Reasons why they are likely to support the change.
  - Issues or problems they are most likely to raise about the change.
  - Key outcomes that they would like to see the change achieve.
  - Why these would be of benefit to them.

Whilst the information contained in the persona will be based on your knowledge and assumptions, try to make it as accurate as possible by meeting with as many of those involved in the change as you can. If you cannot get access to customers directly then interview those in customer-facing roles within your organization including sales/call centre staff, customer services teams, marketing and business development roles. Similarly, interview those who work most closely with the suppliers, including procurement.

CREATING PERSONAL COMMITMENT TO CHANGE

We need people to feel positive about the change so that they will participate in its creation. We need them to believe the requirements are relevant and useful, and that the benefits have value for their organization and for them personally. The techniques for identifying requirements and benefits described in the next section help to create this positivity, and are supplemented with more techniques in Chapter 6.

Identifying requirements

We need to identify as many requirements as possible:

- The more ideas we capture, the more alternatives there are to choose from, increasing the chances that we are implementing relevant and value-generating change.
- Requirements identified ahead of implementation can be scheduled and resourced, whereas failure to identify them upfront means unplanned work that leads to delays.

For each requirement, we must ensure the acceptance criteria are defined. Acceptance criteria impact how much work is involved in meeting the requirement.

There must be consultation across teams so that people can design the change in a way that meets their context. This overcomes the problem of people thinking 'we will not adopt this change because it has not been invented by this team'. It is a failed assumption that change designed and proven to be working in one area of the business can be easily transported to another area.

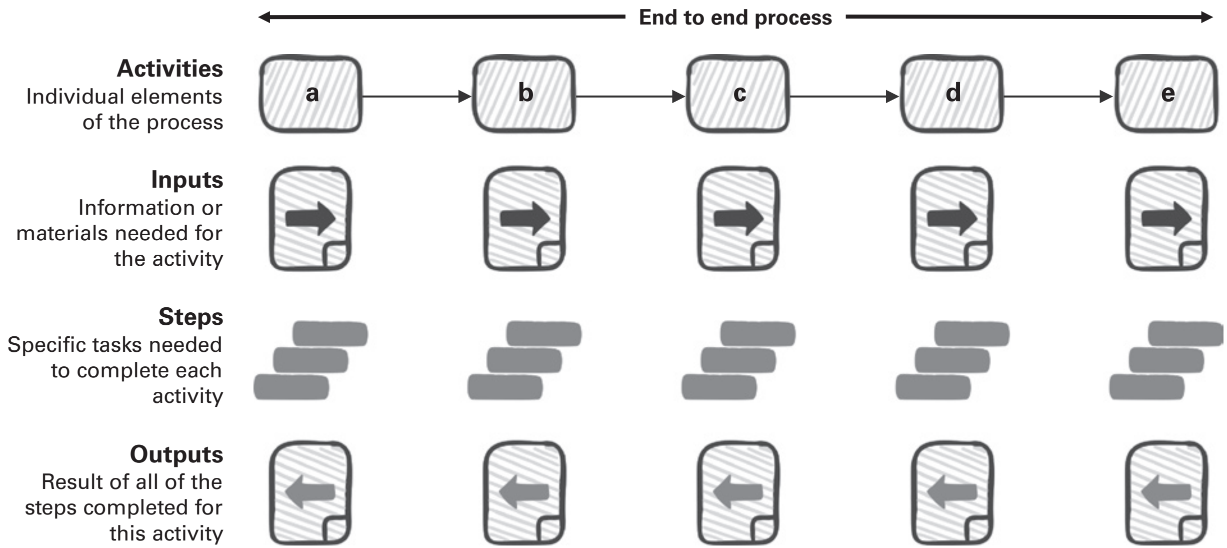
Each area of the business has its own specific context based on the team members' past experience of change as well as their specific technical knowledge and experience, their skills, and the team dynamic. Do not try to save time by skipping over the investigation, often called an impact assessment, because you assume the change will be the same in the other teams. Teams must go through this period of investigation for themselves. Chapter 2 suggests areas to consider when identifying what needs to change.

It is not possible to predict every aspect of change. One small change has the capacity to trigger lots of other changes. A balance must be struck between the amount of effort engaged in defining the requirements and creating the change. This is why the percentages of time for the processes in the roadmap are so useful.

Process maps

Process maps identify each step in the current process, showing how the suppliers and customers interact, and defining the inputs and outputs used or generated by each of the activities in the process. The improvements required can then be mapped to each of these elements, clarifying how the process will be different in the future.

FIGURE 3.12 Process map



There are lots of different ways to create process maps and I have used a very simple approach shown in Figure 3.12. There are lots more examples to be found in books on business analysis.

Once the process has been established, lead the discussion on the required changes by asking all those involved to select their preferred changes from a range of suggestions that you have already prepared. This ensures that the conversation remains focused on identifying improvements to the process, rather than degenerating into an unproductive discussion on how the process currently works. For example, suggest the eradication of certain inputs or outputs or suggest the removal of specific activities.

Another simple approach is to take one idea from the latest customer survey or customer complaints or compliments file and see how it can be implemented.

SCENARIOS

Scenarios are possible situations. To help identify what needs to change, identify alternative realities by viewing the change from different perspectives. For example:

- high and low volumes of transactions;
- high- and low-value transactions;
- high- and low-value customers;
- high and low volumes of staff impacted;
- high to low seniority of staff impacted;
- standard situations and exceptional circumstances.

Benefits of scenarios:

- Creating scenarios is a useful technique when those from whom we need to generate information are uncomfortable or unfamiliar with business analysis techniques such as process mapping.
- Scenarios can be a useful technique when circumstances are so different that very little of what happens today will transfer to the new ways of working, so trying to map the changes on an end-to-end process would cause confusion, and those involved in creating the new ways of working have limited understanding of what happens today and would find it difficult to break the work into processes and activities.
- They help to challenge prevailing wisdom, as they encourage people to consider the change from different perspectives, rather than accepting one view as the definitive answer.

- It enables those directly impacted by the change to describe their new way of working in detail, and describing who is involved, what they do, how frequently, when the work is done and the inputs and outputs helps them to identify small details that might be missed by other identification techniques.
- This information can help us ensure we have identified all those who are likely to be impacted by the change, as the identification of different situations will help us to see who is involved in the situation and how they contribute to the work. We can then include them in the community map.

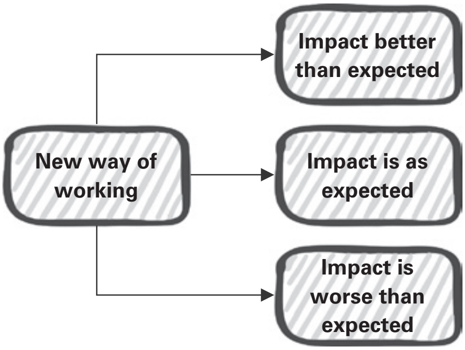
> How many different scenarios will it be useful to create for the change you are responsible for?

Realism, not optimism When identifying what needs to change and the amount of work involved, there is a natural tendency to be overconfident about how simple something is to achieve, whilst downplaying any potential difficulties.

To avoid this tendency, consider the change from the three perspectives shown in Figure 3.13.

This raises the potential of unexpected benefits, increasing the value of the change from our current estimates and creating an awareness that more time or resources are needed to fix the difficulties arising from side effects and unplanned consequences that occur as the change is adopted.

FIGURE 3.13 Expected and unexpected change



Identifying benefits

In the previous section of this chapter we identified the importance of benefits-led change. This section explains how to identify the information needed to establish the benefits and identify the requirements and the acceptance criteria.

Improvements can occur in any aspect of the business so you'll want to involve as many people as possible in this process, recognizing that you have to achieve a balance between getting people involved in the change and enabling them to get on with business as usual. The more people you involve, the more information you have to assimilate, which is also time-consuming. However, by involving people you are giving them one of their first opportunities to participate, which builds a team atmosphere and enables people to take control of their situation and develop a sense of ownership over the change.

I am an advocate of involving large numbers of people in benefits workshops which provide an opportunity to ask lots of questions about how the change originated, what is expected to be included and when changes are expected to take place. It's unclear whether the quality of information is any better because more people are involved, but I suspect that it is because the diversity of those involved gives the widest possible perspective on the change. Even if there is no material difference in the quality of the benefits information generated, I still have the advantage of getting people onboard whose participation I will need at every step.

ONE SINGLE IDEA

A simple technique that works well for individuals and groups is to ask people what single improvement they would like to see as a result of the change. By asking for one idea:

- You are reassuring people that they don't have to do a full analysis of every aspect of their work.
- It makes those who have a clear idea of what the change should include consider why it is needed in the first place.
- It's possible to get a useful snapshot of people's immediate perceptions of where change is needed. Their one idea is usually the area of business that they think has the greatest number of problems or offers the best opportunities.
- One idea multiplied by the number of people we ask still generates a lot of information.

FIVE WHYS

The five whys technique was originally devised by Sakichi Toyoda, who helped to create the lean and six sigma methods. It is a simple technique that starts with the change manager asking a business representative what they think is the most important improvement and also why it is an improvement, which allows them to generate a more detailed answer. The next step is to ask why this more detailed answer is an improvement and so on, over four or five cycles until we have expanded the original benefit into as much detail as possible.

Figure 3.14 is an illustrative example of a marketing director discussing changes to the website with the aim of including more links to social media.

As you can see from this example, whilst the discussion began with a simple improvement in customer communication, the ultimate benefit is an increase in sales.

> **POINTS TO CONSIDER**
>
> Take one improvement that you believe your change will create and that you have an in-depth knowledge of and expand it using the five whys technique:
>
> - How many whys are you able to identify?
> - Have any of your answers surprised you?
> - Have you identified more positive aspects of your change?

BENEFITS QUESTIONNAIRE

In some situations we can generate more information about the benefits if we provide people with a predefined benefits questionnaire that helps them to develop their thoughts.

The questionnaire can be based on a benefits table, defining tiers of benefits.

In Figure 3.15 the highest tier of benefits are the core strategic objectives of many organizations. For those in the private sector, revenue is a key measure, but for those in the public sector this might be replaced by productivity.

Tier 2 benefits are the enablers for Tier 1 benefits and may also be described as strategic objectives. Tier 3 benefits are likely to be felt by those who do the work or who are directly impacted by the change. Tier 3 benefits include social and emotional benefits which are explained in Chapter 6.

FIGURE 3.14 Five whys example

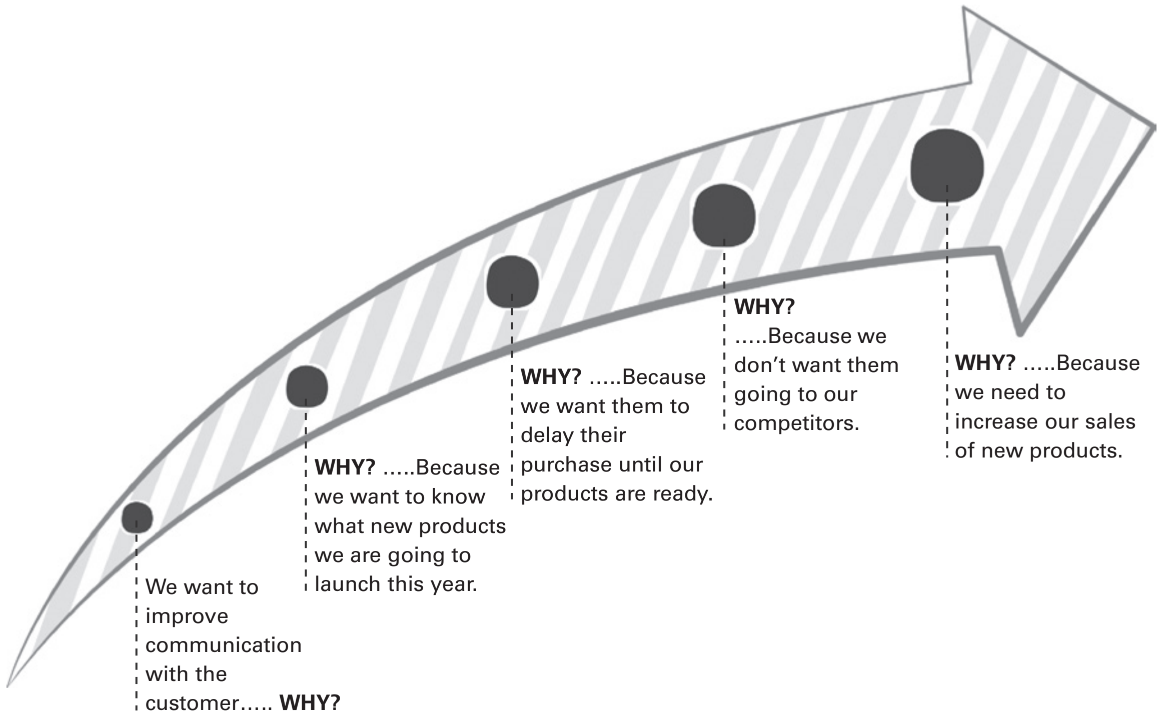
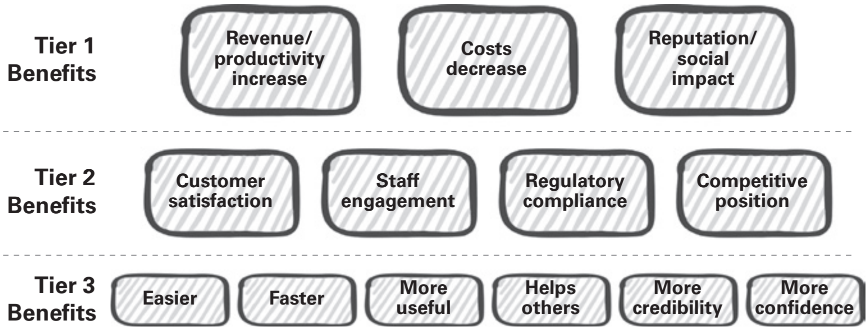


FIGURE 3.15 Benefits table



Here are some suggested questions for Tier 1 and Tier 2 benefits:

- increase profitability;
- generate cost reductions;
- improve customer service or customer satisfaction levels;
- improve the perception and reputation of the organization;
- improve the competitive position of the organization;
- improve staff engagement and retention levels;
- adhere to a new legal or regulatory requirement.

These benefits or improvements may look very high level and outside of your remit. Obviously ultimate responsibility for the achievement of these strategic objectives rests with your board of directors, but it is helpful to understand how changes taking place many layers down in the organization, often altering specific processes and ways of working, can directly contribute to these bigger goals.

Each of these categories can be used as a stream of ideas in a Benefits Breakdown Structure or a Benefits Dependency Network.

Revenue/productivity increase

1. Does the change create new products or services to increase amount sold and gross revenue?
2. Does the change create products or services with fewer competitors, enabling a premium price to be charged?
3. Does the change widen the target customer base, increasing amount sold and gross revenue?

4 Does the change enable staff to focus on more value-add activities, increasing the value of their contribution?
5 Does the change decrease time and resources per activity, increasing productivity per person employed?

Cost decrease

1 Does the change reduce the time taken per transaction?
2 Does the change reduce resources required to complete the transaction?
3 Does the change increase the number of potential suppliers, increasing the bargaining power of the organization?

Reputation/social impact

1 Does the change align with societal trends, demonstrating that the organization is a force for good in the community?
2 Does the change enable greater achievement of environmental and sustainability goals?
3 Will the change improve customer service levels or competitive position generating good news stories in the media?

Customer satisfaction

1 Do the changes fix common areas of complaint from customers?
2 Does the change go further than current demands from customers, leading to delight and high levels of satisfaction?
3 Will the change lead to more referrals and/or ratings on external reference sites?
4 Will improvements to customer service lead to an increase in the number of repeat purchases or retention levels for customers?
5 Does retention of the customer base increase the opportunities for cross-selling and increasing the overall spend per customer relationship?

Staff engagement

1 Will the change increase the positive perception that staff have about working for the organization?
2 Does the change address areas of concern in the staff engagement survey?
3 Does the change create a supportive culture?
4 Does the change increase the pride felt in working for the organization, due to improved social impact, increased customer satisfaction or competitive position?

Regulatory compliance

1 Does the change make it easier to comply with existing regulatory requirements?
2 Does the change enable the organization to comply with new legal requirements?
3 Does the change enable the organization to more easily prove that it complies with legal requirements, so is linked to cost reductions?

Competitive position

1 Does the change enable greater innovation and lead to the launch of products and services not offered by the competition?
2 Does the change reduce the time to market so products and services can be launched ahead of competitors?

Don't forget that these questions should also identify any negative side effects of the change, ie disbenefits.

> POINTS TO CONSIDER
>
> Review the benefits questionnaire and see if you can add any additional categories of benefits relevant to your organization and the type of change that you are making.
>
> What questions can you ask about this additional category?

BENEFITS BREAKDOWN STRUCTURE

A benefits breakdown structure provides a format for subdividing a specific improvement into specific benefits.

For example, if the expected benefit of the change is to have fewer steps in the process, the benefit can be broken down into specific aspects of the work where the benefit might be felt, which in this case includes accuracy, resources and training (Figure 3.16).

Alternatively, the benefit can be broken down into types of benefit, the two most common types being cost reduction and revenue generation (Figure 3.17).

BENEFITS DEPENDENCY NETWORK

Some people find that the breakdown technique hampers their thinking because it does not show the connections between the benefits. Consider

FIGURE 3.16 Benefits broken into types of work

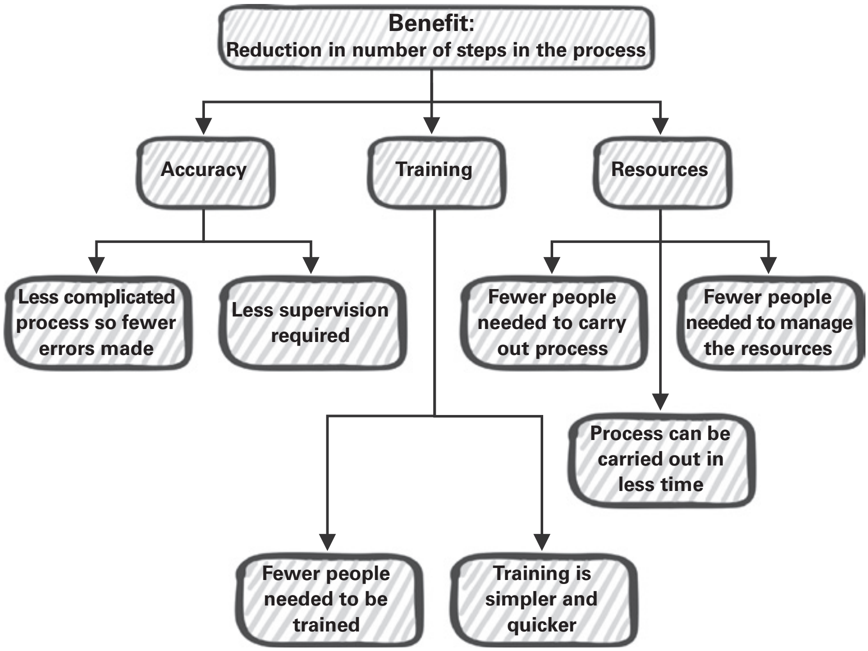


FIGURE 3.17 Benefits broken into types of benefit

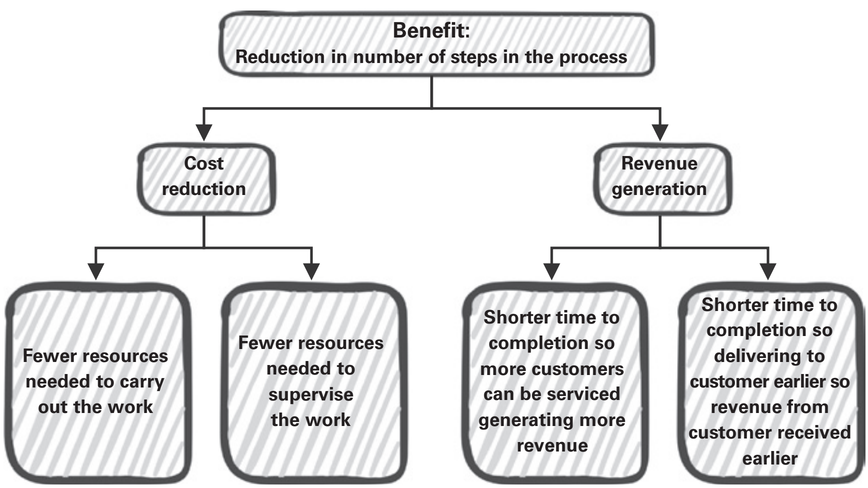
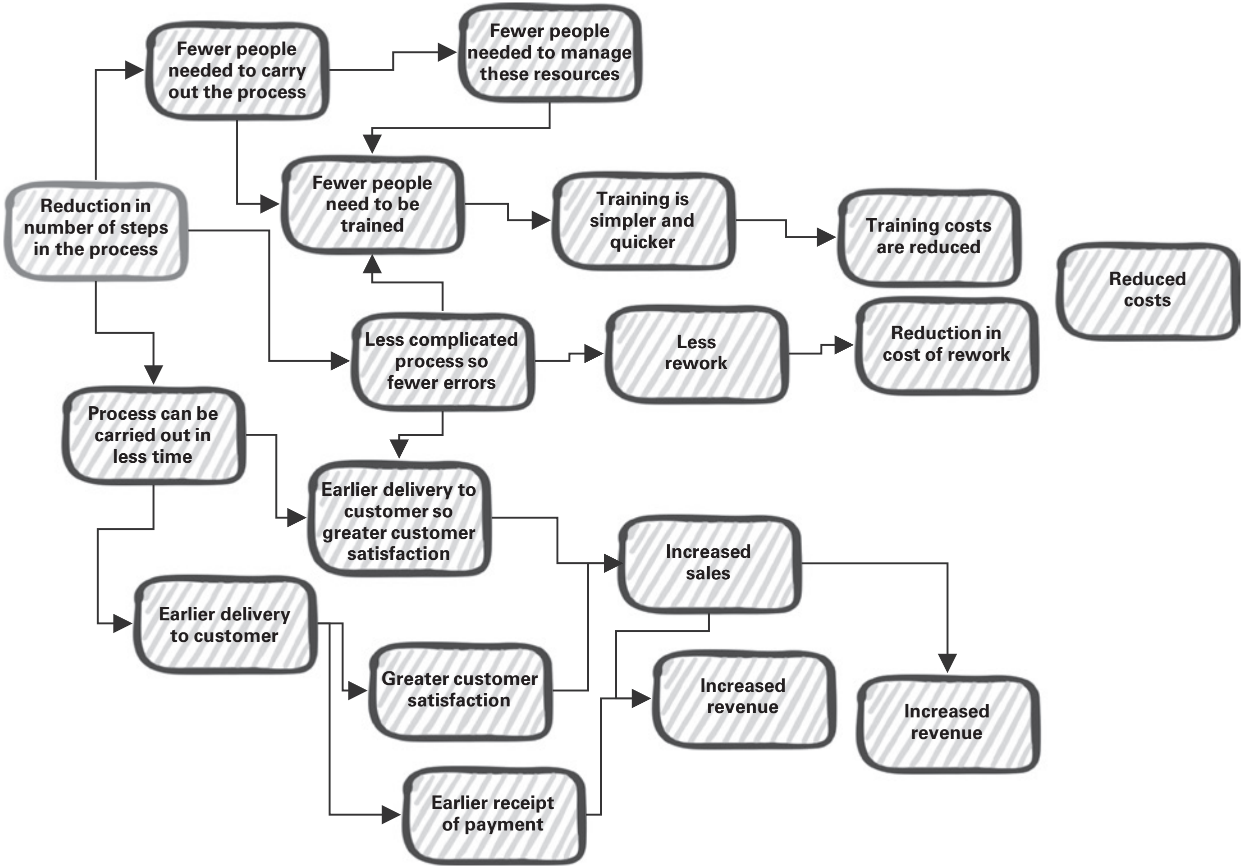


FIGURE 3.18 Benefits dependency network



using a benefits dependency network instead, which develops more information about the benefits by asking the question: 'What happens next?' This can include unintended consequences which might be positive or negative, ie disbenefits.

In Figure 3.18, the relationship between the benefits is clearly shown, which helps to identify those benefits that enable other benefits. So even if a benefit is quite small, its importance increases if it enables other benefits.

The identification of these specific benefits creates ideas for how each benefit can be measured. For example, if a process is less complicated, leading to fewer errors, then the error rate after the change can be compared with the rate before the change for concrete evidence that the change has created value to the business.

The benefits breakdown structure and the benefits dependency network are creative techniques. It is not possible to limit your thoughts when you are using them, which means you may identify disbenefits at the same time. As we have seen earlier in the chapter, understanding disbenefits is important for empathizing with those impacted by the change. However, we are trying to create the reassurance, encouragement and motivation to support the change, described in Chapter 5.

For this reason, when identifying disbenefits, ensure that you also identify how these negatives can be minimized or overcome so that they do not reduce the enthusiasm for making the change happen.

Consider if the disbenefits are actual impediments to achieving the change, or a perceived concern. For actual impediments, apply risk mitigation techniques that seek to reduce the impact or the probability of the issue occurring. For perceived concerns, review the guidance in Chapter 6.

Conclusion

Understanding the business need is essential for ensuring that the change is relevant and will improve rather than worsen the current situation. It is a complex subject because it requires analysis to understand the need for the change from the perspective of your organization and market, and you will require highly developed interpersonal skills to enable you to build trust and empathy with those from whom you are seeking information about the business need.

This chapter has explained the technical skills and techniques for acquiring information about the business need and analysing it to form the scope and requirements of the change.

In the next chapter, Relationship Building, we look at ways of engaging with others to generate this information. We will also look at how to create a working environment that encourages people to define what they need from the change and identify what benefits it will generate for them.

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04

Relationship building

Introduction

In an agile change, those impacted by change and those we need to collaborate with emerge as the solution evolves and the effects of the change become better understood.

Relationship-building skills are critical to the success of change; change agents need to be able to work cooperatively with individuals and groups who emerge as the change progresses and are not easily identified at the start. Understanding the community involved in the change is an important early step in our change activities but it is one that we need to regularly repeat. We need to scan our environment to find more people with whom we need to build relationships, ensuring that we are involving them in the change initiative as valuable team members, clarifying their role and giving them clear direction about what is needed.

The purpose of many of our relationships is to persuade people to work differently. Change cannot be forced upon others; each person has to decide for themselves whether it is in their interests to do things differently. The role of the change agent is to positively influence people's view of the change, by demonstrating our commitment to it and the advantages that others would gain from it.

Our ability to influence others is based on the strength of the relationship that we have with those we are asking to change. Do we appear to have integrity? Can we be trusted? Do we demonstrate the personal characteristics that make others want to follow us? In any situation in which you are asking others to work differently, you are establishing yourself as the change leader, irrespective of your job title or position of seniority. It is the personal characteristics of trust, integrity and empathy that are the foundations of your leadership ability, and which determine the breadth of influence that you have.

All of us have a particular 'sphere of influence' where we are naturally seen as the leader by a particular set of individuals. It's important to understand our natural sphere of influence and look to develop this to ensure it encompasses all those who you need to involve in the change.

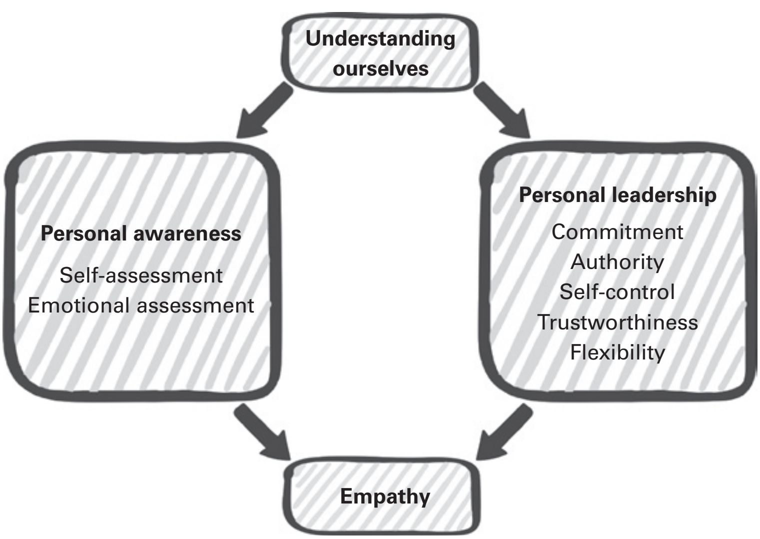
Establishing relationships in which others are prepared to follow your lead involves building trust and demonstrating empathy with others. This is only possible if you understand yourself – how you prefer to work and how you want to work with others.

Relationships are a product of emotional intelligence, which is the ability to monitor our own and others' feelings and use this knowledge to define our thinking and actions. In this chapter we look at how to develop our emotional intelligence to be able to lead ourselves and the steps involved in building relationships with others.

Understand yourself before understanding others

Before we are able to build effective relationships with others we need to understand how we behave and what triggers our behaviour. We need a clear understanding of the effect that our behaviour has on others and a willingness to use this knowledge to actively decide how we should react to situations so that our attitude and behaviour helps us achieve our goals and does not sabotage our efforts.

FIGURE 4.1 Building effective relationships



Understanding ourselves is a product of personal awareness – knowing yourself – and personal leadership – controlling yourself.

As shown in Figure 4.1, it is this combination that leads to empathy with others, which is the foundation for building effective relationships.

Personal awareness

Personal awareness is the ability to know yourself, because if you understand how you react in different situations and what triggers your reactions then you can use personal leadership to proactively decide how to behave rather than simply react to a situation.

We can use our personal awareness to understand the distance between our preferred approach and that of the person we are seeking to influence (Figure 4.2). To convince people to change, we need to deliver information and offer opportunities for participation that meet their preferences. We are seeking their involvement in change, so we cannot expect others to accept our preferences, we must cross the distance between us, as shown in Figure 4.3.

Personal awareness is formed of two elements: self-assessment – understanding our strengths and limitations, knowing our preferred approach to our work, our likes and dislikes – and emotional assessment – understanding what triggers our emotions, appreciating how these affect others.

FIGURE 4.2 Applying personal awareness

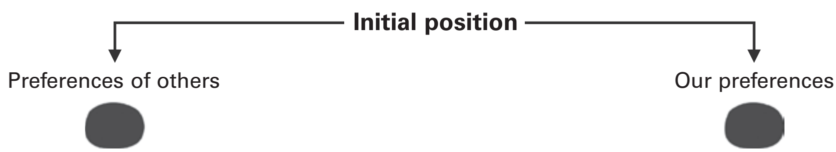
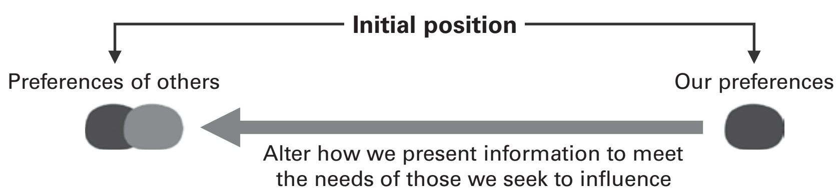


FIGURE 4.3 Applying relationship-building skills



Self-assessment

As we have established, in order to form effective relationships it is imperative to be able to understand ourselves. In areas where we believe we have strengths and talents we are likely to come across as confident, capable and trustworthy. Where we have limited skills we may be more hesitant, lack understanding and have a greater need to rely on others for support and specialist expertise.

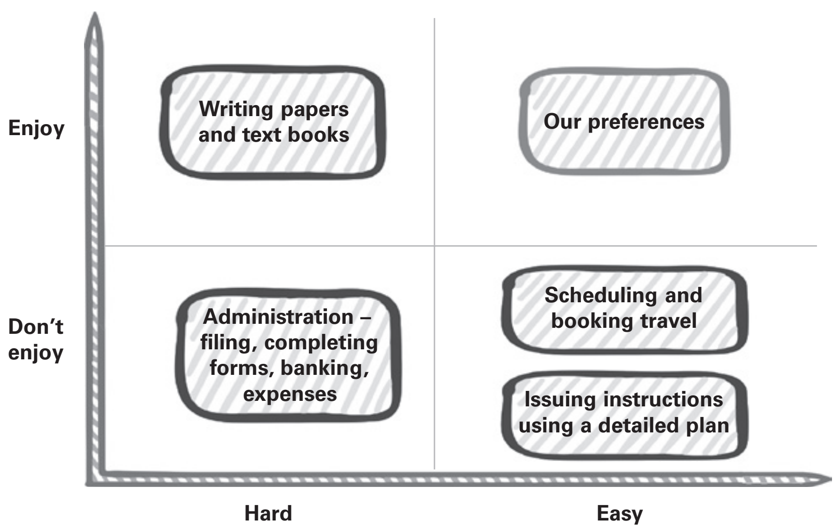
Self-assessment is formed of two elements:

- knowing your strengths and limitations;
- understanding your preferences.

KNOWING OUR STRENGTHS AND LIMITATIONS

In Chapter 5, we examine the link between what we are good at and what we prefer to do. Understanding these preferences helps to build effective relationships with others. To achieve our objectives, we need to build relationships with those who can fill the gaps between our core skills and preferences and what is needed to make the change a reality. We can only seek out those with complementary abilities if we first understand our own abilities, as shown in Figure 4.4. The opposite is also true: knowing our strengths helps us understand what we can offer others and how we can demonstrate we are worth building a relationship with.

FIGURE 4.4 Knowing our strengths and limitations



There are many psychological profiling tools to help us find out what we are best at and what we most enjoy doing, but I am going to concentrate on two aspects:

- we have things that we enjoy doing, find easy to do and we have certain ways that we like to approach our work;
- to be as productive as possible we need to maximize what we enjoy doing and minimize the time we spend on those tasks we are not naturally skilled at and that we do not enjoy.

UNDERSTANDING OUR PREFERENCES

We all have our own preferred way of working which are products of our personalities, previous experiences, likes and dislikes. For example:

- we have a preference for which tasks we do first and which we leave until later;
- we have a preference that guides what information we think is important and what we think we can ignore;
- we have a preference for whether we work alone and silently or in a group with lots of noise.

These preferences help us make sense of the world. Our brain subconsciously filters incoming information to meet our needs, selecting information to confirm what we already know, often discarding information that does not fit with our view of the world. There is some truth in the clichés 'we only see what we want to see' and 'we only hear what we want to hear'. That is why in any situation two people can have radically different memories of what happened, because they have each filtered what happened against their own preferences.

Our personal assessment makes us aware of these preferences so that we can recognize how we may have interpreted a situation and how others might have seen it differently. It helps us build relationships with others because we understand they are not expressing a different viewpoint because they are trying to oppose us, but instead recognize that their personal 'filters' will have given them a different perspective that is just as valid as ours.

For example, I know I have a strong preference for action over debate. My self-assessment tells me to filter out negative information about why aggressive deadlines cannot be met. I avoid discussing the risks of moving too quickly because I interpret that as others coming up with reasons why the service cannot be launched, which I view negatively. Knowing my reaction is driven by my preferences, I apply self-control to consciously remain listening when others are discussing risks.

Understanding our preferences helps us build relationships with people who look at things from different perspectives. Build a change team of those with different approaches to ensure the widest range of change activities are included.

We often have a natural affinity with those who see the world from the same perspective as ourselves, so we have to work harder to build common ground with those with different preferences, but it will widen our understanding of the change and increase the number of ideas and activities used to implement the change.

CASE EXAMPLE

Liz works as a freelance change manager, building new change teams for each new assignment. To ensure she doesn't surround herself with others just like her, she has created a list of her preferred activities and what she thinks are their opposites before looking for those who like doing what she doesn't!

For example, Liz likes detailed plans, organizing her work with schedules, creating to-do lists and knowing what she is supposed to be doing in the coming weeks. Liz's opposite, meanwhile, enjoys spontaneity and is more accepting of spur-of-the-moment requests. While Liz makes quick decisions based on a skim through the available information, her opposite will wade through detailed information, happily cross-checking it and analysing it for its completeness and identifying any gaps.

Creating a balance of preferences and skills within the change team ensures there is capacity and willingness to tackle a wide range of change activities, and reduces the possibility that some tasks will not get done because no one is interested in them or has the capability to address them.

Preferences guide our behaviour in two ways:

- how we express our understanding of a situation;
- how we generate our understanding of a situation.

POINTS TO CONSIDER

Review the announcement of a recent change and identify what you believe to be the three most important pieces of information.

Re-read the announcement and identify three other pieces of information that you believe are unimportant.

How would your reaction to the change be different if you were told that your unimportant pieces of information were essential to the change, and your important information is merely of interest but not essential?

How we express our understanding of a situation Some of those impacted by change feel most comfortable assessing and describing the effects in relation to what is happening today. This group of people will naturally describe the change in terms of:

- advantages and disadvantages in comparison with current working practices;
- how the change will solve problems and difficulties that exist today;
- how the change will offer new opportunities in addition to what happens today.

This works if the change involves enhancements to current working practices, but if the change is more radical, and abandons current systems, processes and measures of success then this group may find it difficult to conceptualize the change. They keep referring to the present, talking in terms of things that should be preserved from the current situation or things that should be avoided because they do not work well today.

People with these preferences might not contribute much innovation but they can provide useful quality criteria that the new situation must meet. They also provide a useful link back to the past and can help avoid making the same mistakes that have been made previously, so have a role to play in risk analysis.

Others don't reference what happens today as they view the change from the new opportunities that it offers. They will describe the change in terms of how new it is, how innovative and how different it is from the past. They will set it in the context of how they see the future and how they anticipate others will react to it. These people are good at remaining focused on the goals and objectives of the change and are very good at imagining how things will work if they were given a blank piece of paper.

They are unlikely to contribute to risk analysis as they find it difficult to see potential problems or barriers to success. They may not be as comfortable if their implementation of the change is limited by constraints imposed by the current operating environment.

Another factor that governs how those impacted describe the change is the preference for the depth of detail. Some prefer detailed information. They become engaged with the change if they are given the opportunity to define the detailed tasks and activities, how they link together and how they might be affected by other initiatives. They have a talent for creating detailed research, analysis and plans.

Some prefer summary-level information, describing the bigger picture and viewing the change in broad terms. They are good at expressing the vision, objectives, purpose and benefits of the change but dislike identifying every activity needed to make the change a reality. If these people are given lots of detailed information, their preference will be to filter it to find the important ideas, sentiments and key tasks only.

Table 4.1 shows how we may express our understanding of the situation.

TABLE 4.1 How we may express our understanding of the situation

Future	Detailed information	Will describe the new role in terms of what they will be expected to do each day, week and/or month. Will name their new colleagues and describe what they are responsible for and will describe the new activities that they will be involved in.
	High-level summary	Will describe the new role in terms of new responsibilities, new people that they will be working with and new skills that they will be learning.
Present	Detailed information	Will describe the new role in terms of what is different to what they do today. Will specify what remains the same and information, infrastructure and skills that will still be required in the new world.
	High-level summary	Will summarize the changes in their role, working environment and people they work with in comparison with the current situation.

How we generate our understanding of the situation Our preferences affect how we question, review and engage with the change so that we are able to form an opinion and acquire the information we will need to take part in the change.

Some of us need to gather reference material about the change so that we have a conceptual understanding of what it is and how it will affect how we work before we engage with it. This preference leads us to seek out user guides for how things work, research papers that explain how certain decisions have been reached or detailed plans that explain the activities involved as well as what we can expect to happen and over what period of time.

Another preference is to immediately engage with the change, acquire practical experience about it and form an opinion based on that experience. Those with this preference do not wait to be given instructions or information but 'have a go' and start trying out the change as soon as possible. Opportunities to experiment, create models, test things out and pilot the change will satisfy this preference.

Some prefer to understand the change from the perspective of how others have experienced it. They want to be given lots of information upfront and will happily attend briefings and presentations or read information about the change, taking time to think through its possible effects before engaging with it. They consider how others feel about the change before coming to their own decision. User groups and reference sites can be important sources of information.

In Table 4.2, you can see how someone who is changing jobs will gather information about their new employer prior to starting their new job. The different preferences illustrate the differences in approach and the different types of information that will be gathered. As change leaders we need to ensure that the information we provide about our change meets the needs of all preferences, and is not created solely to meet our own preference.

Knowing how I build my understanding of new situations helps me recognize when I might appear impatient or disinterested in the way others behave. I have a very strong preference for gathering background information and ensuring I feel well informed before I take any action. I don't like to have a go until I understand the history, context and expectations of the situation. This makes me impatient with those who jump in and start work without taking time to do the research. The analytical part of my brain knows this is what they need to do to get comfortable with the situation but emotionally it makes me feel as if I am slipping behind and I worry about appearing unenthusiastic or disengaged. I am also irritated by those who feel the need to ask everyone else what they think before getting involved themselves as I don't think the experience of others is that relevant or helpful as every situation is different.

By recognizing my preferences I have been able to come up with ways of bringing these different approaches together. For example, I allocate a couple of days for people to absorb their ideas about the change, make sure there are plenty of opportunities for them to research it and review how others have experienced it or tried it out or seen it in action. I then convene a workshop to share all of these experiences and pool our collective knowledge.

POINTS TO CONSIDER

Think of the last time you had to learn how to do something in a new way:

- Did you gather background information first?
- Did you ask others for their experiences of how they learnt this new skill?
- Did you just give it a go and learn as you went?
- Did you wait until you felt that the skill was important to your role before engaging?

Emotional assessment

To form effective relationships we need to understand the effect that we have on others, and consequently how others view us. This will influence how willing people are to form relationships with us and help clarify what they are expecting from the relationship.

Emotional assessment is formed of two elements:

- emotional triggers – an understanding of our emotional responses in different situations;
- impact on others – an understanding of how our emotional state can affect the behaviour of others.

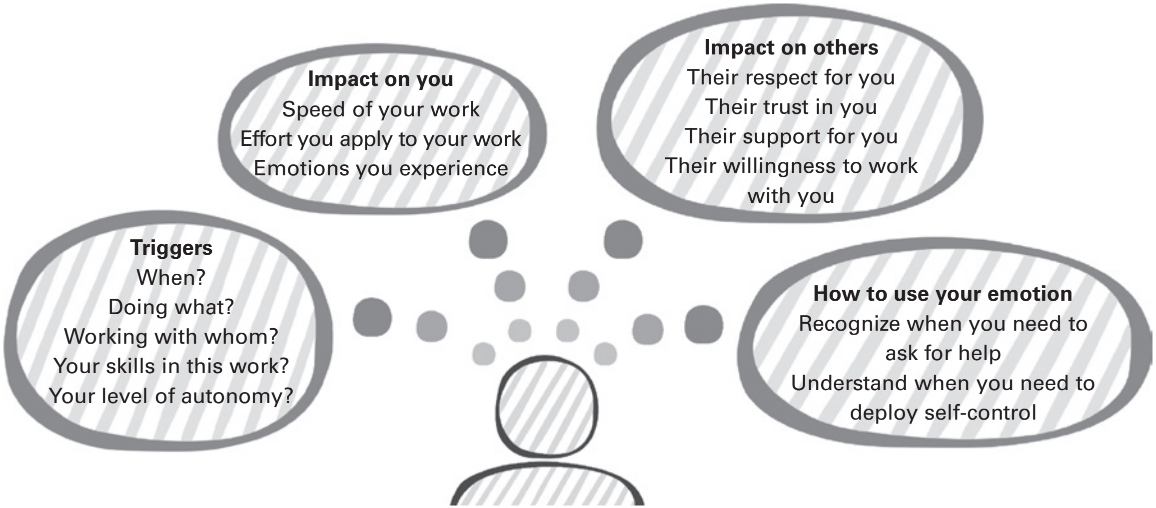
TABLE 4.2 Differences in approach to gathering information about the new employer

Theoretically	Very keen to gather as much information about their new company as possible. They will be pleased to receive an information pack about the company from HR, and they will go through each page of the company website getting to know the background to the organization, its strategic objectives, details of who is on the board etc. They will search the internet for articles and analysis about the company, its suppliers, customers and regulators. They will search career sites for information about their role and what they can expect, they will review their job description and identify what tasks they think they will be expected to perform and how they will schedule these tasks during the week. They will look through their personal employment records for any certificates or documents about past achievements that relate to their new role.
Practically	Will get most of their information from doing their new job, but may also create additional practical experiences ahead of their start date by attending training courses or an induction session at the new company. Might ask questions at the interview about systems used or suppliers relevant to their work and will try to experience these before joining by learning new applications or visiting suppliers at exhibitions. Will be keen to do work as soon as possible in the 'live' environment so that they can gain an understanding of what is expected in their new role.
Reflectively	Wants to set their experience of taking a new job with this company in the context of others who have joined the company so may have questions for HR about other recent joiners or whether they will be assigned a buddy or a mentor for the first few weeks. Will seek out others who recently joined through social media or may ask their recruitment agency for details of anyone they have placed at this organization that they might be able to contact. Will search out online groups and associations of like-minded professionals and other members of their new organization. Will be keen to understand from others' experiences how long it has taken them to settle into their new role.

EMOTIONAL TRIGGERS

Every situation can trigger an emotional response. To manage their effect, on us and others, we need to understand our likely responses to different

FIGURE 4.5 Emotional assessment



situations. For situations that trigger positive responses we should try to maximize these areas of work, and for those situations that trigger negative responses we should:

- aim to reduce the number of these situations we encounter;
- manage the situation so that our negative response is minimized;
- limit the impact that our negative response has on others.

Understand your triggers and the impact that your emotions have on others by reviewing the factors in Figure 4.5.

IMPACT ON OTHERS

We can use our self-assessment and emotional assessment to understand how we come across to others, through direct and indirect engagement.

Direct engagement includes:

- face to face (real and virtual) – when others can interpret your emotions through the words that you use, the tone of your voice and your facial expressions and other body language;
- on the telephone – when others can interpret your emotions through the words that you use and your tone of voice;
- in written communications – which might include email or postings on social media sites where individuals can only interpret your emotions through the words that you use.

CASE EXAMPLE

Ishan works for an advertising agency, sourcing images from photographic agents. He reports to the creative director who is very supportive and encouraging when Ishan wants to discuss work issues face to face, but appears uncaring and combative when he communicates with Ishan via email.

This is because when the creative director writes emails, he does not include the 'softer' elements of the conversation that take place when he is discussing the issues face to face. His emails are written in a list style, setting out the tasks that must be completed to 'fix' the situation, whereas when he meets with Ishan he will acknowledge the difficulties and will even make jokes about the problems to lighten the atmosphere. This more relaxed approach is not reflected in his written style, and even though Ishan knows he means no harm, his emails imply impatience and anger about the situation which makes Ishan worry, and question whether he should have raised the issue in the first place.

Indirect engagement is how we are observed in our engagement with others – as this will be an indication of how we are likely to treat those that are observing us, and our attitude and behaviour which is observed as an indication of how we feel about the change.

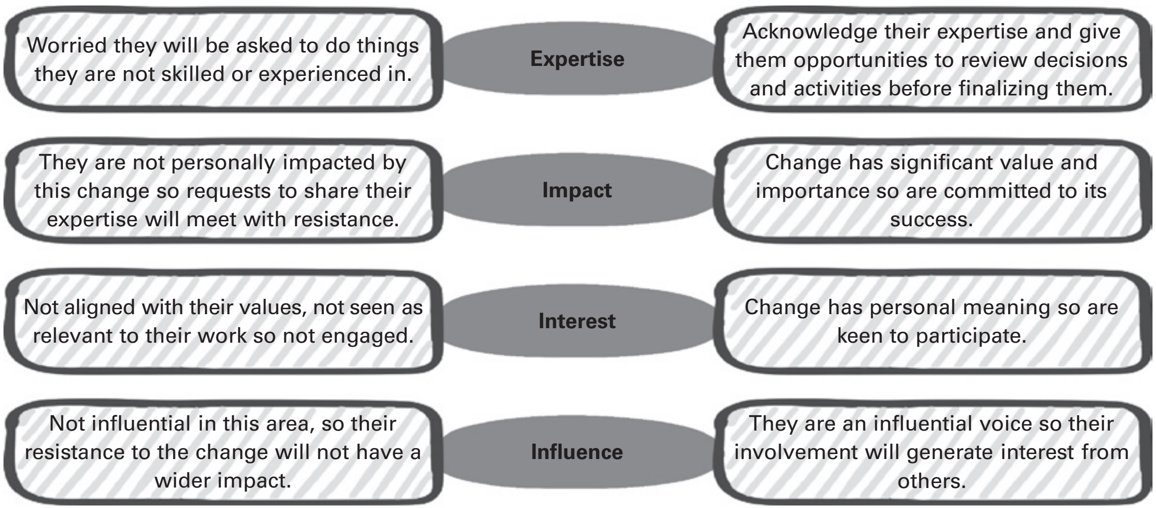
CASE EXAMPLE

Donna would describe herself as being open and honest and these are character traits that she is very proud of. The only problem within the context of the change is that she is very unguarded in what she says and who she says it to. In meetings outside of her team, she chats about how busy she is, how unwilling her staff are to implement the changes and how she is working long hours to try and get things done.

Donna doesn't realize that her negative comments spread fast around the company so when she holds her team meetings and praises her staff for their involvement in the change, it doesn't have the positive, motivational effect she is expecting. The result of her open and (too) honest behaviour is that her team don't think her praise is authentic and they judge her as untrustworthy – they know that in other situations she is saying the direct opposite about them.

Engaging with others For our engagement with others to have the greatest chance of success it's vital that we can put ourselves in the other person's position and try to understand their perspective, so we can tailor our approach to meet their needs. Consider the factors described in Figure 4.6.

FIGURE 4.6 Taking the perspective of others



> CASE EXAMPLE
>
> Rita is incredibly enthusiastic about her work and is an acknowledged expert in her field, but fails to recognize that not everyone has her in-depth knowledge. In meetings, presentations and emails she jumps straight into the subject, expecting everyone she communicates with to respond immediately, ignoring the fact that her subject area is not top of their agenda or necessarily their favourite subject. She becomes frustrated when people do not provide her with the information she needs immediately and everyone else feels frustrated that she assumed that they would deal with her demands at the expense of their other work.

Use these practical techniques to engage with others:

- Show your appreciation of their knowledge, explaining how something they have worked on will be a useful contribution to the change.
- Draw similarities between a positive past experience and the expected impact of the change.
- Acknowledge their previously negative experience by pointing out how the change will be different.
- Do not present the situation as final. Reassure them that you want their input and ask for their suggestions.
- Be specific about what is expected of them and how long it might take. Do as much of the work as possible yourself.
- For example, if a document needs to be reviewed, be specific about the feedback required, pointing out areas of concern, or areas where their expertise would be most valuable. This respects how busy they are and shows you are aware of the value of their knowledge and experience.
- Acknowledge that the change might not be high priority for them but explain why their response is high priority for you, eg other work cannot be started without their contribution.

> POINTS TO CONSIDER
>
> Consider a recent difficult situation that you were involved in.
>
> Review how you communicated the problem to others and identify what effort you made to understand their view and present the information in a way that best suited their needs.

Personal leadership

Personal leadership is the ability to control your responses to different situations by using your understanding of how you want to behave and overlaying this with an assessment of how best to behave to achieve your goals. It is about demonstrating self-control and using your understanding of how you behave to control your emotions and make sure your emotional response is relevant and proportional to the situation.

Personal leadership is formed of five elements:

- commitment;
- authority;
- self-control;
- trustworthiness;
- flexibility.

Commitment

As a change leader you are asking people to invest time and effort in learning new ways of working and developing new skills. You cannot expect them to fully participate if you do not show personal commitment to the same changes that you are asking others to make. You can demonstrate your commitment to the change in two ways.

CHAMPION THE CHANGE

First, by championing the change, setting out a compelling case for why it is necessary and beneficial. It is hard for others to willingly participate in the change if those who are leading it do not appear to want it to happen. You must use all of the information acquired in defining the business need to answer the question 'what's in it for me?' so that others can see you have reconciled the need for the change and are comfortable with the situation.

> The most disastrous change initiative I ever led was one that I thought was a waste of time. I had been told by my boss to transfer a number of processes and tasks from a team in New York to a team in London. Both teams were equally capable of doing the work; the New York team had good results and I could see no business benefits in transferring the work to London. In fact the transfer was part of a much wider reorganization that I was not informed about and simply couldn't find any enthusiasm for. I carried out my job but it was really hard work. Although I didn't say anything I was not my usual enthusiastic self and I didn't create any motivation for others to get involved. I eventually completed the transfer, but it took longer than it should have done, mainly because the lack of information and communication meant that the change wasn't a top priority for most people.

CHANGE YOUR BEHAVIOUR

Second, by proactively making changes to the way in which you work to embody the changes and lead by example. People avoid those that they do not believe to be genuine or authentic. Why would others change how they work if you are not changing how you work? Making changes yourself will give you experience in the challenges and benefits of the change and this enables you to empathize with others.

> CASE EXAMPLE
>
> Jurgen is the manager of a team of patent attorneys whose job is to review patent applications for their completeness before the application is submitted to the national patent office. To improve workflow and make use of new data mining software, all applications had to be reviewed and amended online. Previously all applications (which can be several hundred pages long) were printed, and the attorneys marked up their amendments which were later typed up by assistants. Jurgen had been doing this job for 30 years and was

very comfortable with the old system. He understood the resistance of his team to the move to new technology as he was worried that staring at a screen and directly typing in amendments would be hard to get used to. He was also very aware that he would be taking the lead on this change project. He decided to start using the new technology on one of the applications he was supervising, and to write a blog letting his team know about his experiences. The blog described the successes and the problems he experienced, and how he overcame these problems with support from members of the IT team responsible for the system roll-out. The blog allowed Jurgen to share his feelings and demonstrate that he was having exactly the same experience as his team members.

Commitment involves prioritizing your work to be able to accommodate these additional activities so that they actually happen. It requires persistence in pursuing the change despite obstacles and setbacks. This type of commitment is commonly referred to as 'resilience'. Resilience is also the determination to see something through to its conclusion, even in the face of significant pressures. There are five elements to resilience.

RESILIENCE FACTORS

1. Personal belief in your ability to handle unplanned events by reminding yourself how you have succeeded in these situations in the past.
2. Creating an organized working environment that deals efficiently with planned work, leaving you with the energy and willingness to deal with unplanned events.
3. Valuing your ability to deal with unplanned events by reminding yourself of how you have solved problems and created new solutions in the past.
4. Recognizing that isolation from others removes you from a source of possible solutions and that accepting help from others is a positive response to setbacks.
5. Accepting that your work is a balance of planned and unplanned events so your attitude must be a balance between organized and controlled, and flexible and open to new ideas.

> POINTS TO CONSIDER
>
> In what ways do you demonstrate that you are personally committed to the change that you are involved in?

Authority

Our ability to inspire others to follow our lead is related to the amount of authority that others ascribe to us. We often associate authority with our position within the organization, and the authority we have over those that report directly to us. However, the ability to lead change cannot rely on this 'hierarchical' power because the change affects people in different functions and organizations that we do not control.

You have to develop authority through your knowledge, your personality and your presence. This means that you can take responsibility for leading the change wherever you are in the organization, and however little hierarchical authority you actually have, and you can achieve this by developing different types of authority.

STRUCTURAL AUTHORITY

This is hierarchical power, the authority you derive from the position you hold in the organization. This is often a mixture of job title, number of people that report to you, budgetary authority and the authority for commissioning work from others. There is very little you can do to grow this authority in the short term.

SPECIALIST AUTHORITY

This is the authority that is derived from the amount of knowledge and experience you have on a particular subject. It is the product of the qualifications that you hold, the recognition that you are the 'go to' person for solving problems, how often you are called upon to present your knowledge to others, perhaps through providing training and coaching in specialist aspects of your role, and how often your knowledge is referred to or sought out by others.

In the case of the change that you are trying to implement, your authority derives from your understanding of how the change will work and the differences that will exist between how work is conducted today and how it will be conducted after the change has taken place. No one has any automatic authority in this area because the change is new and has created a situation that has not existed before. Therefore the level of authority you have will be a result of the amount of effort you put in to acquire specialist knowledge and demonstrate it to others.

A good way to build your specialist authority is by researching how the change has affected similar organizations. You can ask suppliers how they expect the change to impact the organization, convene discussions and workshops with colleagues to investigate the impact of the change, and form opinions and ideas.

Specialist authority is a product of hard work and needs to be publicized to others. It is not necessarily developed by being modest and hiding your accomplishments. It is enhanced through participation in other communities that are recognized as having expertise and specialist knowledge by your colleagues. You can join professional associations relevant to your job, and become a contributor to online forums.

CASE EXAMPLE

Sinta is a junior manager in the finance department of a large utility company that recently implemented a new billing system. She says: 'Although senior management had been involved in deciding which new system to buy, no one seemed to have much idea about how it would affect us. I had only recently been promoted so I was keen to show I knew what I was doing, so I did a lot of research. My team were extremely busy so I started briefing them for 10 minutes each week at our team meetings.

'I created a presentation pack with simple explanations of the changes and I showed clips of training videos I found on YouTube from other users of the system. The team found these sessions reassuring as they were learning that the new system was easy to use, and they were learning little and often, which didn't detract from their other responsibilities.

'News of my information sessions spread quite quickly throughout the organization and I was asked to contribute to our internal website to keep everyone in the department up to date with the implementation. A lot of senior people noticed my work and asked me to present at their meetings. As a result my profile has risen and I am recognized outside of my department, which will be useful when I apply for my next promotion. My sessions have had a positive impact because they have created the impression that the new system is easy to understand and by learning about it in small pieces, the amount of new information does not feel overwhelming.'

INTERPERSONAL AUTHORITY

This type of authority is based on the ability to network and to derive power not from what we know but by being recognized as someone who knows who to contact. It is about building networks, recognizing when people have interests in common, when linkages between different groups would be a good idea, and using the power of connections to make things happen. It involves being the orchestrator of contacts and support groups, rather than trying to force through all the work yourself.

My favourite quote on this is from the book *Multipliers* by Liz Wiseman, who believes that when you are positioning yourself to build connections between people you should see yourself in the position of 'genius maker', whose role is to 'amplify the smarts and the capabilities of other people'.

Whilst some people have a natural affinity with others, interpersonal authority can be developed if you are prepared to work at it. It requires a willingness to share information with others and it involves listening skills to hear when people might need more information or would like to meet others in a similar situation. It necessitates memory and an ability to recall what others have said in the past that you can link to what someone is saying today.

CASE EXAMPLE

Debra believes that her willingness to help others connect demonstrates her confidence in her own abilities. She says: 'I spend a lot of time helping others to connect with each other, sending introductory emails, summarizing their common interests or similar experiences to help them see the purpose for the connection. I respond to requests about whether I know someone who might be able to help with X as this builds my profile inside and outside the organization. It is nice to feel wanted and I get a real buzz when I attend industry events and realize how many people already know me or recognize my name.

'When I have to make changes to my ways of working, I have a lot of people that I can bounce my ideas off of, and lots of people that can give me a different perspective on the change and share their knowledge about how they would make the change happen.'

PHYSICAL AUTHORITY

This is the authority that we derive from our presence and is indicated by our ability to gain and hold the attention of others. It is the product of body language and how we present ourselves to others. Some people believe that it is a product of charisma and cannot be developed – you either have this type of authority or you don't. I agree that some people naturally have high levels of physical authority or 'star quality' which means we automatically notice them, pay attention to what they do and say and gravitate towards them.

However, we can all improve our physical authority by being more deliberate in our behaviour. For example:

- Be clear on the objective of our communication – know what we are trying to achieve to project confidence when we address our audience.
- Use the right media for the right purpose – one-to-one versus team engagement.
- Engage in appropriate body language including eye contact, smiling and nodding in agreement.
- Establish your use of space – in a face-to-face meeting, take your seat so you can see everyone, and organize the materials in front of you to create the impression of order and preparedness. In online interactions, make sure your camera is on, so that others can clearly see your body language.

Physical authority includes building our presence in larger groups; being willing to speak up at meetings and events; introducing ourselves to those we don't know.

> POINTS TO CONSIDER
>
> What is the strongest type of authority that you exhibit? What actions can you take to increase your level of authority in the other types?

Self-control

Self-control is your ability to restrain your natural reaction to a situation and substitute it with a more considered response. When we exhibit self-control we are making a conscious decision to push aside thoughts, feelings or actions and replace them with others that our personal awareness (self-assessment and emotional assessment) tells us would be more appropriate. In this way we are taking responsibility for our personal performance and managing the negative impact of our emotions on others.

During change there can be a lot of emotional responses driven by fear of the unknown and the stress of having to learn new ways of working. In this instance it's important to utilize your self-control to avoid reacting to these situations. A common example of the need for self-control is when someone hasn't done what they said they were going to do. A natural reaction is to get angry but this is not the most productive response as the other person is likely to become defensive and come up with reasons why the work couldn't be done on time and in turn you are likely to think these are excuses. On the other hand they might go on the offensive and blame you for not being clear about the deadline or what was expected. A controlled response to this would be to experience the anger in private. Say all the terrible things you want to say in your head and not out loud! Let the emotion pass before meeting with the person to work out how to fix the situation.

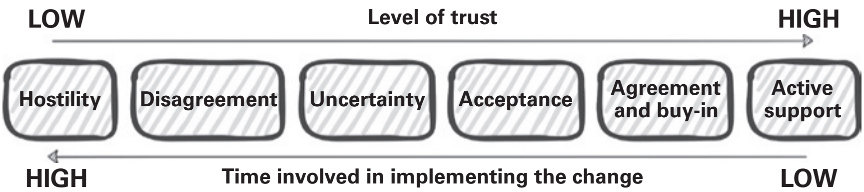
This self-control is particularly important in change situations as those we are working with are not under our direct control, and their involvement in the change has to be fitted around their other responsibilities.

Practical ideas for developing self-control in these situations involve creating a space between your immediate, emotional response and a more considered response that is less likely to worsen the situation. Two examples of this are:

- Remain in questioning mode – if someone is angry and upset, encourage them to continue their response, without jumping in with your own views. By continuing the flow of information (see empathetic communication, Table 4.3 for ideas on how to achieve this) you are creating a pause between your initial reaction and the point at which you will be expected to respond. It is this space that enables you to push aside your immediate feelings.
- Put yourself into observer mode. If the person you are engaging with is having an emotional reaction, show you are paying attention to them by offering eye contact and taking notes. The action of note-taking enables you to become one step removed from the situation, which gives you space to develop a calm and measured response.

Be aware that too much self-control can create distance, which is a barrier to empathy, so maintain your focus on the perspective of the person you are engaging with.

FIGURE 4.7 Impact of trust on the speed of change



Trustworthiness

Trust is an essential element of relationship building for change management. When you ask someone to change how they work, what you are actually asking them is to believe that doing things differently is the right thing to be doing, and that how they have been working before you came into the picture is now the wrong thing to do. It requires confidence in the new way of working which is a product of the person making the request to change as well as the logic of the changes themselves.

Trust has a direct impact on the speed at which change can take place, as shown in Figure 4.7. If there is trust then the person asked to change will accept what is being requested of them. If they do not have trust, they may still implement the changes but only after identifying, researching and assessing all of the possible options available to them, which will take time and delay the process of change.

Bearing this in mind, it is counterproductive to rush into implementing a change without taking the time to create trust and build productive relationships. Without trust, those you need to implement the change will stand on the sidelines for longer, waiting to be convinced about the need for the change, the suitability of the changes and the reasons why they are beneficial. You will have to prove each point that you make about the change because people will be unwilling to accept what you say without evidence.

Trust is such an important subject that there is a large amount written about how to create it. After comparing over 20 different models of trust from a wide variety of sources, I suggest that the key elements to creating trust are:

ELEMENTS OF TRUSTWORTHINESS

- Be reliable – do what you said you were going to do, when you said you would do it.

- Be predictable – be clear about your values and your positions on different issues so that others can understand your reactions to events.
- Be congruent – make sure there is consistency between how you ask others to behave and how you behave yourself.
- Be open – give honest feedback, do not avoid difficult conversations and welcome honest feedback in return.
- Be loyal – give credit to others for their work and provide your support when it is needed.

POINTS TO CONSIDER

Consider your relationship with a stakeholder for your change, where your engagement with this stakeholder began only recently:

- How strongly are you exhibiting each of the five factors of trust?
- What can you do to improve these levels?

Flexibility

When implementing change, the ideas and solutions that are needed will evolve over time as the environment into which we are implementing the change evolves and the results of some of our earlier ideas become apparent, which necessitates further changes. To be an effective change leader it's vital that you are comfortable with this emerging environment and remain open to new ideas. Your role is to identify and adopt change so you must be willing to seek out new opportunities and ideas. This flexibility requires a state of mind which recognizes that what you know today might not be what you need to know tomorrow so you must have a willingness to keep learning about the change: a willingness to welcome new participants to the change and a willingness to adopt new approaches or techniques.

WILLINGNESS TO WELCOME NEW PARTICIPANTS TO THE CHANGE

New people bring a new perspective. Their understanding of the change is driven by their personality, their knowledge about the area being changed and their past experiences of change. Their new perspectives can lead to new requirements or new linkages between existing elements of the change.

WILLINGNESS TO ADOPT NEW APPROACHES OR TECHNIQUES

Every change is different and there are no guarantees that a technique that worked well in a previous similar change will be appropriate for your change. Continue to ask for new suggestions throughout the life of the change and greet each new suggestion as a possibility worth investigating. This creates an open atmosphere that encourages people to speak up and share what they know without fear of censure or ridicule.

Building relationships with others

To build effective relationships with others we need to combine analytical thinking with the emotional intelligence derived from the personal awareness and personal leadership skills described in this chapter.

Analytical thinking is important to:

- identify who we need to build relationships with;
- assess our current sphere of influence and who else we need to include to help you implement the change;
- define what we need others to contribute to the change and how we might organize their contribution via team structures and collaborative working.

Emotional intelligence is important to:

- use the knowledge about ourselves to demonstrate empathy and build connections with others;
- appreciate the level of power and influence that others have in relation to the change;
- understand the different types of relationship that exist and how these apply to our change initiative.

This analytical and emotional thinking forms our empathy with others. The emotional intelligence developed through personal awareness and personal leadership helps us to develop empathy. Empathy is the understanding of another's situation, feelings, and motives and understanding of the emotional currents and power in relationships. It is created when we demonstrate that we are as interested in the concerns of others as we are about ourselves. Others will be willing to build a relationship with us if we are able to demonstrate our appreciation of how the change will affect them and we can involve ourselves in helping them to address their concerns.

TABLE 4.3 Non-empathetic and empathetic communication

Non-empathetic communication	Empathetic communication
Not listening to the response of the other person because you are waiting for your turn to speak	Allowing the other person to dominate the conversation, and not pushing forward your views
Not listening to the response of the other person because you are formulating your own thoughts and views	Willingness to reflect back the content and emotion of what you have heard from the other person so that you can check you have interpreted their perspective correctly
Listening to the response, but only retaining the information that supports your view and discarding the rest of the information	Remaining non-judgemental about what you have heard and not dismissing it as irrelevant or wrong
Asking questions that concentrate on finding out what the other person knows or believes, but not asking them why they hold these views or how they acquired their knowledge	Asking for an explanation of the source of their knowledge or reasons for their belief, to acquire an understanding of why and not just what
Judging the response that you get from the other person as right (accords with your views) or wrong (not aligned to your views)	Taking care not to interrupt and allowing the speaker to come to a natural close and complete the points they wish to make so that they feel they have been heard

Effective listening

We achieve empathy by using effective listening skills, which sounds easy but is difficult to do well in practice – in reality how many of us tend towards the column on the left in Table 4.3, instead of on the right?

The simplest way to understand what is important to another person is to ask, then *listen* to the answer. We all know when someone else is really interested in us. The other person is attentive, does not interrupt, does not fidget and does not speak about him or herself. This gives us time to think and feel accepted, rather than be judged. Listening leads to understanding; if you understand someone else fully, then you know what to do to get closer and work better together.

CASE EXAMPLE

I used to work with someone who excelled at non-empathetic communication. We used to call her the steamroller because any conversation with her flattened anything in its path. I would leave our encounters knowing a great deal about how she felt about a particular change – what she saw as its benefits, its risks and how it was going to affect her – but knowing I had got very little of my own views across. She filled in every pause and every silence, she spoke in long sentences which were hard to interrupt. If I expressed any views not in agreement with hers she would bombard me with information until she had overridden what I had said. It was exhausting and pointless as I always had to follow up any encounter with an email setting out my points.

Her behaviour slowed my ability to implement change as dealing with her took a disproportionate amount of my time.

Creating empathy

Empathy is an element of assertive behaviour – appreciating how others think and feel does not mean that your viewpoint is abandoned. Empathy isn't about agreeing with the other person, it is about acknowledging their perspective and combining it with yours to define an acceptable solution for both parties.

How do we know if we are acting with empathy? Ask yourself if:

- There is genuine two-way contact with the other person – they seek you out as much as you seek them out.
- No subject is off limits – you believe that you can discuss anything with this person (in this context I am referring to work-related issues, not personal issues).
- You feel comfortable challenging the views that the other person expresses without feeling that your challenge would lead to a breakdown in your relationship.
- When you engage with this person you feel able to understand their perspective. You can recognize that it is perhaps different from yours and appreciate what those differences are.
- You are able to understand the reactions of the other person, their emotional state and show an appropriate response to it, either pleasure or concern.

- You trust what the person is saying to you and they trust what you are telling them so you do not need to identify or assess alternatives or contingency actions.

Without empathy it is difficult to form effective relationships as barriers will exist, for example:

- Difficulty in getting access to people – we put off meeting or talking with those that we don't get on with.
- Protecting our own interests – we are less likely to compromise or be willing to negotiate with someone who we feel doesn't understand our point of view.
- Denial that there are issues – it is harder to be honest about difficulties with those with whom we have no connection as we are afraid that they will form a poor opinion of us rather than support us.
- Unwillingness to provide information or opinions – we are unsure of the reaction of those that we do not feel a connection with, so we restrict what we are willing to share.
- Lack of confidence in challenging the opinions of others or defending our own position – without understanding the others' point of view we are more hesitant about saying what we really feel.

POINTS TO CONSIDER

Consider your relationships with your stakeholders and identify those where you do not believe you have strong empathy.

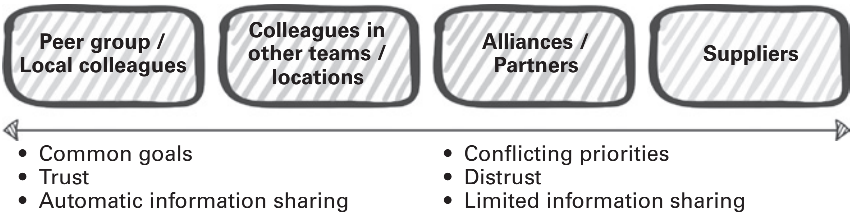
Consider structuring your next meeting with them using the principles of empathetic communication.

Identifying potential relationships

In change management, the purpose of relationship building is to generate the participation of everyone affected, and to establish ourselves as a source of support and encouragement for those required to work in a new way.

We need to be clear about which relationships affect how successful the change will be. Relationship building is not a one-off activity; it continues throughout the roadmap. It requires continuous scanning of the environment,

FIGURE 4.8 Levels of engagement



seeking out those who might not have been previously considered as integral to the change but who have a vital contribution to make:

- scan your horizon and identify as many change participants and impacted individuals as possible;
- categorize them using the community map described in Chapter 3;
- consider their perspective by identifying the position they hold in relation to the change using the examples shown in Figure 4.8;
- understand your current level of influence and if you need to establish your credibility in relation to the change.

CASE EXAMPLE

Shona is the finance manager for a professional association that employs 67 people. When she began the replacement of the organization's finance systems she soon realized that she would need to redefine a lot of her relationships. Although she has a lot of responsibility and reports directly to the managing director, many people knew her as the person who sorts out their expenses! Getting people to relate to her as the change manager meant demonstrating her authority and her power. This has been especially important in redefining the relationships she has with other managers whose departments need to change to fit with the new financial processes.

Local colleagues

The amount that you have in common with those who work in the same organization as you and are co-located with you is naturally greater than with those who work for a different organization. As you work for the same organization you will have common goals and your work will be assessed and governed using common performance metrics and standards. There are likely to be few, if any, barriers between you for sharing information, which will be made easier because you use common systems. You are likely to have knowledge of each other's daily routine, likes and dislikes and share similar experiences of office life, which provides you with a basis for developing further knowledge about each other.

Colleagues in other locations

Some colleagues may be based in other offices or may work from home. Building relationships with these colleagues has all the advantages of those you are co-located with in terms of shared systems and processes but there may be some distance between you because you lack a common physical location.

Partners

Partners are those we work with who are employed by another organization but are assigned full time to working for our organization via outsourcing arrangements. These individuals use the same systems and procedures as ourselves but there may be restrictions on the type of information that we can share with them. There may also be barriers between us because they report to different line managers, are incentivized differently and have different options for training and career development.

Suppliers

We may work very closely with individuals based in supplier organizations, who will be just as affected by the change as we are. However, as they are employed by a different company and have a responsibility to sell their products and services to our organization they will not share common strategic goals. There will be barriers to the amount of information that we can share with them.

Groups versus individuals

Another factor that affects our relationships is our ability to understand the differences that exist between one-to-one and group relationships:

- In one-to-one relationships it is common for people to compare their levels of power with each other and allow the seniority and position of power to flow between each other as the issue is discussed.
- In team environments individuals have their own power, but also a level of power that results from the role that they perform within the team.

This example shows how these two considerations coexist. When we raise an issue about the change with someone one to one, we evaluate each other to ascertain our knowledge, power and commitment to the change and we use this to decide how much we want to compromise and how much we want the other person to compromise.

If we are meeting this person as part of a team affected by change, our decisions on how much we are prepared to flex our position can be hampered by the other person's need to maintain their power within the team. Whilst, of course, relationships aren't about conflict, we do have to recognize that these power plays exist.

POINTS TO CONSIDER

Consider how recently you created your community map or analysis of your stakeholders:

- Have there been significant points of progress in your change since this time?
- Have there been amendments to the scope or expected deliverables of the change?
- If so, update your list of your stakeholders and re-analyse their categories as these may have changed as your change has evolved.

Steps in building relationships

Building relationships with others is not a linear process. Relationships are the product of multiple interactions, both planned and unplanned. However, there are some steps that you can take to speed up this process:

- make people aware of who you are and what you know;

- bring these connections together to form change teams;
- encourage collaborative working.

Make people aware of who you are and what you know

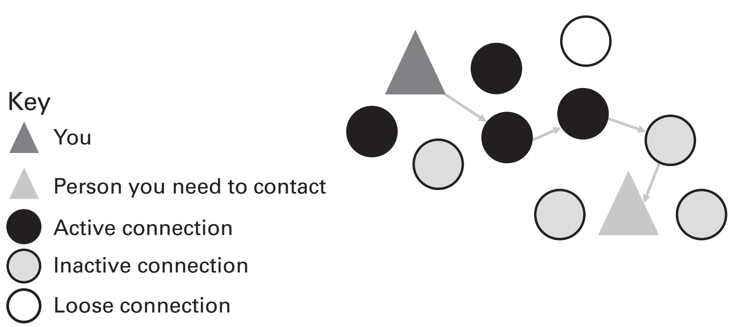
If you are going to form a relationship with someone then they first need to be aware that you exist and to appreciate the value that engaging with you might offer them. To form relationships with all those impacted by change you should begin with those already in your network, and then use these connections to establish your presence with others with whom you have had no previous engagement.

A network is a group of interconnected people who interact to exchange information and knowledge. Networks are powerful because we can use them to connect with people we do not come across as we carry out our everyday activities, and enable us to access the knowledge and skills of others quickly.

A network requires contacts and a willingness to help these contacts form connections by realizing their shared or complementary interests and goals. Members of a network trade value with each other, where that value is the acquisition of knowledge, access to expertise or the ability to influence someone in the direction you want them to move.

To be an effective member of a network you need to be clear about what you are able to offer, ie making a case for why someone should connect with you by establishing your knowledge and experience, and be willing to continually enhance the value of the network by contributing new information and experiences, introducing new members and linking existing members to form new relationships. Ensure that being connected to you is a positive experience for others. This is the basis of interpersonal authority, described earlier in this chapter.

FIGURE 4.9 Connection map



CONNECTION MAPS

In our network we will have a number of people with whom we have a strong affinity, those we know through 'friends of friends' and those we used to know well and had active connections with which have lessened in the last few years.

In Figure 4.9 my connections surround me, with strong ties to my active connections and my other connections acting as a satellite around me, if I choose to make contact or if they choose to contact me.

Whilst I have the strongest relationship with my active connections, they are likely to be in the same work groups as me, and we probably have a number of connections in common. The reason I made such a strong connection with them is probably because we share similar views or perspectives.

Whilst these people are likely to be impacted by the same change as me, they are by no means the only ones impacted. There will be lots of people in other networks that are affected by the change and whose cooperation I will need.

I need to reach out to others. The counterintuitive issue is that the best way to reach out to others is not via my active connections but through those with whom I have a weaker relationship, because they are more likely to have the contacts I need and can act as a bridge between my tight inner circle of colleagues and connect me to the wider world.

Inactive connections are probably easier to contact because there is already a shared history or past connection that can be referred to, and as they were a connection in the past there will be some trust between us.

Looser connections are harder to engage with because I haven't yet formed a strong relationship with them. I may have met them in passing or know of them through someone else, but I am going to have to fight through shyness and contact them so that they can help me reach the person I need in their network.

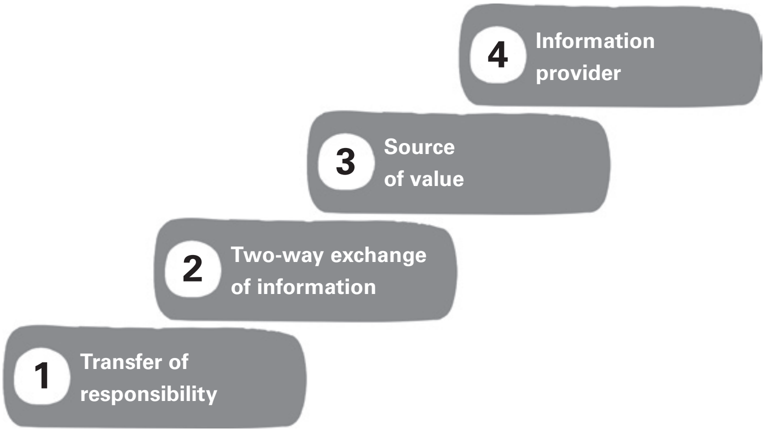
I will have to be prepared to 'exchange value' in order to acquire these additional connections. Value equates to providing help, information or introductions to these looser connections in exchange for them introducing me to their active connections.

CREATING CONNECTIONS

Once introduced I need to employ my emotional intelligence and empathy to form the relationship, moving through a number of stages (Figure 4.10):

- Being the provider of information – in the initial stages of the relationship, I am providing a one-way stream of information that hopefully will

FIGURE 4.10 Creating connections



attract the attention of the other person and make them interested to learn more. I need to employ empathy to ensure that I put these messages across in a way that acknowledges their perspective and is as relevant to their interests and priorities as possible.

- Being viewed as a source of value – hopefully this information will generate a willingness to engage with me, requesting more information about the change.
- The next step is taking part in a two-way exchange of information where the person is willing to share their views and knowledge and work together to create greater understanding.
- As a result of this two-way engagement, responsibility for the change passes from me to the other person as they become involved in the change and begin to take ownership of their own change activities.

Initially the person might be willing to engage with me because of the respect they have for the person that introduced us. Although the change that I am responsible for is very important to me it may appear irrelevant to the other person, but they will give me an opportunity to make my case. My ability to build rapport with this person and develop links between us enables me to change their perspective so that they no longer view the change as something that I am doing but as something that they want to take responsibility for.

POINTS TO CONSIDER

Review all the meetings you attended in the last week, the emails you have sent and other communications you have been involved in:

- How many of these brought you into contact with new people?
- Have you pursued further contact with those with whom you don't have existing relationships? Consider identifying additional people that you need to contact to explain your change or ask for their experiences of change.

Bring these connections together to form change teams

To successfully implement change, those affected decide to work differently. These individual decisions need to be supported by collective activity, through the formation of self-directed change teams.

Effective teams have a shared common purpose that is understood and agreed by every team member. The purpose of these change teams is to identify and adopt new ways of working. Team members lead themselves and their connections through the behavioural change lifecycle, explained in Chapter 6.

Encourage the team to 'self-organize' its work. If the team members are given the opportunity to select work that matches their core skills and are given the autonomy to take decisions then this will increase their intrinsic motivation and create momentum within the team, explained in Chapter 5.

The number of teams required and the size of each team will depend on:

- The number of people impacted – not everyone who has to work differently will be in the team. Team members are those who because of their intrinsic motivation have volunteered to become active participants. They will support and guide their colleagues who are taking a more passive role, as recipients of decisions and actions rather than contributors.
- The number of locations impacted – even with remote working, a minimum of one change team per location will be needed, to manage the specifics of how the change affects those in the different buildings and different countries.
- The structure and culture of the organization – those organizations with strong hierarchies will need to establish teams that work across silos as new ways of working will not be restricted to one function.

Whilst the team is largely self-directed, these criteria must be met:

- Members are powerful influencers, respected for their subject expertise and relationship-building skills. They have a 'sphere of influence' of those who follow their lead.
- Members are embedded in the business areas being changed, and along with their colleagues, will adopt new ways of working, as shown in Figure 4.11.
- Members have the time to take part. They will need to balance their business-as-usual tasks with their team responsibilities and their involvement in other changes.
- Members are trained in change management so they can effectively lead themselves and their colleagues through the emotional and psychological transition to new ways of working.
- Change teams help to make change a reality by explaining the change to colleagues and organizing their involvement in defining, training, and practising what needs to change.

Each member of the change team cascades the change through their sphere of influence. Those they influence then cascade to those in their sphere of influence, as shown in Figures 4.12. and 4.13 For this reason, these change teams are described as change agent or change champion networks.

Encourage collaborative working

Collaboration is defined in Chapter 1 as the organized sharing of information and activities and is derived from the Latin for 'working together'.

It is vital for all members of the change team to work together to:

- understand the impact of the change and what is required to make the change a reality;
- share ideas, innovating ways of working;
- ensure all work necessary to implement the change has been completed.

FIGURE 4.11 Sourcing the change team

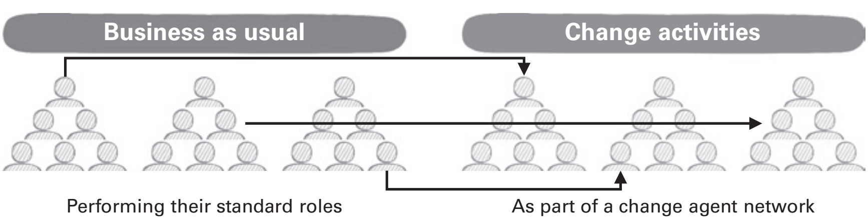


FIGURE 4.12 Building a change team – initial members

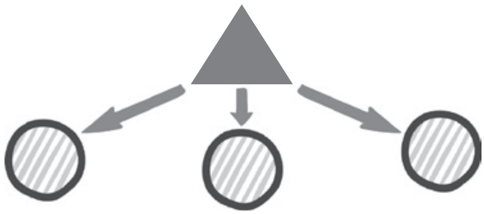
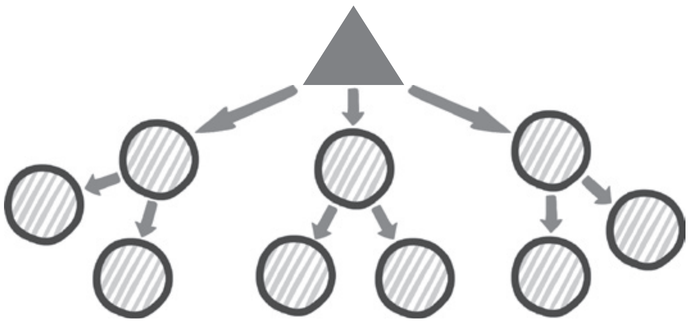


FIGURE 4.13 Building a change team – engaging your sphere of influence



Effective change management requires us to constantly assess each change for its ability to create unintended consequences, explained in Chapter 3. It is only by working together and having access to all information about the change that we can address these knock-on effects and make amendments to minimize their disruption or make everyone aware of them to maximize the opportunities they offer.

SUCCESS CRITERIA FOR COLLABORATIVE WORKING

Cultural factors:

- relationship building is a priority and is encouraged at all levels of the organization;
- information sharing is encouraged and silo-based working is discouraged;
- innovation is supported by quality standards to ensure that outputs meet organizational needs;
- individuals are respected for their knowledge and expertise irrespective of their position within the organization;

- there is an appreciation for ideas generation and recognition that the best solutions are a product of many ideas;
- there is a high degree of trust that ideas will be treated with respect.

Personal factors:

- there is a willingness to suspend judgement when ideas are being shared until everyone has had a chance to absorb the information;
- individuals willingly give credit to each other for their contribution;
- people make time for collaboration and balance their work between individual tasks and collaborative effort.

Conclusion

Committing energy and skill to making change a reality is an emotional decision, in part driven by the opinions of our peers, and the opportunities to work alongside those we respect and to develop relationships with new people from whom we can learn new skills.

The quality of the relationships you build with those impacted by change will determine the success of your change. Effective relationships are built on empathy and trust and are robust enough to allow for proposals to be debated and challenged to produce a better outcome.

05

Environment

Introduction

Environment is the atmosphere, working conditions and community of colleagues and contacts in which we work.

This chapter defines the factors to consider when creating the environment specific to our change. If these factors are adopted as the standard for all projects, programmes and change initiatives then they will build a broader capability for change within our organization.

As we saw in the first chapter of this book, change is continuous, so creating this capability for change or change management maturity is a competitive advantage. It ensures our organization has the resources ready that match its ambition for change.

There are no easy definitions of what this capability involves, but it is often described as an ability to integrate continuous change into working practices whilst maintaining a focus on business as usual.

This capability for change incorporates a belief that change initiatives are not special, one-off events but are an essential facet of every role. Everyone, whatever their job, has a responsibility to lead and/or participate in change so that activities and processes are continually improved and that the concept of business as usual, as it applies in our organization, continually develops to meet our customers' expectations.

Five activities are commonly mentioned when people describe how they are developing this capability:

- continually scanning the horizon for new ideas, assessing their potential value and selecting those with the greatest business value;
- assessing existing working practices for obsolescence and stopping anything that does not add value without blame or recrimination on those who originally instigated the practice;

- having a shared view across all functions within the organization of the importance of continuous enhancement and improvement;
- seamlessly implementing change into existing working practices as part of a process of constant renewal;
- being part of a team that views change as part of the day job and not something different or extra to their current role.

In this chapter we will identify the relationship between environment and culture, define the acceptance criteria for an effective environment and the steps to create it.

Environment and its links to organizational culture

Every organization has a prevailing culture that is formed over time, and is a product of the values and activities of the organization, the markets in which it operates and the behaviours and attitudes of those who work there.

Culture defines our engagement with the organization at a high level, including:

- How we feel:
  - pride in our work;
  - how valued we feel when we are at work;
  - the level of trust and satisfaction we portray about our organization to customers and suppliers.
- How we work with others:
  - the range and depth of relationships that we form with our colleagues;
  - how comfortable we feel in expressing our views to our colleagues and our superiors;
  - how we talk to those we work with and for.
- How we work:
  - where we focus our efforts;
  - how we prioritize our work;
  - our willingness to do more than the minimum required of us.

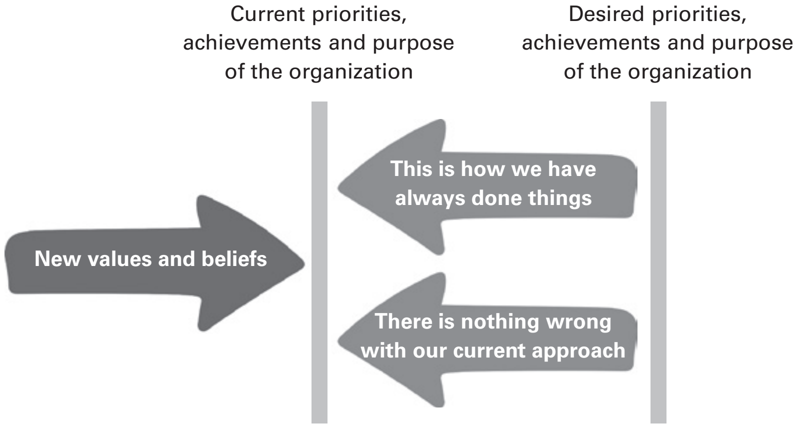
Changes that align to our existing culture will have a natural level of support whilst those that work against what already exists will be met with resistance. This is not to say that we should not implement changes that go against how things are currently done, but we do need to think about how much pushback we are likely to encounter.

It is commonly accepted that organizational culture is the most difficult attribute to change. It remains constant even when the people, the location and the products and services of the organization change. Culture is very 'sticky'. We can create short-term shocks that move towards the new purpose and priorities but in many cases this is temporary and the culture returns to the status quo (Figure 5.1).

For cultural change to have any effect a transformation programme to redefine an organization's culture would need to take place, taking several years and involving the restructure of purpose, people and process.

Accept that, for the purposes of our change, it is not possible to redefine the culture of the organization. Focus on creating an atmosphere that is supportive of change in our area and actively encourages the adoption of new ways of working. The environment in which we work is a small subset or mini version of our organization's culture, but a subset over which we have control.

FIGURE 5.1 Factors that maintain the current culture



Criteria for an effective environment

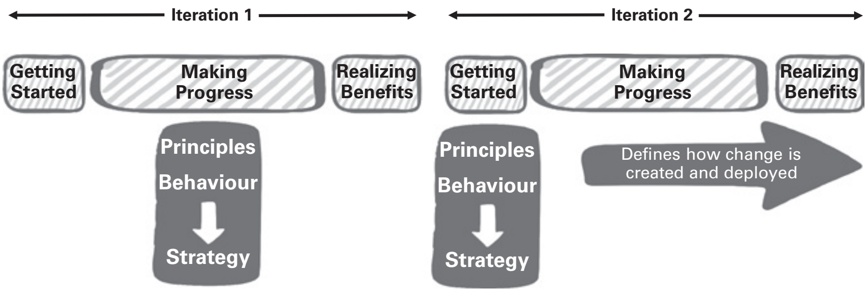
To create the organizational capability for change that I have just described, we build the environment for our change, which can be replicated in other change initiatives. Acceptance criteria for this environment include:

- Aligns to our organization's mission, vision and values.
- Supports an agile approach, specifically:
  - change is not a one-off activity, but it is the normal state so everyone has to split their time between doing their job and proactively seeking out improvements to how they work;
  - change is not defined top down and everyone has a responsibility for identifying improvements and exploiting new opportunities;
  - change is constant, so we must expect repeated iterations of change altering how we work all of the time;
  - change is uncertain as the solution continues to evolve, and we are not working on a predefined, preplanned initiative that is known in detail from the start;
  - change is the product of collaborative working where there are no restrictions on sharing information and trying out new ideas.
- Is relevant to the changes we are expected to make.
- Encourages everyone to develop their skills and volunteer for new experiences.
- Enables teams to set their own goals and decide their own methods, tools and techniques.
- Seeks to reduce bureaucracy in favour of timely action and decision making.
- Has an underlying belief that people are trying their best and can be trusted to use their judgement.
- Ability, experience, and passion for the work is at least as important as seniority.

Establishing our environment

Figure 5.2 shows how an effective environment for our change is developed on the roadmap. The core change team (those tasked with ensuring successful

FIGURE 5.2 Establishing our environment



implementation and adoption of the change) will define the environment in Iteration 1 of the roadmap. They capture their decisions and agreements in the change management strategy.

As those impacted by the change are asked to collaborate on its creation, in each of the subsequent iterations they will review and update the environment to meet their needs. This discussion should take place from the discover step of Iteration 2 onwards, before the brainstorming of ideas for change takes place. Any updates on the environment can be added to the change management strategy and the effectiveness of the environment can be reviewed as part of the celebrate step of realizing benefits. To ensure everyone can participate in creating their environment, ask questions and encourage open debate on the points outlined for approach, autonomy and ability.

Ask each person to summarize what these factors mean to them and how they will apply them to their work. This ensures:

- everyone has a chance to think through and internalize their approach;
- others can challenge any behaviours they believe conflict with the ideals of the planned environment;
- the team have a chance to understand each other's perspectives, building a shared experience and developing closer ties that will support them during the iteration.

Define the principles that guide how work is done and how those involved work together. These principles are based on three core elements:

- Approach
- Authority
- Ability

Building the right environment relies on leading by example, so identify the required behaviours to reinforce our environment. Encourage these behaviours through role-modelling and storytelling that explain and celebrate these principles. There is more information on these techniques in Chapter 6.

These principles and desired behaviours are captured in the Change Management Strategy, which explains how all change activities will be coordinated and managed.

Principles

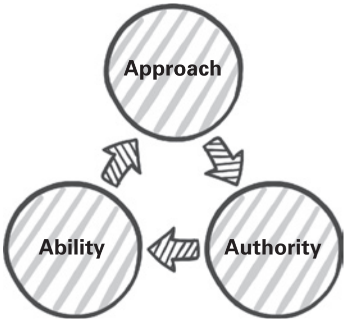
Assess these three interrelated factors against our current working environment and identify what information needs to be clarified and what decisions need to be taken to establish an environment that supports our change.

APPROACH

This describes the work ethic, level of seriousness and commitment that we want people to demonstrate when they are participating in change. Points to consider include:

1. How will we balance face-to-face work and remote working?
2. Is time to be allocated to the change activities in large blocks or fitted around business-as-usual activities?
3. How will successes and failures be recognized?
4. How will we deal with conflict within this team?
5. How do we handle failure in a constructive way?
6. How will we keep ourselves up to date with progress, issues and achievements?
7. How will we communicate with our stakeholders?

FIGURE 5.3 Elements of our environment



AUTHORITY

This describes the level of empowerment that exists for each person involved in the change. Considerations include:

1. Are we formally assigned to specific roles?
2. How will we decide which tasks and activities we are responsible for?
3. How do we hold each other accountable for amount of effort we are contributing and the quality of our work?
4. Is the responsibility for how we take decisions assigned to one person or is it a collective responsibility?
5. What is our individual level of autonomy and when do we need to escalate to others for their approval?

ABILITY

This describes the technical and interpersonal skills needed to implement the change. Considerations include:

1. What are the core skills that are needed to make this change happen?
2. What previous experience will be most helpful to achieving this change?
3. If there are gaps in the skills we need, how are we going to fill them?
4. How do we share our knowledge of lessons learned?
5. How will we track the development of our skills and experience?

> POINTS TO CONSIDER
>
> - Does our current working environment encourage us to take responsibility for change?
> - Are we clear about our level of autonomy when leading change?
> - Do we think that everyone impacted by change is clear about how they can participate in its creation?

Outcomes

To meet these criteria, our environment needs to provide:

- reassurance
- encouragement
- motivation

Environment needs to provide reassurance

It is important to create a supportive environment if people are to overcome their natural resistance to change. Overcoming resistance is important because everyone must become their own change agent. New ways of working involve everyone, from the person who makes significant changes to how they work and the outputs they create, to those who are the recipients of these new outputs who have to change their work to accommodate them. Therefore, involving only a few people in making change happen is doomed to failure. The people involved in changing their ways of working will form their own sub-group, supporting each other and learning to adapt to the new ways of working. Those outside of this sub-group will continue to work in the old ways, leaving a two-tier system that is incapable of achieving the benefits of the change.

Reactions to change

Our reactions to change are not logical, they are emotional, based on past experiences of change, satisfaction with the status quo, fondness for change as a concept and concern about what will be expected of us in the new business environment and whether we have the skills and capabilities to thrive in these new ways of working. This emotional reaction will govern how much resistance there will be; if we are to lead ourselves and others through change effectively, it is important to understand what drives this reaction so that we can provide the necessary support and encouragement to adopt new ways of working.

Prior to the change, we carry out many activities almost unconsciously, automatically and without having to think about them. This is because they have become habits, automatic reactions to how we behave in certain situations. When you arrive at work, you probably have a routine set of tasks that you carry out, probably doing several things at once because some of these tasks are so normal that they are happening in the back of our brain. You are not consciously thinking them through because you do them every day. For example, you might take off your coat, switch on the computer, say hello to colleagues without looking up from the desk, search for some papers, look at the clock and decide how long you have before you need to leave for a meeting and decide that you want a drink.

Now imagine that when you arrived at work today you had to go to a different desk because there was an office move yesterday and you have been relocated. You have to think about where your new desk is, you want to take off your coat but you are not sure where to put it anymore so you decide to keep it on for a few minutes. You look around you to see who your nearest neighbours are, and engage them in conversation, giving them your full attention because they are new to you and you are putting in some effort to form a relationship with them. You sit down at your new desk and familiarize yourself with what is on it and where everything is placed. You switch on your computer and then look around you to see if there is a wall clock. You think through the journey from your new desk to the meeting location and start to calculate if you have time to get a drink before you have to leave for the meeting.

A simple change can have a big impact on how we feel. In the second example we will feel more stressed and less confident than in the first example. We instinctively know this is true so we resist change because it disturbs our comfortable world.

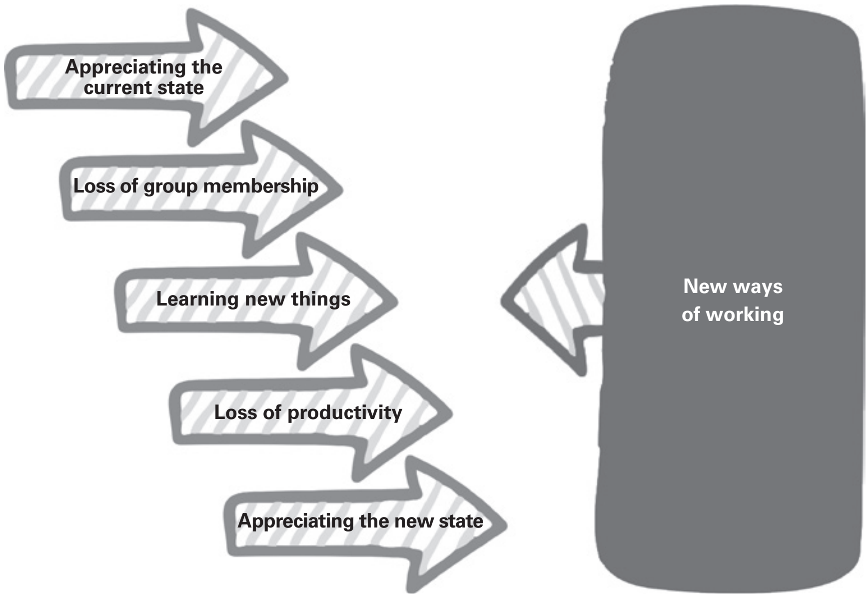
When we are told about future changes, we begin the process of adjustment or transition to the new reality. Often our first reaction is shock, even if we knew the change was likely to happen. Shock might seem a strong reaction to a change at work, but it is the product of concerns about our ability to cope, which manifests itself in various fears:

- we are concerned about how much knowledge and experience we are losing;
- we are not sure if the new way of working will be more difficult, more time-consuming than what we have today;
- we fear being left behind as others adapt to the changes more quickly than we do;
- we are worried about how hard it will be to learn something new.

These fears develop as people move through five reactions to change:

- appreciating the current state;
- loss of group membership;
- learning new things;
- loss of productivity;
- appreciating the new state.

FIGURE 5.4 Reactions to change



As shown in Figure 5.4, these fears push against the establishment of the new ways of working. The coping techniques described in Chapter 6 help to overcome these fears.

Appreciating the current state

Some resistance to change manifests itself in an appreciation for what we have today. When we know we are losing something it becomes more valuable, and even if the system or processes we use today cause lots of problems, we will overlook these issues and think about what the advantages are.

This can slow down our willingness to embrace the change because we are judging the future unfairly, using a very positive view of the present to compare it against, which means we are more likely to see the change in a negative light.

We can help by being clear about what will and will not change. Whilst this may appear confrontational, this very clear signposting of the scope of the change can give those who are struggling to assimilate the changes ‘permission’ to abandon the old ways of working, which frees them to adjust to the new ways of working.

Loss of group membership

Change creates the fear of being left behind or being left out. In the way we work today we are part of many informal groups, based upon our knowledge and what we contribute at work. We might be known for our ability to fix the current system when files become corrupted and data is lost, or we might know the history of an important customer relationship. Our colleagues turn to us when this knowledge is needed. Losing these relationships and having to reform them, perhaps with different knowledge or with an entirely different group of people, makes us nervous. We worry about our value in these new groups and how we will be perceived by others. To overcome these fears we must help each other establish new connections. For more guidance, go to Chapter 4.

Learning new things

We worry about our ability to learn new things. We know that learning something new is hard. It takes effort and concentration. There is increased pressure as we try to process new information whilst at the same time continuing to carry out business-as-usual responsibilities.

We worry about:

- finding the time to acquire this new knowledge;
- whether we can learn as fast as others, or if we will embarrass ourselves by falling behind;
- if we are in a position of authority, we worry about losing the respect of our team because we don't have any skills or experience in the new ways of working.

Everyone has a different threshold for change, ie the amount of change we can cope with before we become overwhelmed by it. This threshold is affected by:

- the amount of immunity that the person has built up based on the amount and type of change they have experienced in the past;
- the volume of change taking place simultaneously.

Overcome the fear of learning new things by creating 'islands of stability': be very clear about what is not changing, clarify the parts of our jobs that remain the same, which comforts us as we can perform these tasks automatically without having to think through every step. This creates the space to concentrate on learning new things.

Loss of productivity

Once we start to participate in the change, we identify how to work differently, and try new approaches and perform tasks for the first time. This can create a sense of frustration and anger because the first few times we do things we make mistakes and go slower than normal.

When we make mistakes we feel stupid, we get annoyed with ourselves and others. We might feel that the situation is unfair. We used to be good at our job and now we are making the same mistakes as new joiners.

We have less confidence in the new task; we are not sure what the next steps are so we refer to notes or ask for guidance on what happens next. Our work is completed more slowly and less gets done. We feel we have contributed less even though we are putting in more effort and feel mentally tired; we are worried that we should stay late to increase the amount we have accomplished for the day.

Mistakes and slow progress combine to make us feel angry about having to change and we naturally want to return to the old ways of working. We identify reasons why it would be better to abandon the change; we compare it unfavourably with the old ways of working or we find problems with the change that justify stopping it.

To reduce this fear, we should openly discuss the expected fall in productivity during the transition to new ways of working. We should identify tasks that we can stop or temporarily suspend to create more capacity for participating in the change. Review existing performance metrics to ensure that lower performance levels during the change do not reflect negatively on the performance evaluations of those impacted by it.

Appreciating the new state

If we stick with the change, and continue to try the new ways of working, it will become more familiar and automatic. We will make fewer mistakes and will be able to work at a faster rate. We will feel more confident in our ability to work in the new way and we will start to forget how they used to work.

Once confidence begins to return, we start to enjoy ourselves; we become more positive and this makes us more open to new ideas. We review the new ways of working, appreciate the advantages and improvements and look for ways to apply these to other areas of our work. It is at this point that the change becomes embedded in how we do things and we begin to realize the expected benefits of the change.

POINTS TO CONSIDER

- For your change, which fears are being exhibited by those impacted by the change?
- Which emotional states exhibited by your colleagues have you found the most difficult to deal with, and why do you think this is the case?
- How do you think their levels of activity and productivity have been affected during the change so far?

Environment needs to provide encouragement

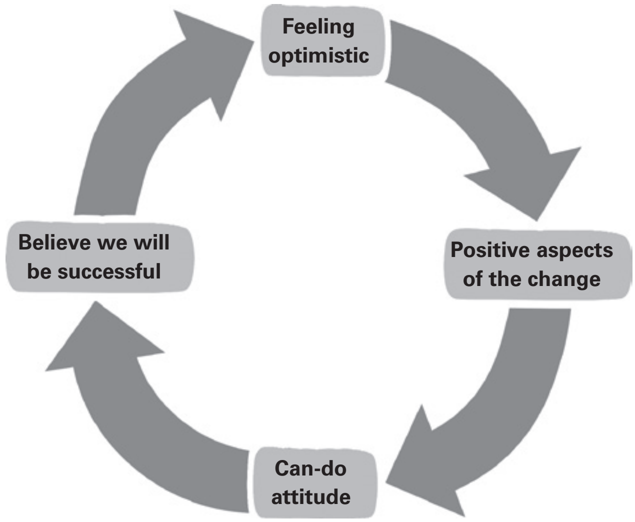
The environment that we create when implementing the change must encourage all those impacted to take part by giving them the confidence to get started and to keep going when problems arise.

This confidence is generated by a positive environment that encourages people to view change as something enjoyable and meaningful. A positive environment encourages optimism over pessimism and emphasizes successes over failures. It is a simple concept, best described as looking for the good in every situation.

Optimism is the tendency to expect the best possible outcome and seek out the most hopeful aspects of a situation. Studies have shown that when we are feeling optimistic we are more able to identify positive aspects of a situation, which fuels our optimism so it becomes a virtuous circle (Figure 5.5), helping us to create a 'can-do attitude' and a belief in our ability to be successful.

It is easier to feel positive about a change if it is set in the context of existing success. If the culture tends to emphasize the negative it is harder for people to justify the personal cost of putting additional effort into change. In an environment that emphasizes recent failures and current problems it is hard to envisage how this latest change could buck the trend and be successful. At an organizational level this involves emphasizing what is good today, how successful the organization already is, the advantages it enjoys over its competitors and the positive relationships that exist with customers, suppliers, regulators and other opinion formers. We must also emphasize how the organization has triumphed over adversity with examples of past problems and their solutions, and how these solutions are now generating benefits.

FIGURE 5.5 Virtuous circle of optimism



Another element of the positive environment is that there is a no-blame culture. This means people feel able to report the truth rather than fabricate results that would look more impressive. Blame is a negative emotion that concentrates on what is wrong and who is responsible for the failure rather than seeking out what works, praising the progress so far and encouraging further achievement.

The positive environment we create has to have integrity. That means challenges cannot be ignored but they can be positively explained. For example, if there are more errors than expected found in the data which is due to be loaded into a new system, consider explaining the advantages of being able to fix these errors and start working with the new system with good-quality data. This means we are recognizing the issue, but also finding a benefit to addressing it.

This links to what I mentioned in Chapter 4, regarding the importance of controlling our emotions when faced with errors and problems. It takes self-control to maintain a positive stance as our first reaction may be anger or disappointment with those who were responsible for the quality of the data.

Benefits of a positive environment

In recent years there have been a number of studies about the importance of a positive environment on our ability to achieve our objectives. This understanding is called positive psychology and is a relatively new field, having been in existence for less than 30 years.

A positive environment creates a virtuous circle where the results of this positivity create even greater levels of positivity, the results of which include commitment to our work, creativity in how we solve problems and resilience in the face of difficulties.

An important benefit of a positive environment is its ability to increase commitment to the task we are involved in. If people believe their environment to be safe and rewarding then they increase the amount of discretionary effort they are prepared to give to their work. Examples of this discretionary effort include volunteering for extra tasks, staying late to finish work or coming in early to give a task more of our time. Creating this willingness to put in extra effort is vital for the success of change initiatives. We are unlikely to have hierarchical authority over those impacted by the change who need to alter the way they work to fit in with the new circumstances that we are creating. We are instead relying on this voluntary extra effort.

Studies have shown that a positive environment increases levels of creativity and problem solving. This is essential for change as so many issues will arise that have not been experienced before, and for which new solutions will need to be devised. A positive environment means people are:

- more creative, with the ability of greater lateral thinking which means they are more successful at problem solving;
- more open to new information, able to process it more effectively and able to consider more aspects of a situation simultaneously;
- able to show more generosity in their dealings with others, which reduces the level of conflict and means people have more energy to bring to their tasks.

RESILIENCE AND CHANGE

Resilience is the ability to control how to respond to situations and how we bounce back from adversity. Those with greater levels of commitment to their task are more willing to keep going even when things are not going well. Those with greater levels of creativity are more able to believe that they will overcome the adversity as they have greater levels of confidence in their ability to solve problems. These factors feed the level of resilience that someone has when faced with the fear and uncertainty that change in the workplace can generate.

It's important to foster high levels of resilience. If those impacted by change have low levels of resilience, then it reduces the number of people engaged with the change who have the willingness to work through the difficult times. This reduces the total amount of energy and enthusiasm, which can decrease the level of commitment, creativity, and resilience of all. This lack of resilience can easily spiral into a negative environment where the failure of the change becomes a self-fulfilling prophecy.

Resilience is powered by the internal motivation for change called intrinsic motivation. We can help to create resilience by monitoring our changes for early signs of problems and providing support as soon as problems emerge, and before people become overwhelmed by them. We can also help by identifying examples of past problems and how they were overcome.

How to create a positive environment

Creating a positive environment takes a lot of effort, because humans have a bias towards negativity. From our earliest evolution our biology has encouraged us to assess our situation for danger so that we can respond to it quickly. Research in neuroscience has found that we maintain that bias today, so even though we are no longer cave dwellers always watchful for attacks by predators, we use the same type of thinking in every new situation we encounter.

This negative bias manifests itself in two ways: 1) we are naturally predisposed to identify what is wrong with a situation before we identify what is right with it; and 2) negative feelings are stronger and last in our brain longer. Positive feelings are more fleeting so they can only give us a temporary boost.

Overcome this bias by engaging with those impacted by the change in specific ways. The first is to ensure that whenever we are seeking out the opinion of those affected by change, we ask them to identify the benefits, improvements and helpful effects of the change. We should avoid asking them to identify what might go wrong or how it might negatively impact them. We are not ignoring negative aspects of the change, we are just recognizing that we do not need to ask for this information; those involved will volunteer it as it already dominates their thoughts, thanks to the negative bias.

CASE EXAMPLE

Carol is an experienced director of transformational change programmes. She has over 20 years of corporate experience and works at very senior levels within her organization. She believes that one of the keys to her success is helping people find the good in the changes that she proposes. When she leads workshops to plan new ways of working, she runs sessions on identifying the context for change using the SWOT (strengths, weaknesses, opportunities and threats) technique. Carol has learnt that if she asks her groups to provide information on all four headings, then the workshop is likely to be critical of the change. However, if she asks her groups to identify information relevant to the strengths of the change and the opportunities that it will provide, then the atmosphere is more positive. She hears the participants talking about the threats and the weaknesses but she has not asked for this information so it is not emphasized when they feed back their views to her. In this way, Carol can ask people how they will participate in making the change a reality without giving them a platform for outlining why the change is a bad idea in the first place!

Creating a positive environment takes a lot of effort, so make it as easy as possible by minimizing the input of negative people and maximizing the contribution of those who are naturally positive personalities. For example, look to those who are more apt to look on the downside of life to contribute to the change by testing, quality reviewing and critiquing the work. Ask those who are naturally enthusiastic and engaged to take the lead in the communications activities that will have the greatest effect on the atmosphere and the attitude of others. As we shall see later in this chapter, by asking the optimists to use their core talents of looking for good news, and the pessimists to help increase the quality of our change outcomes, we can increase the level of participation in the creation of a positive environment.

POINTS TO CONSIDER

Where can you source information about the past successes of our organization?

Review those impacted by our change and decide which of them are the strongest optimists and which of them are more naturally pessimistic.

Another facet of the negative bias that we must address is how negative thoughts have the strength to outweigh positive thoughts. For this reason, we need to surround every negative thought with a number of positive thoughts. There have been various studies assessing high-performing teams which indicate that for every negative aspect of a change, it should be overwhelmed with at least three positive factors just to keep things in balance.

Every time someone identifies a positive aspect of the change we have the opportunity to push the negative aspects into the background. However, this is temporary so we need to keep the positive thoughts continually flowing so that they keep pushing the negative to the backs of people's minds.

> CASE EXAMPLE
>
> Sonia is responsible for a large team of change managers in a food manufacturer that produces pre-prepared meals for the airline industry. She feels that her workplace is strongly attuned to the negative bias, as every innovation is greeted with an extensive list of reasons why the production line cannot be changed, or why customers would not like a suggested new recipe. For this reason she has told her change managers that part of their role is to act as a mixture of journalist and advertising executive, seeking out and communicating positive news about the changes they are involved in. She has equated this to their own version of the production line, constantly churning out positive feelings about what they are trying to accomplish and delivering them regularly to all those impacted by their changes, before they have time to think up reasons why they should not change.

TECHNIQUES FOR POSITIVE THINKING

It is vital to work collaboratively with our colleagues to establish this positive environment. Everyone will have a different view of what success looks like so the more people we ask, the more ideas we will get. Make sure that finding good things to say about the change is a regular agenda item for any workshops you run or any meetings that you host:

- list what has been completed since the last meeting;
- describe any positive reactions from those affected by the change;
- describe the positive differences in error rates, speed of transactions, appreciation from customers etc.

If we want people to feel engaged with the change and to feel positive about its effects then they will need to be clear about what success looks like and have worked out the role that they can play in that success. We need them to be concerned for the outcome and emotionally committed to it, so the outcome has to contribute to a positive environment at work because that is what people will be drawn to.

One way we can help people to establish a positive frame of mind is to encourage them to identify three aspects of their work and their working environment that they are pleased with, grateful for or proud of. This might include:

- how people feel about their work and the actions that have led them to where they are today;
- knowledge or skills that they have acquired over their career;
- problems that they have solved for themselves or for others;
- places or people that they get to visit as part of their role;
- the relationship that they have with their colleagues;
- their physical working environment.

This exercise works well if it is enforced over several days, with individuals being asked to identify a different three things every day. It is an easy exercise to begin with, because we write down whatever makes us smile. As the days progress it becomes harder because we must come up with something different every day and that makes us review what we have already written (which reinforces the positive aspects of our work) and think about more specific aspects of our work that we enjoy or get satisfaction from.

The benefits of this exercise are that it:

- encourages us to scan for the positive aspects of a situation before looking at the negative;
- enables us to relive positive experiences as identifying them and writing them down is an opportunity to think them through and enjoy them all over again;
- helps us see how problems have been solved in the past, which reinforces our confidence in handling new challenges;
- enables us to identify the strengths and skills that we already have, and improves our ability to volunteer for aspects of the change that fit with our core skills and talents. This helps to increase the level of intrinsic motivation that we have for seeing the change through to a successful conclusion.

CASE EXAMPLE

Asad was involved in an organizational change that had a dramatic impact on his work including changes to location, who he worked with, his responsibilities and the skills he needed. His change manager introduced this technique at one of the early change management workshops and encouraged everyone impacted by the change to give it a try.

When Asad tried the technique he found that initially he was identifying quite big items that were not very specific. For example, Asad wrote down that he was grateful for his easy journey to work and that he liked and enjoyed the company of his colleagues. As the days passed Asad found his comments were becoming much more specific and in the last week of the exercise he was identifying specific issues that he was pleased with. For example, he wrote about a meeting that he felt positive about, and how much he had enjoyed giving praise to one of his colleagues because he could see how much it reassured them.

Asad found that the more specific comments were very useful as things got tougher in his new job because it gave him real examples of where he was doing OK or had the knowledge to do the work, which gave him the confidence to try other things. Although Asad does not write a list of positive items every day, he still uses this technique at the start of a difficult piece of work, to inspire himself to begin by reassuring himself he has achieved other difficult things in the past. This is helpful as things continue to change at work and he is under pressure to continue to develop his skills.

Different people will have different reasons for feeling positive about the change, depending on their personalities and relevant past experiences. The environment we create must allow for this range of expression, as long as the underlying theme is positive. For example:

- Some people will be encouraged by the opportunities presented by a bright new future, described in terms of what can be achieved and what the benefits of these achievements are without reference to the situation that exists today.
- Others are encouraged by the idea of how the problems that they have today will be resolved by the new future resulting from the change. They will want to list each of these improvements with careful reference to the current situation.

- Some people will be encouraged by defining in detail exactly how things will work in the future whilst others prefer to concentrate on a broad outline.
- Others will seek evidence that this type of future state has already been successfully achieved elsewhere whilst some are happy to enter the unknown.

Environment needs to provide motivation

What is motivation?

Motivation is derived from the Latin word *movere*, which means to move. If we are motivated then we are moved or driven to do something. Motivation is psychological; it is an internal force that leads us to take certain decisions.

We will decide to contribute effort to a task based on our assessment of the importance of the task, the value of the task and the consequences of not doing it. This assessment gives us our inner drive to do something and the importance we attach to the task will determine the level of drive or commitment that we have.

Would you spend your weekend on a work-related task unless you had decided that it was important? You are unlikely to give up your free time unless you have assessed the situation and decided that there is greater value in completing the task than in having free time.

This personal assessment of the situation that we undertake is affected by external factors or internal values and beliefs. If we are motivated by external factors then we are experiencing extrinsic motivation. If we are motivated by internal values then we are experiencing intrinsic motivation.

EXTRINSIC MOTIVATION

Extrinsic motivation comes from outside factors, which can be summarized as rewards or threats. We may decide to commit to a task because the rewards are attractive and will give us pleasure. For example, a pay rise, promotion, award or recognition from our colleagues or the wider marketplace can be strong motivating factors. Threats or punishments can also be powerful motivating factors. For example, exclusion from a bonus scheme or the removal of responsibilities and status from our jobs can drive us to participate in specific activities.

When we try to generate participation in change activities, and motivate people to create and adopt new ways of working, extrinsic motivation has several limitations. First, being driven by external factors means that an individual can feel coerced into carrying out the task, particularly if their decision was based on threats and punishments. An individual may be contributing to the task but they may harbour resentment and resistance or disinterest. This can impact the rate and the quality of their work, and will require management oversight to ensure completion meets requirements. Second, change is a collaborative effort which requires everyone whose responsibilities are affected to make changes to their ways of working. Those of us leading the change effort are often colleagues of those involved and as such we do not have any authority over them. Even if we are in a line management position, we are unlikely to have the authority to award bonuses or pay rises or exclude staff from rewards packages or demote them.

INTRINSIC MOTIVATION

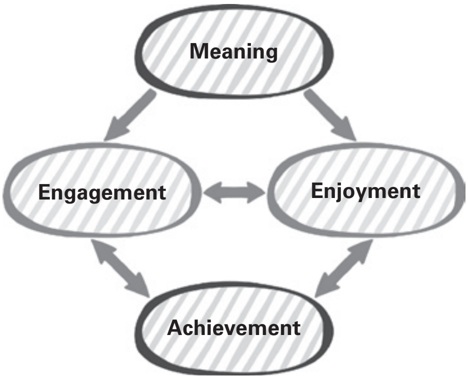
To successfully implement change we need to rely on intrinsic motivation. This type of motivation comes from within and is based on personal values and beliefs. If we are intrinsically motivated we have decided to participate in something because of its inherent interest or attractiveness.

Accessing the intrinsic motivation of those involved in the change has several advantages:

- Numerous studies have concluded that those motivated intrinsically are more likely to engage in the task willingly, and demonstrate higher levels of creativity and willingness to learn and develop their skills during the task.
- Intrinsic motivation does not cost the organization anything. It does not rely on additional rewards and it does not expose the organization to the risks of inadequately thought-through punishments including claims for compensation and unfair dismissal.
- The use of intrinsic motivation aligns to the desire of staff to take more responsibility for their own work. Increasingly organizations are shifting from the 'command and control structure' model to flat hierarchies and matrix management where knowledge and ability determine power rather than job title and length of service.

Intrinsic motivation can generate flow or mindfulness, popular terms to describe a state of total immersion or concentration. When we are experiencing flow we focus on a task to the exclusion of other activities. We do not

FIGURE 5.6 Factors that lead to flow



notice time passing, we do not break our concentration and we are not distracted by others.

Flow begins with meaning and this meaning is personal to us. It is a result of:

- belief that the activity achieves our objectives or is core to our responsibilities;
- the activity creating an opportunity for personal development, learning a new skill or having a new experience;
- the activity providing the opportunity to work with people whose company we enjoy.

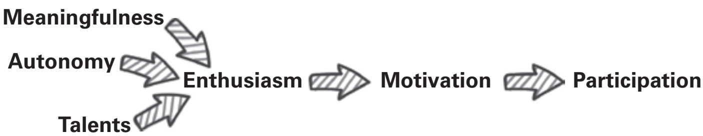
This meaning drives our ability to engage with and enjoy the task. Chapter 4 has ideas for finding those tasks that we most enjoy.

In Figure 5.6 there are double-headed arrows between engagement, enjoyment and achievement because absorption in the task is enjoyable, and enjoyment increases our engagement with the task.

POINTS TO CONSIDER

- When was the last time you became so completely absorbed in a work task that you didn’t notice the passing of time?
- What factors contributed to this situation?
- How can you create similar conditions for those impacted by our change?

FIGURE 5.7 Creation of intrinsic motivation



Creating intrinsic motivation

Intrinsic motivation is a product of a number of factors:

- Meaningfulness – belief in the importance of the change within the organization and within the market in which the organization operates. Meaningfulness results from a positive assessment of the validity of the change and a conclusion that it is logical and sensible.
- Autonomy – the power of the individual to make their own decisions and have control over their work.
- Talents – the opportunity for individuals to use their core strengths and abilities in their work.

These factors combine to create a level of enthusiasm and interest in the change activities, and this enthusiasm forms part of our intrinsic motivation, which drives our participation in the change, as shown in Figure 5.7.

MEANINGFULNESS

Meaningfulness is an important element of motivation. Everyone has to find their own reason for participating in the change. Sometimes there is an obvious benefit and the person is one of the winners. For example, if a process for entering customer information is automated then the person responsible for the data no longer has to enter it manually. This reduces errors and decreases the number of corrections they have to make, which increases their enjoyment of their work.

In other cases, individuals will need to be given time to think through the implications of the change before they are able to discover any improvements or benefits that are personal to them. These benefits may not be apparent to others but that is fine. As long as they mean something to that individual the benefits will act as a motivating force. For example, there may be aspects of their job that they find tedious and dislike doing which may now be removed. Some people might see this as a loss of power but the affected individual is happy to lose work that they never enjoyed in the first place.

Finally, there will always be some individuals for whom the change has little meaning. They may regard the new ways of working as ‘more of the same’. You might be wondering where they can find the meaning and what the personal reasons might be for participating in the change. For these people we have to think back to the earlier description of how change feels. The change itself may have little meaning for them, but being part of the team and being respected for their knowledge and ability does have significant value. Their reason for participating in the change is to remain part of the group and make a valuable contribution.

AUTONOMY

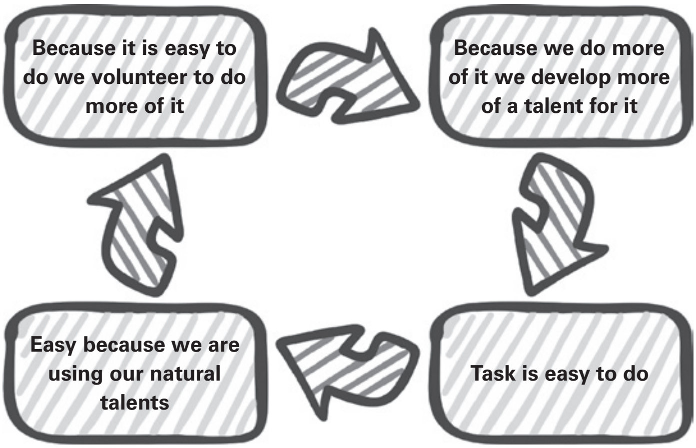
Autonomy is a very important factor in generating participation in the change. Empowering individuals to decide for themselves how they will become involved in the change increases their desire to participate and commit to the activities. When someone chooses to do something for themselves they are naturally more interested in it, and more likely to see it through to completion. People need to convince themselves that they have made the right decision and will put effort into making that a self-fulfilling prophecy.

Autonomy is not just about deciding what change activities to become involved in. We also need to create an environment that supports individual decision making about the change as a whole and the amount of power that we are prepared to transfer to others.

Indicators of autonomy in our working environment include:

- allowing individuals to select the tasks for which they feel most skilled and able;
- allowing individuals to decide how a task is to be completed including the techniques they will use and the resources they require;
- consulting with individuals so that they can provide ideas and feedback and see that their contribution is fairly evaluated and actioned where appropriate;
- including individuals in the governance and decision-making processes for the change;
- challenging individuals to solve problems and take responsibility for implementing the solutions for these problems;
- balancing the level of responsibility given to individuals with the level of guidance and support that is offered, so that autonomy does not become abandonment.

FIGURE 5.8 Task preference/task competence cycle



TALENTS

I have used the word 'talents' to describe core skills, natural abilities and preferences for the types of things we like to do. This is because there is a strong link between what we like to do and what we are good at doing.

As shown in Figure 5.8, people find tasks that require using their skills and talents infinitely easier. These skills may come naturally or are the product of past experience and practice, nevertheless because they find something easy to do, they volunteer to do more of it; as they do more of it they become even better at it which makes it even easier to do. The easier the task is the more enjoyment we get from doing it. This links to intrinsic motivation in that we are attracted to the task so we are willing to commit time and effort to it.

The easiest way to achieve this virtuous circle is to encourage people to play to their strengths and talents which naturally generates engagement and therefore participation in the change which drives performance.

To demonstrate this model for yourself, think about your job and identify your favourite task or piece of work. Think about how you approach the work, what you like to do first, what you do next. Consider if you do it with other people or whether you work alone. Imagine yourself carrying out this activity. Can you picture yourself enjoying the work? Are you feeling satisfied in your ability to complete it successfully? Are you smiling? Yes, you probably are.

For a different approach, imagine having to do something that you really dislike. Imagine yourself carrying it out. Do you feel angry or resentful? Do you feel relieved when it is finished? Are you smiling? No, probably not.

An advantage of this approach is that enjoyment of the task can help to override resistance to change. As we saw earlier in this chapter, part of our natural resistance to change is fear that we will not be able to cope with the new ways of working. This fear dissipates as we contribute to the change by using our existing skills. Whilst we still have to learn new things, we have less anxiety because by doing things we are good at we are able to reinforce a positive view of our abilities, which boosts our confidence. In some cases, the opportunities to do things that we like doing can override our resistance to changes that we do not believe are valid or worthwhile. Using our natural talents gives us pleasure and we are willing to participate in the change to access this pleasure, even though we would prefer the change not to be taking place at all.

Applying existing skills and talents is a pragmatic approach because it is time effective. Asking people to carry out tasks that do not use their skills means they go more slowly than others who have a natural aptitude for the work. Overcoming weaknesses is time-consuming and is pushing against the prevailing tide. If someone was going to be any good at something they probably would have acquired these skills by now.

Using an agile approach, the priority is to implement the change as quickly as possible and clear the path for the next change and the one after that. So it is not the best use of time to go off and invest in personal development activities and performance management to help someone understand what they are getting wrong and showing them how they could improve.

DIFFERENT PREFERENCES

To enable people to apply their talents to the change initiative, we first have to consider the different types of skills that they have. There are lots of models that help us understand our skills, competencies and preferences, but to keep things simple I have summarized three different groups of preferences.

Focused on the task, getting things done and organizing the work People in this group will seek out activities that enable them to:

- create a plan or a to-do list;
- create ways to track and report on progress;

- break the activity into individual steps and organize them into a priority order;
- look ahead for things that could prevent progress on the task;
- rearrange the work in response to changes in the situation.

Value of the task and the contribution that it makes People in this group will seek out activities that enable them to:

- find sources of information about the task;
- review the details including contracts, financial records, performance metrics;
- analyse information about the task;
- set the change in the wider context;
- set discipline or controls for the task.

Relationships and bringing people together People in this group will seek out activities that enable them to:

- explain the task to others;
- make sure everyone has a role and is involved in the change;
- network and bring people together to form new relationships;
- give people an opportunity to develop their skills;
- encourage people to voice their opinions.

HOW DO YOU KNOW WHO HAS WHICH TALENTS?

The obvious answer is to ask people to volunteer for their work or offer their services. Their natural inclination will be to volunteer for the tasks that they would most enjoy doing.

Encourage people to think outside of their job title or job description and identify things that they do outside of work that are not part of their existing role. Numerous lifestyle surveys conclude that most of us employ talents and skills outside of the workplace that we never employ at work.

This is a waste because we put more effort into what we enjoy. We work through lunch, come in early or stay late, power through the boring stuff to create time to do what we enjoy. We do more research and teach ourselves more about subjects we like. We study for additional qualifications or network with others who share our interests. All of this builds our capability and creates additional capability for our organizations.

BREAK THE CHANGE INTO ITS REQUIRED TALENTS

To do this:

- find people's talents – take our change and work with people to identify what skills, strengths and talents they believe will be associated with making it a success;
- either work through the change using an end-to-end process model or look at the change from its constituent parts, eg product breakdown structure, architecture map etc;
- get those involved to break the change down further into the required activities and then look at the activities against the required talents.

This is important because even though we want individuals in our team to self-nominate we still need to ensure that all of the tasks, even the boring ones, are undertaken – the advantage of this approach is that something one person might regard as boring will tap into someone else's talent and preferred way of working.

> **POINTS TO CONSIDER**
>
> Think about the change that you are involved in. What type of skills and abilities are critical to success?
>
> Are these skills commonly associated with the work that our organization does, or will new skills need to be developed?

EXAMPLE OF INTRINSIC MOTIVATION

To demonstrate the enthusiasm that utilizing intrinsic motivation can provide, let's work through an example.

In addition to normal work, you and several colleagues have been asked to organize a one-day conference on the latest developments in our field of expertise. You will need to arrange for speakers from our organization and from other bodies including universities and professional associations to contribute and you will need to arrange for an external venue. You have been asked to invite customers and potential customers as well as senior managers from within our organization.

In an initial meeting with our colleagues you have identified the following streams of work:

- venue and catering
- speakers and agenda
- invitations and publicity

There is a lot of energy in the room as you and our colleagues start to identify what needs to be done and who is going to do it. Although you are all focused on the same task you are each pursuing your own approach to the work.

One of our colleagues (Shana) is quietly working away at the back of the room, writing sticky notes for each activity and putting them on a flipchart. She has drawn a chart of activity, time and person responsible and is endeavouring to fill this in. Shana is asking lots of questions about conferences that the organization has run before, trying to identify things that might cause problems and how these might be overcome. She is asking the rest of you if you have any experience in insuring these types of events. She has proposed a template for progress reporting and is suggesting weekly team meetings to discuss actions and issues.

Another colleague (Nick) is thinking aloud about how the conference might be perceived in the marketplace and how customers and competitors might react. He is interested in the background to the event and is wondering why senior management have decided to go ahead when a similar event was postponed six months ago. He has started to identify potential benefits that can be realized from the event and which areas of the business are going to be most positively impacted. He has turned to Shana, who is creating the to-do list, and suggested that the contracts team will need to be involved in creating contracts with the venue and the caterers, and that it would be sensible to define success criteria for the venue so that a desk review can be done on possible locations before spending time visiting them.

A third colleague (Jan) is considering the relationships that the organization already has with professional bodies and universities and how inviting other universities might affect existing relationships. She is interested to find out which senior managers are the best public speakers and which of them have existing relationships with the universities and professional associations. She is also considering which senior managers get on best with each other and has identified some clashes of personality that will need to be considered when creating the seating plan. Hearing about the success criteria for the venue, she has volunteered to work with the PR department of the hotel or conference centre to try to get media coverage.

All of these people are using their own talents and skills. They are motivated because they have been allowed to start work on the activities that naturally interest or excite them and they are enjoying the work. They are freely contributing their ideas and are showing commitment to doing an excellent job and participating fully in the event.

Now imagine a different situation. Instead of allowing a free flow of ideas and self-selection about the work involved, the tasks have been allocated to each of our colleagues.

Shana has been asked to undertake a cost-benefit analysis, identifying how the event aligns to the strategic objectives of the organization, defining which departments are likely to gain the most from the event and to provide a full breakdown of all the costs.

Nick has been asked to review all attendance from inside the organization and how each member of our organization can be matched with a speaker from a university or professional association.

Jan has been asked to create a project plan and reporting mechanism to manage the event from today until successful completion.

All of our colleagues are capable of completing the tasks assigned to them, but they have had no say in how the work was allocated or why they were chosen for the tasks. This lack of autonomy dampens their enthusiasm because they do not feel they have control over their work or the freedom to do it how they think it should be done.

As the tasks run counter to their natural preferences they will schedule to complete them, but they are not becoming immediately involved. They will do the work but it might not get to the top of their priority list and they are likely to come up with other things to do ahead of completing these tasks. This could mean that their work is rushed and is not done to the same level of quality as someone with a genuine interest in it.

Applying motivation to clear goals

It is important to establish intrinsic motivation but at the same time this motivation must not be uncontrolled. It is important that all those involved in the change effort set well-formed goals that meet their personal ambitions and the needs of the team in achieving the change.

One model we can use for creating a well-formed goal is SMART:

- Specific – it needs to describe exactly how the skills and talents of the individual will be applied to help the change become a reality.

- Measurable – so that the person can track their progress and know when they are done.
- Attainable – there is no point setting a goal that is so ambitious it is unachievable as this will be demotivating.
- Realistic – based on our skills and our past experience, assess if what we are planning is realistic. Also consider the impact of other factors on our ability to get the work done, including the claims made on our time by our business-as-usual responsibilities.
- Timely – set a timeframe that is achievable but also fits with the work of others in the change team. The timeframe for achieving our goal links to its achievability because if the timeframe is too short the goal will no longer be achievable.

An example format for a well-formed goal is 'I will... by X date, and my achievement will be evidenced by...'.

For a recent change that I was involved in, I used my core talents for contingency planning and risk analysis (gained when I was the director of disaster recovery for a global organization) to define a clear goal:

> I will establish data recovery procedures for each of the offices across Europe by the end of March, and will test these plans individually and as an integrated response to a breach of data security.

The description of the work is specific, and is relevant to my skill set. I know it is achievable because I have done it numerous times before and although I could get the work done earlier, the timeframe is realistic based on the other demands on my time. The timeframe also takes account of the need to wait for the work of other members of the change team to be completed, as their work is an input to mine.

Building a sustaining environment

Our environment must be able to sustain the effort required to make change a reality, not just at the beginning when things feel exciting but for every iteration (Figure 5.9). Our agile approach ensures there are frequent deployments of new ways of working into operational use. The end of each iteration triggers the struggle to assimilate this change.

At these points, confidence and motivation can fall and levels of anxiety and stress can rise. This is because:

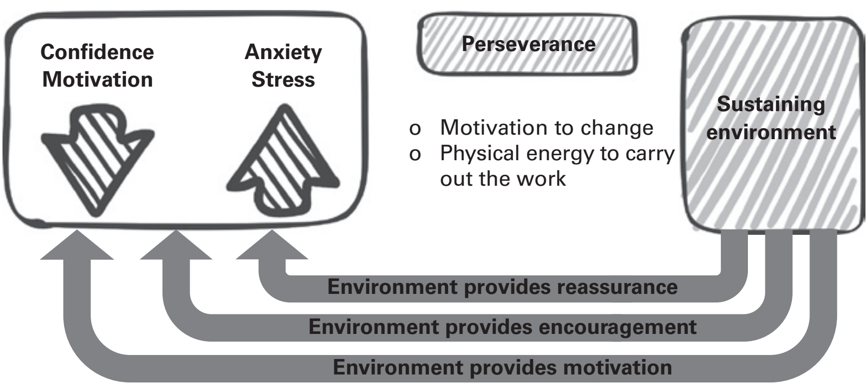
- the extra effort needed to work in new ways whilst forgetting how to work in the old way is significant;
- mistakes are made and although they should be expected, they can cause worry and they can take time to fix so productivity will fall;
- things don't go smoothly and inevitably progress and achievements deviate from expectations and negative feedback must be responded to;
- promised results don't materialize, necessitating re-planning and/or reworking what has already been implemented to address the shortfall.

The environment needs to encourage continuation with the change, emphasizing the need to keep going, even though it feels difficult. It is at this point that many involved in change want to reduce the level of energy that they are applying. This lack of energy decreases the effort that they make, which reduces the number of successes that they have, which in turn feeds their boredom with the change activities, leading to a lack of energy being applied.

For this reason, the environment needs to encourage and acknowledge perseverance. Perseverance is a form of resilience. It is a product of motivation, commitment to the ideas of the change, desire to honour promises and the physical energy to carry out the work.

Encourage everyone to assess their energy levels and manage their contribution so they are able to balance time when less effort is made and when heightened energy is required at critical stages of the change lifecycle, eg the

FIGURE 5.9 Building a sustaining environment



early days of deployment. This enables them to recharge and replenish their enthusiasm for making improvements and learning new skills.

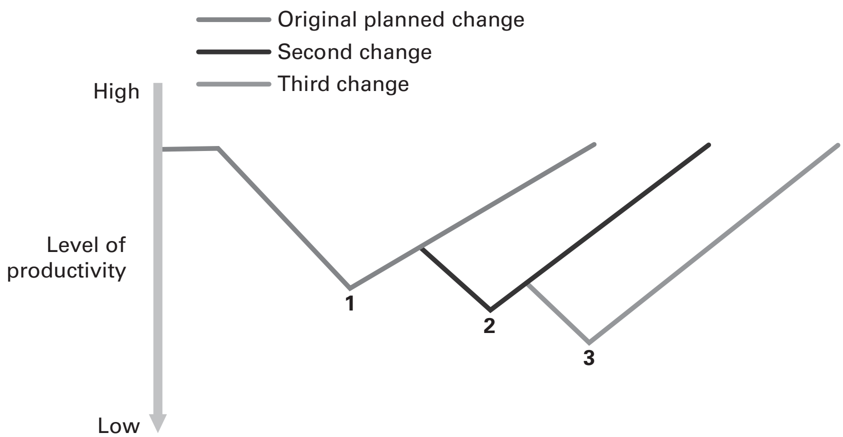
Although organizations are faced with a continual cycle of change, people cannot maintain maximum levels of participation in every change all the time. If we expect those impacted to operate at their peak continually they will become exhausted, make mistakes and lose their motivation for change. This will lead them to withdraw their discretionary effort.

Maintain the energy for change by:

- adopting the concept of benefits-led change so only work that delivers the most business value is undertaken;
- making reductions in current workload the first step in our change to create the necessary capacity in time and effort;
- adopting sequential iterations so that all work from one iteration must be completed before starting the next iteration;
- agreeing a productivity level which must be reached before subsequent changes can be implemented;
- agreeing a period of time when lower productivity will be accepted, and not initiating any more change until work has returned to an agreed level of productivity.

To gain support for these strategies, we must be more explicit about the impact of continuous change.

FIGURE 5.10 Impact of continuous change



In Figure 5.10 we can see that the original planned change led to a fall in productivity to position 1. However, before productivity could return to normal levels, another change was implemented which further depressed productivity levels to position 2 and a subsequent change depressed productivity even further to position 3. Those impacted by these changes are in danger of suffering from 'change fatigue' as they have had to assimilate three changes in swift succession, and the time at which they will return to normal levels of productivity keeps being pushed out of reach.

Lawrence works in a test laboratory that tests the properties of different plastics for industry. As a change leader, he believes that the most important thing is to be upfront about the impact of change on productivity, so that the expectations of staff and customers can be managed. He believes that a lot of change initiatives put themselves under pressure because they convince themselves that because the change is positive, there will be no impact on productivity. His experience proves otherwise. Lawrence says it doesn't matter whether you train in advance of going live or you train people in the new ways of working once the new equipment has become available – people will still need time and energy to work out how to do their job in the new way, and this period of adjustment must be factored into our change plan to prevent destabilization of the business-as-usual environment. When Lawrence implements changes to the equipment used in the lab or to the processes that are used for testing, he balances the expected falls in productivity with times in the lab when there is less demand for their services.

Conclusion

Our ability to persuade people to participate in the change is directly affected by the conditions that we create within which change takes place. We can establish an environment that provides reassurance that the challenges associated with change have been recognized and that steps have been taken to ensure that those impacted will be encouraged, reassured and motivated throughout the lifecycle of the change.

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06

Coaching for change

Introduction

This chapter is called coaching for change, but the content is not restricted to those in a coaching role. If we are leading a change, we are leading those impacted by the change and ourselves through a transition to a new way of working:

- The transition for those experiencing and leading the change is a move to new ways of working.
- The transition for those leading a change they are not impacted by (change professionals, external consultants) is a move from the initial challenge of the change initiative to its successful completion.

Whatever your circumstances, the content of this chapter will help you understand behavioural change and give you techniques to achieve your goals.

Understanding behavioural change

To create behavioural change, we need to understand it. Let's pick up the story from Chapter 1 which explained that organizational change comprises of two elements: tangible change (project deliverables) and behavioural change (new ways of working).

Projects create deliverables which need to be adopted by their users and incorporated into how work is undertaken. The creation of these deliverables can be planned and managed, as they pass through a linear lifecycle. This practical aspect of the new way of working is researched, designed, developed, and tested. Once complete it is ready to be implemented, but only when this implementation has taken place, and use of the deliverable has become normal, can benefits be realized.

Change management spans all the activities needed to support the achievement of this normality. Change management guides, encourages, and persuades people to transition from old ways of working to new ways of working. This transition has two perspectives:

- Competence
- Emotion

Competence

Up until a change is introduced, an individual is working away quite happily, using processes and skills that they are familiar with. They have built up 'unconscious competence' – in other words they have an automatic ability to do their work because they have done it so many times before. As their response is automatic, it means that their brains can act on autopilot, allowing them to think about other things whilst they work. We call this unconscious competence a habit, which is an action triggered automatically in response to a familiar context or pattern recognized by the brain. The brain triggers the actions it associates with that context. For example, when we open our laptop, we automatically enter our password without thinking consciously about the letters and numbers we are typing.

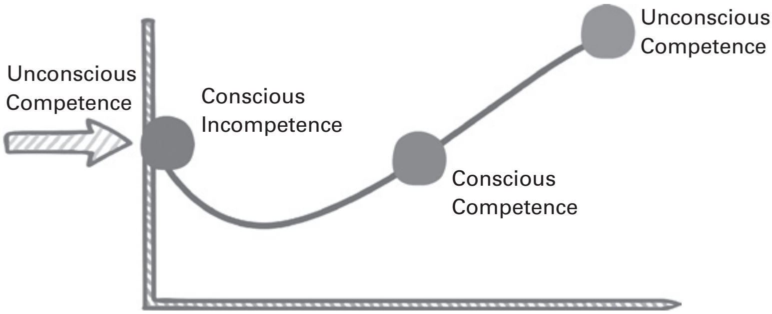
When a change is introduced, it is an interruption to established routines. We are effectively telling people, stop doing the things you know how to do, do them differently, using techniques and processes that you don't know. This means they are forced into a state of 'conscious incompetence'.

To reacquire competence, they must do new things, try things out for the first time. This means they must take a risk: the risk of making mistakes; the risk of feeling stupid; the risk that the work is more difficult than what they knew before.

Having taken this risk, over time they will return to a state of unconscious competence in the new way of working, if they are supported. Change management activities provide this support. A well-planned, effectively communicated change encourages those impacted to try new ways of working.

The journey from incompetence to competence is stressful and productivity will fall, as shown in Figure 6.1. This dip in performance can be short or

FIGURE 6.1 Cycle of competence

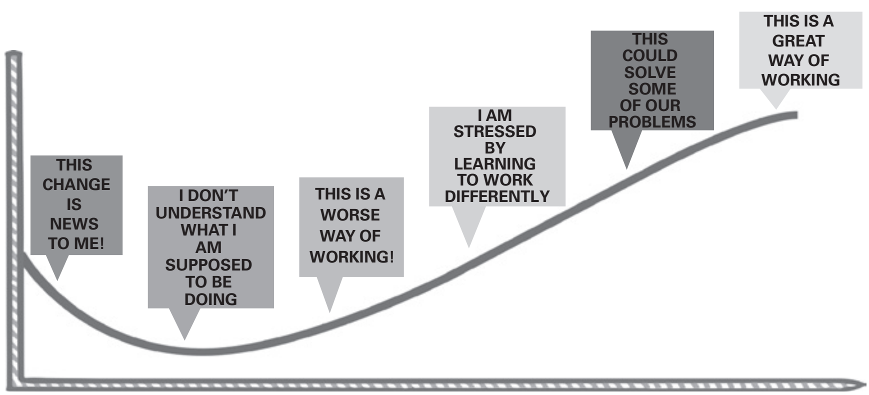


long, as the time taken to move through this cycle depends on the scale and complexity of the change, and the approach to learning that the person impacted by change adopts and their feelings about the change. No one can work at a fast pace when they are trying things for the first time, and productivity is further impacted by the time and mental energy needed to correct the inevitable mistakes on the learning journey.

Emotion

Another way to explain this dip in performance is to look at the emotions that many people experience during change. Broadly speaking, our initial reactions to change are negative, as shown in Figure 6.2, becoming more positive the more familiar we become with the change.

FIGURE 6.2 Emotions during change



Not everyone will experience every emotion; some people will accept the change very quickly, others will get stuck in the negative emotions, finding it difficult to leave the past behind. Just because your change is a good one, don't be fooled into thinking that those impacted will not experience negative emotions. Resistance to change is not often resistance to the actual change, it is resistance to the act of changing, which requires effort which we want to avoid.

In the concepts chapter, we identified that change is continuous. As a result of the high volume of change that this generates, those impacted by change are experiencing many of these emotions simultaneously. A new change might trigger feelings of surprise whilst they are angry about another change or have only recently accepted the impact of yet another change. These emotions amplify each other, further depressing productivity and lengthening the lifecycle of all the changes.

Benefits of effective behavioural change

The coping mechanisms in this chapter, which support the adoption and maintenance of new ways of working are not simply 'nice to have'. Effective behavioural change has three important benefits:

- Corporate social responsibility – each of the coping techniques helps to build emotional resilience in times of trauma and organizations have a responsibility to protect the mental health of their employees.
- Competitive advantage – being staffed by those able to lead themselves and others confidently through transition to new ways of working, giving up less frequently than others and experiencing less stress, enables the organization to adopt more change. In a fast-moving environment this creates the capacity to achieve strategic objectives.
- Earlier return on investment – if those impacted by change can move swiftly through the transition to new ways of working, this will affect how early an organization will achieve the return on the investment it has made in the tangible change that triggers the need for new approaches.

Throughout a change initiative it is important to frequently discuss these three benefits, with those in positions of authority responsible for resourcing the change activities, to create their ongoing support. The pull back to the current ways of working is strong, as they are perceived to have many benefits including:

- **Known quantity –** how to do the work and the outputs and outcomes are known and understood, so there are no unexpected results that need to be managed, and there is a successful track record that reassures people that they will get what they expect.
- **Speed –** they have been carried out so often that there is a speed and confidence to getting the work done that does not yet exist for the new ways of working.
- **Reduces errors –** new ways of working have the initial disadvantages of slower, more error-prone work as people get used to what they are doing, which provides a cost and efficiency argument for stopping the change and returning to the old ways of working.

Behavioural change lifecycle

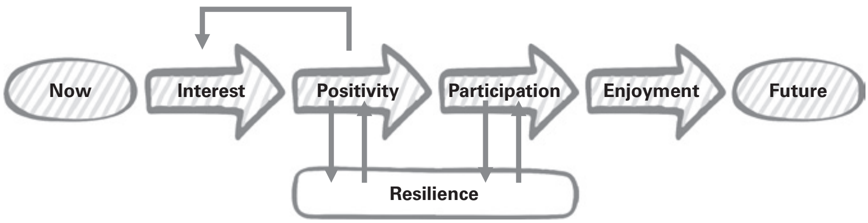
When we encounter organizational change, we need to lead ourselves and others through the changes. This leadership is a form of social influence, which maximizes the efforts of everyone involved to achieve the goal of new ways of working. Leadership is a behaviour, not a role so it can be performed by everyone, irrespective of their position in the hierarchy of the organization.

To lead ourselves and others through the change involves a series of transition activities: identifying what needs to change, redesigning our approach, and encouraging the shift from well-established, well-understood working practices to something new and different.

Transition activities are triggered by the start of a project and continue after it ends. It is very difficult to estimate an exact amount of time, because transition only finishes when individuals have become comfortable with the new ways of working and have developed a similar or increased level of competence compared to their old ways of working.

This transition results in changes in our behaviour. Changing our behaviour requires motivation and persuasion of ourselves and others to carry out two tasks: stopping existing patterns of behaviour, and adopting new habits and routines. Change management is the application of all the activities needed to make this happen, guiding those affected through the emotional states shown on the behavioural change lifecycle. Figure 6.3 shows a linear

FIGURE 6.3 Behavioural change lifecycle



flow of these emotions but in reality, there are many points at which an individual may return to a previous emotion.

1 Interest – the purpose of this objective is to help people move from initial awareness that a change is going to take place, through to feeling it is something they need to take notice of because it is relevant to their role.
2 Positivity – the purpose of this objective is to create a positive view of the change. This positive view recognizes the advantages of the change personally, and for the organization.
3 Participation – the purpose of this objective is to build upon the positivity created in the earlier objective, by offering those impacted opportunities to define, plan, create and test the new ways of working.
4 Resilience – the purpose of this objective is to help people to keep going when they are feeling overwhelmed, developing their emotional resilience for change.
5 Enjoyment – the purpose of this objective is to reinforce the benefits of the change by identifying what has improved, what is now possible that was not before, and what problems have been eradicated by the new ways of working.

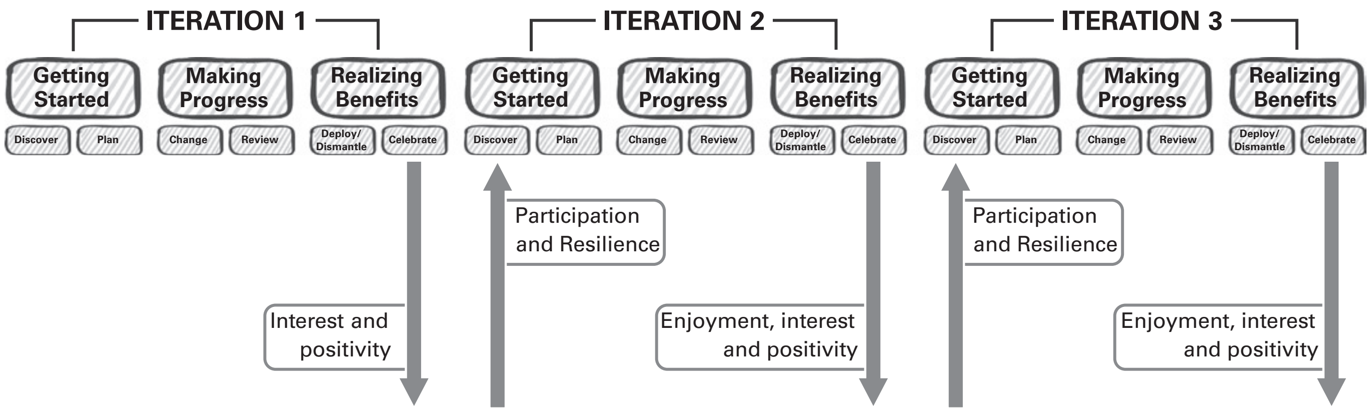
Behaviour change through the roadmap

These activities are aligned to each step of the roadmap explained in Chapter 2. Figure 6.4 shows how each iteration encourages a move through these emotions throughout the life of the change initiative.

How do we create behaviour change?

There are two types of techniques that create behaviour change:

FIGURE 6.4 Behaviour change through the roadmap



PROBLEM-FOCUSED COPING

Problem-focused coping provides solutions to the difficulties of identifying and adopting new ways of working. This coping mechanism works well when the difficulties and challenges can be confronted head on because the person affected feels they are within their control. For example, if you feel anxious about following a new process, you cope with your anxiety by attending the training, asking for demonstrations and explanations, and practising the process to understand each of the steps.

EMOTION-FOCUSED COPING

Identified in 1984 by Richard S. Lazarus and Susan Folkman, this involves the person affected by the stress trying to control their feelings. Emotion-focused coping reduces the negative emotions triggered by stopping known ways of working and adopting new approaches.

There are negative forms of this approach including avoidance, self-blame and withdrawal from the company of others. I have outlined the positive techniques which include social support, viewing the situation from different perspectives and relaxation techniques.

Problem- and emotion-focused coping techniques address the pressures created by a single change that alters how we work and the impact of multiple changes that trigger an ongoing feeling of uncertainty, making it difficult to settle into a new routine before this routine is disrupted due to further change.

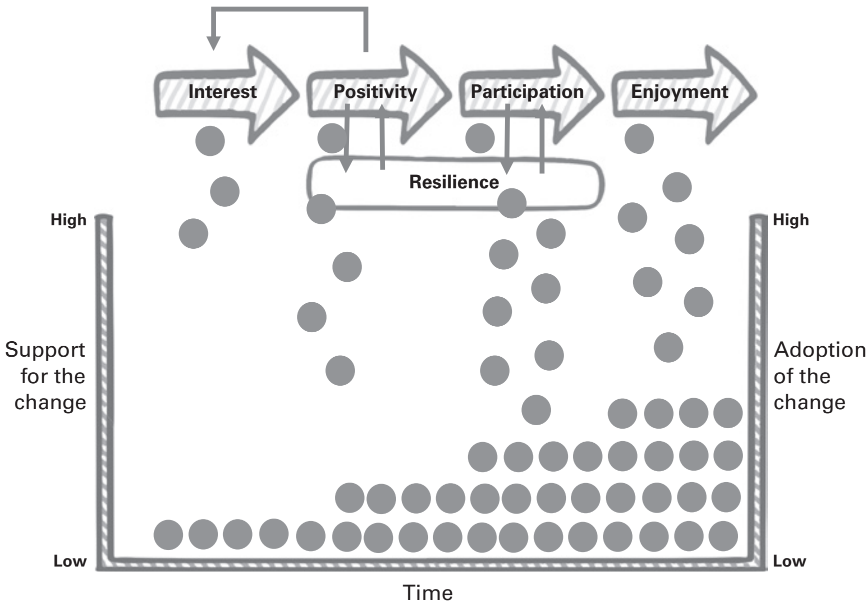
The techniques in this chapter are not assigned to either problem- or emotion-focused coping mechanisms because depending on their use, a technique can apply to either or both coping approaches.

CUMULATIVE EFFECT

There are lots of ideas for coping with change because one approach is unlikely to work. Our brains are a complex operating system and there is no simple cause and effect for shifting our behaviour. The techniques in this section should supplement good practice including excellent leadership of change by senior managers and excellence in managing teams.

Whilst each individual technique for achieving behavioural change may look too small to be significant, our support for the change is cumulative. We do not move emotionally from our current way of working to adopting a new habit immediately. We can change our processes, tools and techniques quickly, but our support for the change increases over time as shown in Figure 6.5. As our support grows, the probability of successful adoption also grows.

FIGURE 6.5 Cumulative effect of coping techniques



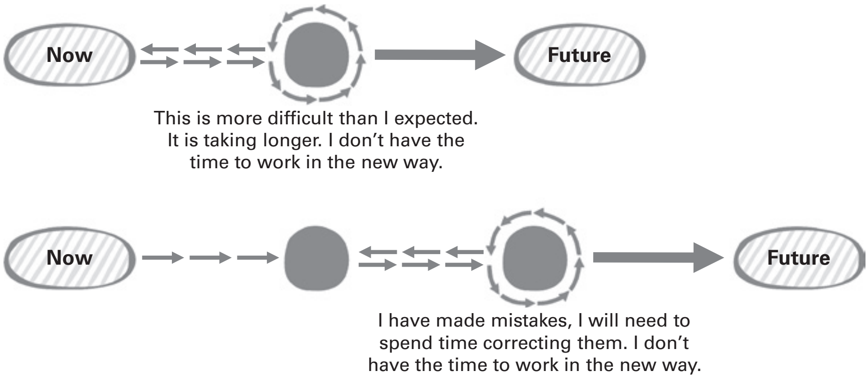
MAINTAIN MOMENTUM

One of the risks to effective change is the return to old ways of working because the effort of adopting new habits is too great. As we practise new ways of working, we experience problems: we make mistakes, we don't understand how to do the work, we miss the ease of how we used to work. The behavioural change lifecycle is designed to provide techniques to mitigate these negative feelings, creating the necessary momentum that enables us to push past these points of doubt. As shown in Figure 6.6, these doubts interrupt the move from our current situation to new ways of working. They can occur at any point, and if not addressed will move us back to our original state. Starting again, creating interest and generating positivity are much harder the second time. We have had a bad experience, so we regard the potential benefits of the change with greater cynicism. The effort required to effectively support the journey of change is significant but is worth it when compared with the impact of a fall back to old ways of working and the increased energy required to reignite the motivation for change.

IMPORTANCE OF EMPATHY

Throughout this book we have explained the importance of empathy, which is the ability to take the perspective of another person. In applying each of

FIGURE 6.6 Maintaining momentum



these techniques for encouraging behaviour change, our actions must be informed by the needs and feelings of those involved. We cannot guess the pressures that others are under, so at every opportunity ask for feedback and encourage people to share their concerns and their successes.

This enables you to address their concerns at the time they are experiencing them, ensuring:

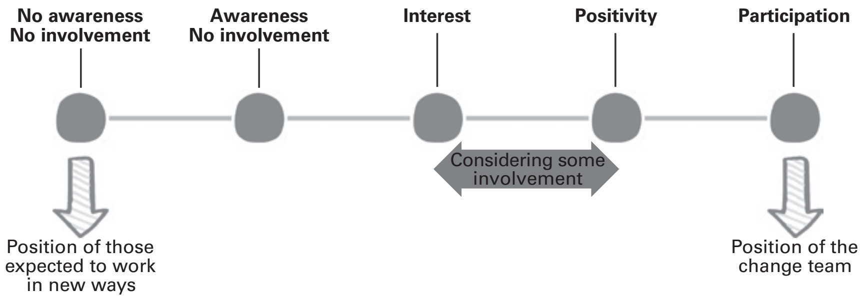
1 you can alter your application of the technique or change the technique you are using;
2 you can address the issue with others who may have the same concerns but have not told you about them;
3 you can prevent the concern becoming a barrier to progress.

Audience for behavioural change

Change initiatives have different starting points as shown in Figure 6.7. They begin with those commissioning the change, who become aware of the need for and the benefits of doing things differently. These people commission a 'change team' to create the tangible changes, with the objective of successful implementation and adoption of these deliverables into the ways of working.

This team are responsible for the adoption of new ways of working by those impacted by the change. Their performance is measured by the speed of adoption and the level of benefits realized after a period of use. Using the agreed scope, they identify the expected impact and the activities needed to make the change happen within an agreed timescale and budget.

FIGURE 6.7 Different starting points



If this change team comprises external change professionals, they will not experience the change in the same way as their stakeholders, those expected to work in new ways. They will not have to change their routines, learn new skills and adopt new priorities but they will have to encourage others to change how they do things. If the team includes line managers from the areas of the business affected by the change, they will have a dual responsibility for encouraging their teams to change how they work, and manage their own emotions as they adopt new ways of working.

As shown in Figure 6.7, the change team have moved through awareness and interest in the change and are in participation when they start to communicate with those they need to persuade. Being so caught up in their own responsibilities for making the change a success, it is not easy for the change team to appreciate that their audience is many steps behind them. This makes it difficult for them to:

- Go back to the start of the story – the change team often begin their relationship with their stakeholders weeks or months after they have begun work on the change. It is important to remember to go back to the beginning and enable the audience to catch up with the story so far.
- Start with the basics – the change team are involved in the details of every aspect of what they are creating, and will have built up knowledge and experience. Elements of the change will be obvious to them; they will have had to debate specifics and learnt more through this process. It is hard to remember knowing nothing, but this is the approach they need to adopt. They need to begin their communications with basic information. Don't start with the specifics, build up the picture step by step, adding more points as each detail has been absorbed.

- It may be tempting to demonstrate how much the change includes, but the change team need to remember that those impacted by the change are more interested in how it will work in practice. This is more reassuring and will be better understood than an abstract list of all the features and functions of what is being created.

This change team needs to understand the coping mechanisms outlined later in this chapter so that they can encourage their use and ensure the change becomes the new default way of working.

Practical application of coping techniques

The rest of this chapter explains in more detail each of the coping techniques that support the behavioural change lifecycle:

1. Interest
2. Positivity
3. Participation
4. Resilience
5. Enjoyment

Interest

Purpose

The purpose of this objective is to help people move from initial awareness that a change is going to take place, through to feeling it is something they need to take notice of, because it is relevant to their role.

Value

This is an important step because it is not possible to mobilize effort for the change if those impacted do not connect the change with anything to do with them. Without prompt action to achieve awareness of what is changing, those whose help we need will remain disengaged, not realizing that their input is required.

Rational and factual explanations of the need for the change and the scope of what is to change can reduce the scale and severity of negative assumptions building up. These negatives are communicated as rumours that are transmitted quickly, and easily become accepted as fact by those who hear them. Early and repeated explanations of the change can stop these rumours developing in the first place, saving the time and energy needed to refute them.

Early explanations of the change create an environment where people feel they are being treated with respect. They do not feel things are hidden from them and know that those who are impacted by the change are of equal importance to those who are planning and managing the change. This prevents the establishment of a 'them and us' culture which generates a natural level of resistance to any changes that are proposed by those leading the change effort.

If there is no interest in the change, then it is not possible to move forward to create positive feelings about it, which in turn will prevent participation in creating the new ways of working.

Measures of success

You will know if this step has been successfully achieved when you hear people discussing the change amongst themselves, as this indicates that they are now aware of it. Ideally, these discussions will be taking place across the entire community affected by the change. If there are only pockets of interest, then there is more work to do to broaden the involvement of those groups not yet engaged.

Another indicator of success is when people raise questions and start to request more information about the change. We don't ask for more information about something we are not yet aware of!

The techniques to achieve interest are:

1. Necessity
2. Certainty
3. Fan the flames!
4. Relevance
5. Cohesive picture
6. You are not alone!
7. Remove imagined change

NECESSITY

Communicating the necessity for the change will create awareness and interest. If people believe that the current situation is not sustainable, they will be interested in hearing about alternative ways of doing things.

To create this necessity, compare the current ways of working to as much benchmark data as you can find. This will include:

- consultancy and analyst reports summarizing latest market trends;
- websites of competitors describing their latest innovations;
- reports from professional bodies and industry regulators defining quality measures.

Any perception that the reason for change is because the current ways of working are failing will create resistance, because those who have invested energy and effort in creating the current approach will feel disrespected.

Use each piece of information to generate the realization that others have already adjusted to the new reality and are experiencing the benefits of their new approach.

CERTAINTY

Uncertainty powers fear, negativity and stress. To reduce this stress, we should communicate as early as possible. This sounds simple but it means overcoming the temptation to wait until all the details are confirmed. This feels like a responsible approach, but it creates uncertainty. Just because there hasn't been an official announcement, there is still likely to be informal communication about possible changes in the form of rumours.

One barrier to creating interest in our change is denial, the human response to uncertainty which is to ignore threats. We can overcome denial by communicating facts about the change. We do not want to communicate emotional arguments at this point in the lifecycle, because we are not trying to create support for the change yet. We are trying to ensure everyone realizes that the current situation will not continue.

If we are involved in a change where it isn't possible to share the details yet (redundancies, restructurings) we should concentrate on communicating facts about the reasons why change is needed. We can describe in detail our current situation, which will resonate with people because that is what they are experiencing. This will help us explain the drivers for the change, the circumstances internally and externally which are generating the need for change. This gives a level of certainty even if the actual change remains uncertain.

Wherever possible, this information should be factual, not emotional arguments about why the change is necessary, and should not seek to create buy-in to the change. Initial announcements about the change trigger shock, as they are effectively holding up a large stop sign, telling people to halt what they are doing, there is a change of direction needed. When the brain experiences a shock, it focuses on the immediacy of what is needed at that moment. Details about the improvements and benefits that the change will create will go unheard at this point. Save them for when those affected have the capacity to hear them.

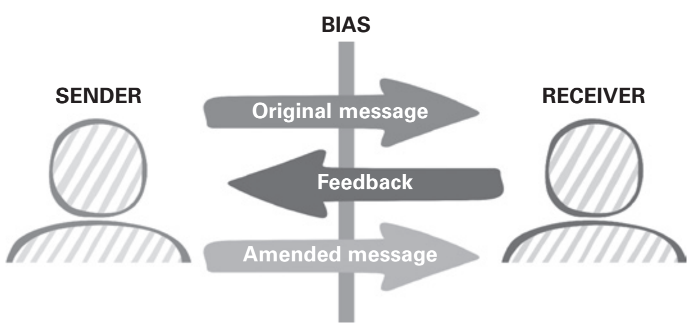
FAN THE FLAMES!

Any flicker of interest needs to be encouraged so it's important to make it easy for those impacted to pursue their interest by submitting questions. These questions must be:

- Acknowledged – promptly recognize that a query or a comment has been received by those responsible for the scope and plan of the change initiative.
- Captured – keep a record of the question and the answer, as future answers need to be consistent. Differences will cause confusion and reduce commitment to the change.
- Answered – provide as much information as is possible, and for aspects of the question that cannot be answered, explain why not.
- Understood – check that what has been said has been heard and understood. Biases can filter out information so that the receiver of the message only hears what they want to hear. Ask for feedback to ensure the integrity of your answer.

As shown in Figure 6.8, we need to continuously amend our messages about the change in response to feedback.

FIGURE 6.8 Responding to feedback



To increase the value from answering individual questions, share the answers to the originator of the question and others who might want to know the same information but have not yet asked for it.

Set up a mechanism that gives everyone access to these Frequently Asked Questions (FAQs). For example:

- add this information to newsletters publicizing the change;
- send it to managers as briefing notes for their team meetings;
- add it to your company intranet site for ongoing reference;
- make it available to trainers and coaches to enhance their understanding;
- share it with any developers to help shape what is being created tangibly that will lead to the required behavioural change.

RELEVANCE

To get the attention of those impacted by the change, we need to ensure people feel that the change is helpful to them and helps them achieve things that interest them. We make connections between these interests and the impact of the change, establishing a personal or social relevance for those who will have to work differently. The greater the relevance, the greater the interest in learning more about the change, and this will power positivity and ultimately participation in making the change a reality. There are two types of interest:

- ***Self-interest*** Change enhances our ability to perform the 'official' elements of our role, which are the responsibilities, objectives, and performance measures that form the job description.
- Change enhances our ability in the 'social' elements of our role, which are those that help us to be perceived positively by others, developing credibility and gaining the respect of others.
- Change enhances the 'emotional' elements of our role, which help us to feel good about ourselves and generate enjoyment of our job. These elements are our interests, aims and ambitions not necessarily captured in the job description.

Self-interest – formal relevance To achieve self-interest, create communications that answer the question, 'What's in it for me?' Explain how the change achieves objectives or is in some way core to the responsibilities of this person's role. Clearly align the changes to ways of working to the job description and the achievement of the key performance indicators associated with the role.

Self-interest – informal relevance Informal relevance can be created by highlighting how the new ways of working offer social and emotional benefits that are not specified in a job description, but which are important to people. As social benefits relate to how others see us, it's important to define how the new ways of working enable the individual to increase their credibility, to become better connected and to increase their power and status at work. Emotional benefits concern how we see ourselves, so people leading change should demonstrate how new ways of working help the person impacted to feel more confident, more interested in their work and to feel valued by others.

- ***Altruism*** Interest isn't always self-interest; it can be interest in helping others to achieve and improve how they do things.
- Change enables individuals and groups that we support to meet their personal responsibilities, objectives and interests. So even if it does not benefit us, if it benefits those we know and care about, we will make the effort.
- Change is linked to the achievement of the interests and aims of the wider society, either locally or globally, who we want to support.

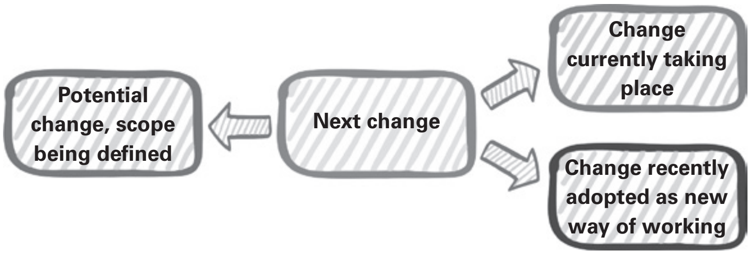
Generate this type of interest by explaining how the new ways of working benefit others directly connected to the change and in society generally. It will include making the argument that the change helps the organization work in a more sustainable way, meeting its corporate social responsibilities.

To enable people to find the relevance of the change, provide opportunities for them to explain the change back to you. By creating an explanation, the person giving it has either thought through the change to create their explanation or they will think it through as they start speaking. Either way they are internalizing the change, making sense of it and aligning it to their beliefs, their values and their priorities.

COHESIVE PICTURE

To achieve awareness in a crowded marketplace of change, align your change announcements with communications about other changes taking place. As shown in Figure 6.9, when describing the next change you want

FIGURE 6.9 Positioning the change relative to other changes



people to become interested in, understand that it is part of a network of other changes that they are aware of.

Increase the value of your change, and strengthen the reasons people have for helping to make it a reality by looking beyond the benefits of just your change.

Use your knowledge of other things that have changed recently and things that are likely to come up in the near future to put the change into a wider context. To find the information you need to create this alignment, consult with anyone who has a responsibility for portfolio management, as this list of existing and future initiatives will give you a quick summary of what else is happening. Follow this up with discussions with those responsible for these initiatives to understand the scope in more detail. For example:

- How does this change align and support changes that have already taken place over the last 6–12 months?
- How does this change align and support changes that are currently taking place?
- How does this change complement other ideas that are currently being discussed and that staff might have heard about?

For each of these three situations, share information including:

- How your change covers the same areas of the business. For example, the same processes, systems, customers, suppliers, strategic objectives.
- How your change utilizes the capability created by the other changes. For example, using the same data, relying on the automation now available.
- How your change adds additional capability to what has already been created by these changes. For example, removes manual parts of the process, shares more information with colleagues, customers or suppliers.

This solves the problem that the change is ignored because it is not seen as valuable compared to other things taking place. This cohesive picture creates a feeling that each change naturally flows into other changes, and that the benefits of one change support and strengthen the success of other changes.

An advantage of creating a flow of changes is that it prevents the impression that the next request is off at a tangent to what has already been created. Interrupting the flow to move in a different direction creates the question in the mind of those impacted of 'do I want to change direction?' If instead you communicate your change as being in the same direction of travel as previous changes, there is no tangent and therefore no decision point, reducing possible resistance to your change. This is shown in Figure 6.10.

It also reassures people that the effort they put into making change happen is acknowledged and is valuable. Their previous hard work is being celebrated and valued, which creates a positive atmosphere, making it easier to ask for involvement in further change.

YOU ARE NOT ALONE!

To get the attention of those that you need to involve in the change, demonstrate that they are not the only ones that are affected. This develops an interest in the change that is deeper than an immediate impact on the person you are communicating with. It encourages them to look at the change from the perspective of others, with the hope that they will be persuaded to become interested in the change because of the interest of others in their network.

FIGURE 6.10 Creating a flow of change

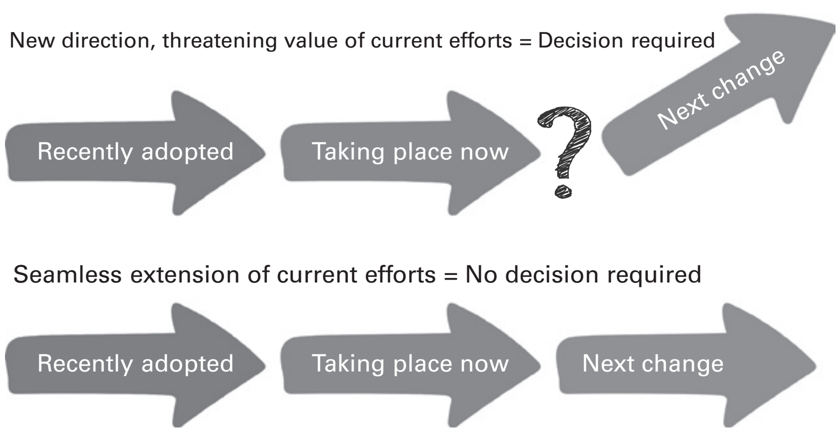
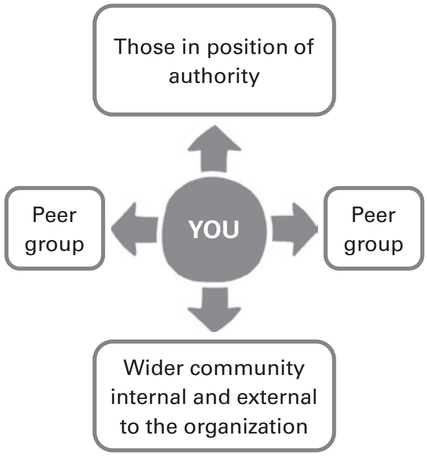


FIGURE 6.11 Using the community to create interest in the change



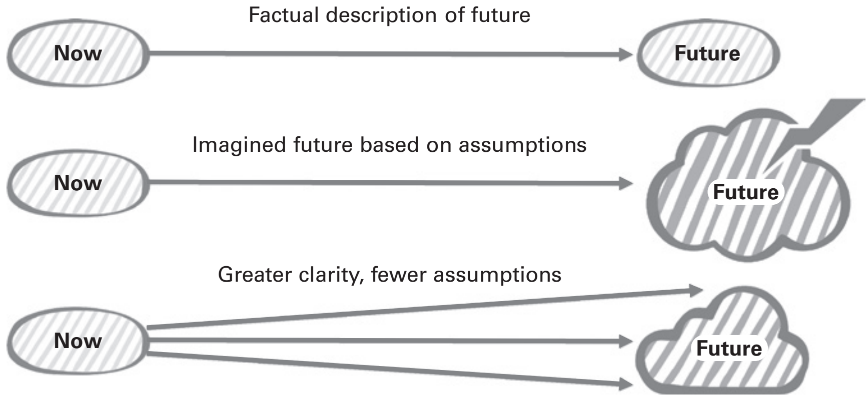
Create this multiplier effect by drawing attention to others who are affected, as in Figure 6.11. For example:

- Those in a position of authority are any people that the person impacted feels has control over their work.
- Peer group is not just those doing the same job as the person impacted by change. We each determine who we think of as our peers, using factors including:
  - age group
  - educational background
  - experience level
  - location
  - career aspirations
- The wider community can include customers and suppliers and contacts working in other organizations that form part of the network this person uses to get their work done.

REMOVE IMAGINED CHANGE

Everyone who hears what is to be changed will interpret it differently based on their experience of change, and their current perspective of how work is done and what needs to be changed (Figure 6.12).

FIGURE 6.12 Imagined change



Our brains have an amazing ability to hear the things we want to hear, and to filter out information that we do not agree with. This leads to imagined change, where those impacted have decided for themselves what will be changing. Often this is accompanied by our natural predisposition towards negativity, so we over-inflate the scale of the change and its impact on us.

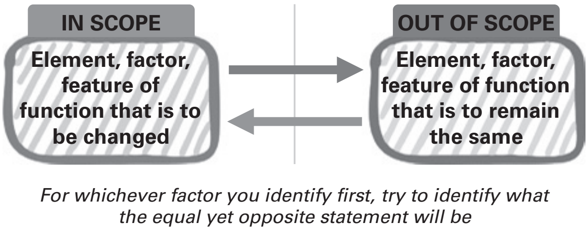
To prevent this happening, whenever you are describing change, try to be as precise as possible by stating not only what will change, but also what is excluded from the change. This creates clarity about the exact scale of the change, as it stops people 'catastrophizing' what they have heard, extending the scope in their minds to include much more than is actually changing.

For example, if someone is told that their role is moving to another team, their immediate reaction is that this is a significant change, because they view the change as much wider than working with new colleagues. They imagine that their responsibilities, their skills and their relationships are all going to change.

We can help by clarifying what is excluded from the change, to enable them to focus only on what will be different. They will have a new line manager, they will have new colleagues BUT they will still be carrying out the same processes, for the same customers, in the same location using the same skills.

As shown in Figure 6.13, when you identify something that is in scope, follow the arrow to what is out of scope, and ensure you have identified something under this heading. Similarly, when it is clear that something is not changing, explain that whilst this item is out of scope, other things will still need to change.

FIGURE 6.13 Defining the scope



By clarifying the scope in this way, we increase focus on what is actually changing, as we take out the 'noise' and distraction of all the imagined change.

As what is actually changing is often less than the imagined change, this reduces the stress that can act as a barrier to change by triggering denial. Denial holds people back from getting involved, reducing the volume of those impacted who move swiftly through the behavioural change lifecycle into participation and out into celebration.

When explaining what is going to change, balance your remarks with a description of all that will remain the same. This reduces the stress associated with change, as it helps those impacted to focus only on what needs to be different. It prevents an imagined escalation of the change outside of the required scope.

Another way to reduce uncertainty is to remind everyone of what is not changing. What isn't changing is a source of comfort because it taps into an existing source of knowledge and ability (the unconscious competence described at the start of this chapter). Staff know how to do their current work, and they can do it easily and quickly, so they feel confident doing it.

Whenever I am briefing staff on what is going to be different, I also list the things that are not changing. Even during significant restructurings, there is always something that remains constant, eg location of where people work, the products and services offered to customers, suppliers they work closely with, the need to report to senior management etc.

Communicating a balanced view of change, always talking about both differences and sameness, puts the change into perspective and stops people feeling as if everything is uncertain and unknown.

As I share this balanced view, I can feel the stress reducing as staff become less anxious and feel less overwhelmed by all the new things they are going to have to learn to do.

Positivity

Purpose

The purpose of this objective is to create a positive view of the change. This optimism recognizes the advantages of the change personally, and for the organization. Positivity extends from interest, recognizing that interest isn't necessarily positive. It is possible to be interested in what is happening without being in favour of it. We must build on the recognition that change is happening by creating support for it.

The type of optimism we are creating is 'rational optimism' which means that we are not expecting unconditional joy for every aspect of the change. We recognize that some aspects of the change will be disadvantageous for some stakeholder groups. However, to ensure the change is adopted, we do need to ensure that where the change is not positive, the way that people react to it is. We cannot always choose the situations we find ourselves in, but we always have a choice about how we react to them.

When we communicate our change, we are dropping our information into the associations that we each have, based on our previous experiences. Our brains create patterns of thoughts from everything we see, hear and experience. We want to trigger positive associations to build support for our change. For this reason, the guiding principle of the following techniques is to draw attention to the positives. We acknowledge the negatives because to ignore them creates distrust, but we focus on addressing them, neutralizing them, not giving them equal focus, because our brains are not fair. We hold on to negative information more than the positive, so we are predisposed to hear the negatives more loudly than the positives. Our communication should redress this balance by emphasizing the positives.

A danger is that positivity is a temporary emotion and can easily be lost with a thoughtless remark about the disadvantages of the change and/or the effort required to make it happen. If this happens, we will have to restart the communications about the relevance and usefulness of the change, to generate new ideas about its advantages.

Value

The value of positivity is that it generates a willingness to participate in making the change a reality. Optimism creates the belief that the change is an opportunity and not a threat, so it is safe to participate in its creation.

Positivity creates a willingness to think about how to become involved. This leads people to think about setting aside the time required and working out how they are going to fit this in alongside their other responsibilities. This increases the probability of having the resources needed for successful change.

Measures of success

You will know if this step has been successful because there is a 'buzz' about the change, with people openly discussing the benefits for themselves and the organization.

They begin to build on the 'official' benefits of the change. Those impacted by the change assess how they work against the proposed new way of working, identifying more specific benefits that may only apply to them, but which feed their desire to make the change a reality.

At this early stage of the behavioural change lifecycle, silence is not an indicator of support; instead it hides disengagement, where individuals hope that by staying quiet the change will melt away. We must measure the number and variety of questions that are asked about the change, checking that these are requesting more detailed answers, as the level of interest has developed into an excitement about how to make the change a reality.

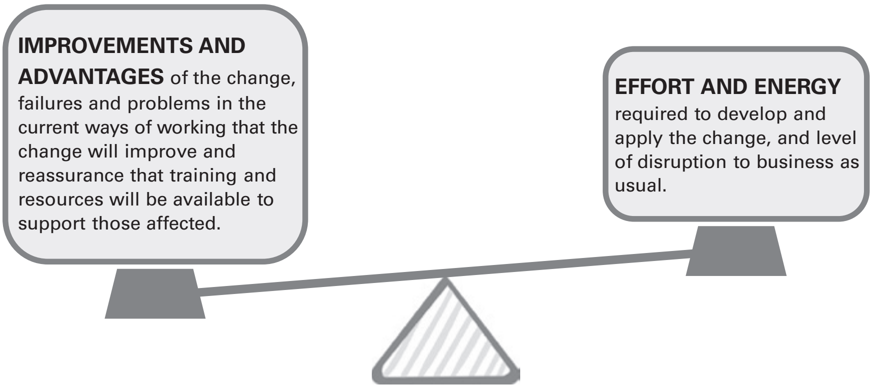
Another measure is the interest in becoming involved in the change. Track the volume and breadth of questions about opportunities for participation in the change, and what the next steps are going to be.

Win the argument

Before someone will put effort and creativity into working in a new way, we need to convince them (Figure 6.14):

- that the change is needed – current ways of working are no longer fit for purpose;
- that the change is beneficial – working in this new way will fix problems and failures currently being experienced and/or offers the opportunities to do new things that make customers and staff happy, increase revenue or decrease costs;
- that the change is practical – resources are available to help make it a reality.

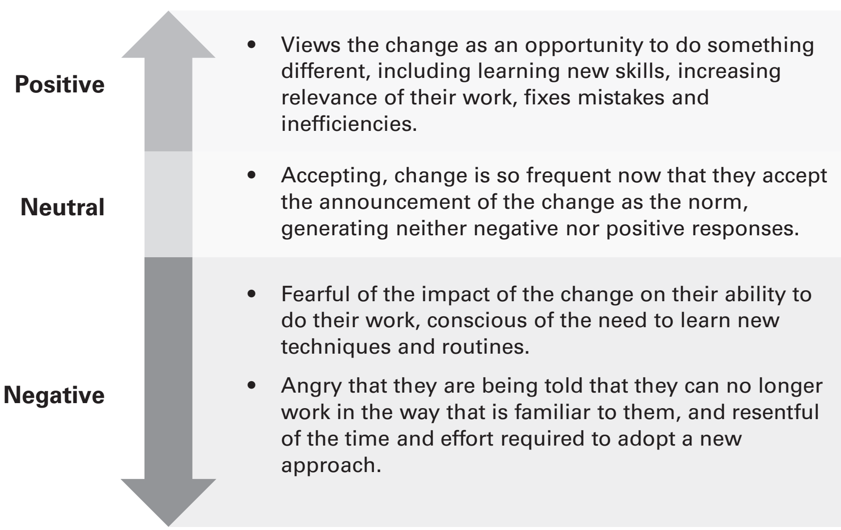
FIGURE 6.14 Win the argument



Understand the starting point

To create positivity for the change, we must first appreciate the possible starting point of those we are seeking to influence (Figure 6.15), and remember positivity doesn't necessarily mean enthusiasm. Creating positivity can be helpful if it moves someone that needs to adopt the change from being strongly against it to accepting it, or from accepting it to being excited by the opportunities that it brings.

FIGURE 6.15 Range of starting points



The techniques for achieving positivity are:

1. Keep it simple
2. Comparison
3. Supporting our own ideas
4. Priming your feelings
5. Setting positive expectations
6. Follow my lead
7. Tailor the message
8. Build on the excitement of others
9. Bring the future into the present

KEEP IT SIMPLE

Our brains filter out difficult messages. The harder we find something to understand the less we like it. This means that using simple words, avoiding jargon and long-winded descriptions is important. Some people think that this is 'dumbing down' the message, and will make the change appear less impactful, but neuroscience tells us that messages that are easier to understand are more likely to be heard.

To achieve this, use these three points:

- On this date these are the things you will notice have changed.
- These things will remain the same.
- The reason we are making these changes is to simplify, speed up, reduce bottlenecks, increase accuracy of what we do because our customers tell us that this is what they want.

The User Story technique explained earlier in this book will provide valuable content for these communications.

COMPARISON

We can use comparison to create a feeling of positivity about the change. Essentially, we create support by pointing out that even though those impacted do not want to adopt this change, it offers a better outcome than the current ways of working.

Those who do not feel happy about the change are comparing it against the certainty and stability offered by the current status quo. To create a relevant comparison, we should show that this status quo will not exist in the future because it is being eroded by other changes.

To help those impacted by the change appreciate the dangers of maintaining the status quo, facilitate a discussion on how factors outside of their control are changing:

- Competitor behaviour – retirement of old products and services; launch of new ones.
- Regulatory changes – loosening or tightening of restrictions.
- IT changes – new functionality; upgrades.
- Social norms – acceptable and expected behaviour changes.
- Staff turnover – new staff bring ideas.
- Customer wins – new customers bring new requirements.

To give strength to your argument, show how quickly the world of work is changing by creating a timeline of the changes over the last three to five years. This will drive home the point that stability is a myth, and that to compare the change to the current situation, assuming this will remain unchanged, is an unfair comparison.

By pointing out how we are already losing all the benefits of how we work today we create a more favourable comparison with the proposed changes.

Use the market context analysis in Chapter 3 to support your argument, finding examples of how others have already undertaken similar changes and the positive results that they have achieved.

SUPPORTING OUR OWN IDEAS

We are naturally supportive of our own ideas because our brain is programmed to believe that we are right. Things that we have created make the most sense to us; we understand them and believe them to be right. We can take advantage of this natural support mechanism by enabling those impacted by the change to help define:

1. The management of the change – the scope of the change, how the change will be managed, when, how and by whom it will be implemented.
2. The specifics of what is to change – detailed content of processes, data, measures and activities that need to change to achieve the benefits and those aspects of the current ways of working that can be retained.

Essentially we are deploying the technique of 'ask, don't tell' to empower those who will work in the new way to be the architects of their future working arrangements.

To ensure this technique is applied as early as possible and covers as much of the change as possible, identify those elements of the change that cannot be subject to consensus, and those things where ideas from others (even if they do not accord with your own) will not harm the overall impact of the change.

For example, if the change is triggered by the implementation of a new IT system, the opportunities for enabling those impacted to define their new ways of working could look like this:

- Spans and layers of the organization structured – decided centrally.
  - Details of the responsibilities for each role, and the activities needed to achieve these responsibilities, are decided by those closely involved in the work.
- IT partner and the choice of platform – decided centrally.
  - Order of which modules of the platform are to be implemented first can be decided by those who will use the system as they are best placed to advise on the impact on their business processes.
- Technical configuration of the system – decided centrally.
  - Identification of what data is to be sourced from which existing systems can be decided by those who currently use those systems and who may have insight into specific uses of data not known by a central team.
  - Screen layouts, drop-down menus and formatting of data can be decided by those who are doing the work day to day.

Involvement in deciding the change and how it will be managed encourages people to act on their ideas, building a network of volunteers keen to participate. Hold local planning sessions as early as possible, and transfer responsibility for as many of the decisions as possible. As outlined earlier, ask those impacted by the change to decide:

- Who should be involved?
- When should they become involved?
- How will they balance their change work with their business-as-usual responsibilities?

- What are the specific activities needed to make the change a reality?
- In what order do they want to complete these activities?

PRIMING OUR FEELINGS

We can 'shift' opinion by asking carefully scoped questions, where the answers will illustrate a specific benefit of the change, creating a feeling of support for making the change happen.

These questions can take two forms:

1. Illustrate the benefits of the change, creating an emotional commitment to it, ie a reasonable person would want the benefits on offer.
2. Illustrate the logic of adopting the change, creating a rational commitment to it, ie adopting the change is a common-sense response.

For example, if I ask you if you consider yourself a reasonable person, you are likely to say yes because I am offering you an aspirational choice. You are far less likely to say you are an unreasonable person because that is a negative condition that you do not want to associate with yourself.

I can 'prime' your answers about the change by asking questions with attractive answers, and as you answer each question, you build up a positive perception of the change. For example:

Do you think it is important to make timely decisions? *This is how the change will ensure we have up-to-the-minute information so we can make informed and timely decisions.*

Do you think it is important to collaborate with colleagues? *This is how the change will enable us to share ideas and information with colleagues and have a two-way dialogue with them.*

Do you think it is important to keep customers informed about the state of their order? *This is how the change will provide more information to customers earlier in the process so they are fully informed and do not have to ask us for the status of their order.*

SETTING POSITIVE EXPECTATIONS

Our brain uses expected patterns of behaviour to reduce the amount of unique processing that it must do. By expecting a certain event to happen, the brain minimizes the amount of information it must process. This technique is applying the 'affect heuristic', which is when current emotion influences our decisions. If we feel positive about something, we are less likely to notice the negatives associated with it. By drawing attention to all the positives of the change, we create a virtuous circle, because by noticing the positives, we are less likely to notice the negatives, which means we notice more positives!

We can use this to our advantage in change, setting the expectations that the change is positive, beneficial and valuable by pointing out all its advantages. Those impacted by the change are more likely to notice the positives because the benefits are in the forefront of their mind.

To be able to bring the benefits of the change to the forefront of others' minds, they must be clear to us. To do this, I use a two-step process.

- I consult the benefits table to help remind me of all the possible types of benefits.
- I create a benefits dependency network as a quick mind-mapping exercise to start thinking about the benefits I associate with the change.

By using these techniques we develop our own awareness of what benefits we can draw others' attention to. To help people look for the positives, it helps to have examples of what they might see in practice. Try to identify how each benefit might be experienced. For example, if the change simplifies the existing process, describe how there will be fewer forms to fill in or less comparison of different sources of data. It is this level of detail that helps others to find these indicators of positivity for themselves.

FOLLOW MY LEAD!

Another example of priming feelings is to set the agenda of a meeting or to direct the scope of the discussion to emphasize the positives of the change.

For example, if I want to hear ideas from team members about how we are going to solve a problem I will give some examples of possible solutions and ask them to contribute similar stories. By setting this structure, it is more difficult for someone to hijack the conversation with reasons why the change will be a failure. Examples of failures was not what they were asked for, so they will have to direct their brain differently to 'buck the trend' of what has been requested, which reduces the probability that they will behave in this negative way.

Another example of this is to use your own focus on the subject to keep everyone focused on what you want to discuss. To maintain focus, ask a question. It is a very quick way to drive attention back to the subject under discussion.

Asking questions gives people the chance to concentrate, absorb and retain more about what we are saying, because they are using the information we are providing.

For example, if you want to highlight one of the benefits of the change, ask others what they think the benefits are. You can ask for a simple list of benefits, or you can deepen their connection to the subject by asking them to extend their thinking:

- Who will the benefit affect?
- How will we measure the benefit?
- Rank the benefits from most to least valuable.

They will give you a range of answers about the benefits, and if yours is amongst them, you can tell them that is the one you want to look at in more detail. If the benefit you want to talk about isn't mentioned, you can tell them you have one to add to the list. Either way, everyone is now focused on discussing the benefits of the change.

TAILOR THE MESSAGE

To support the techniques of priming feelings, setting positive expectations, and following your lead, we need to be aware of the psychological concept called the dilution effect. This is where relevant information is overlooked when irrelevant information is also included in the message.

If I want to generate positivity for the change, I should not load my message with all the potential benefits of the change. If I do, then the benefits that are most persuasive will be diluted by information about all the other benefits that do not feel valuable, reducing the overall value for the change.

Instead, I should tailor my messages, carefully selecting those benefits that I think will most resonate with my audience. In this way, I am keeping them focused on the relevant information, rather than distracting them with other information that they care about less. This will increase their commitment to the change.

Essentially, the dilution effect means we need to ensure that we communicate quality information and worry less about the quantity of information we are sharing.

BUILD ON THE EXCITEMENT OF OTHERS

We can create positive feelings about the change by building on the positivity of others. To do this we need to identify and support those who show early interest in the change. By pointing out how many other similar people are already supporting the change we are using the concept of social validation; our brain is influenced to support an activity if it detects others are also involved. It triggers these thoughts:

- If others are doing this, shouldn't we be involved?
- If we are not involved, are we in danger of missing out?

Approach a handful of key people, spend one-to-one time talking to them about why the change is necessary, how they will be impacted, and why it is relevant for them (see the interest section).

Get them to talk through why they see the change as positive and ask them to talk to a few colleagues to share their views one to one to get them on board with the change, and again, ask them to share their views with a few select contacts.

As the feelings of positivity and excitement grow in volume, support this with techniques for sharing information easily and in many formats to appeal to the preferences of others. Help curate this content by hosting special events where this special group can experience the change.

Making it easy to share the good news could include the following:

- create a site where people can easily post their experiences;
- facilitate post-event reviews to help people form their views and tell stories about what they have learnt.

BRING THE FUTURE INTO THE PRESENT

It is very difficult for the brain to feel excited and optimistic about something very far into the future, sometimes called delay discounting where the brain places greater value on short-term compared to long-term rewards. The pension industry suffers from this problem as their entire offering relies on individuals being prepared to sacrifice immediate benefits of spending for the future promised benefits of having money to spend much later in life.

To overcome this, create scenarios where those impacted by change can live through the benefits today, experiencing the rewards. Bring the rewards forward. For example, if there is a reward of saving time associated with the change, ask those impacted to talk about how they would use the saving to do other things. By having this discussion the future benefit has been brought into the present and can be experienced and enjoyed now, so it will be valued now.

If their manual workload is going to decrease, or if they are not going to have to split their time between multiple competing tasks because the process has been streamlined, get people talking about these benefits.

Participation

Purpose

The purpose of this objective is to build upon the positivity created earlier, by offering those impacted opportunities to define, plan, create and test the new ways of working.

Value

This is an important step because change only becomes a reality when those who must change decide to incorporate the new requirements into how they think, how they behave and what they achieve. We are more likely to apply the change to our work if we have been involved in creating it, as we have a sense of personal ownership over the new ways of working.

Participation creates opportunities for personal growth and development, offering the stretch and challenge of creating something new. This in turn lifts the sum total of skills across the workforce, increasing the overall capability of the organization.

It also enables testing and validation of early ideas about what needs to be changed. Essentially, early volunteers provide 'live' testing of the change, generating evidence of its workability. This evidence enhances the true understanding of the impact of the change, enabling more accurate planning of later work.

Participation becomes a virtuous circle, because early involvement creates the pilots and prototypes which creates enthusiasm in those not yet involved, leading to their participation which creates yet more evidence of the change working in practice.

If we do not achieve voluntary participation, then we are forced to use compliance to achieve the change. Compliance is the application of pressure to get those impacted to conform to the new ways of working. This means that we are taking away any form of choice, insisting on a specific pattern of behaviour. As we have learnt elsewhere in this book, self-choice (autonomy) is an essential element of intrinsic motivation.

Compliance is not a long-term strategy because it has implications for future behaviour:

1. Compliance relies on following instructions. Over time these instructions for how to work will need to flex as circumstances flex and that will bring you back into conflict with this individual, as you will need to change their ways of working again, which will require another demand on them.
2. A lack of control over how we do our work increases levels of cortisol, which increases our stress and makes us less creative, impacting our ability to solve problems.
3. Compliance diminishes self-esteem and the person who is following instructions will feel demotivated.

Measures of success

Alongside measuring the breadth and depth of participation across all those impacted by the change, we should measure the quality of the participation by tracking the amount of time and the amount of engagement. For example, are people offering up ideas and improvements to finesse how things work in practice? Are they coming up with solutions to problems that emerge as they try out the new ways of working?

Participation means involvement and this is a mixture of individual contribution and joining with others to make the change a reality.

Examples of individual contribution are:

- reading and absorbing new information;
- taking time to practise a new way of working, making mistakes and working out how to put them right and learning from this experience;
- thinking through the personal impact of change and altering how an individual does their work to incorporate the new ways of doing things.

Examples of group contribution are:

- working with colleagues to prepare the environment for the new ways of working by contacting customers and suppliers, explaining the impact of the changes to colleagues;
- participating in workshops to design new procedures, identify requirements for new information, new tasks and new responsibilities.

To create high levels of participation, it must be easy to get involved. This is because there is a virtuous circle at the heart of participating in change. Our brain values what we are involved in. Becoming involved in the change sends a message to our brain that this change is now important to us.

To create the highest possible levels of participation, we need to reduce the barriers to involvement. These barriers include:

- procrastination in favour of more appealing tasks;
- lack of time to change because the current ways of working take up so much time;
- lack of momentum.

To reduce these barriers, I have described the following techniques for achieving participation in the next sections.

Procrastination:

1. Find the first step
2. Don't wait for others
3. Create appealing opportunities
4. Proving it works
5. Return the favour

Time:

1. Create the time
2. Increase our appetite
3. Incorporate into existing routines
4. Concentrate

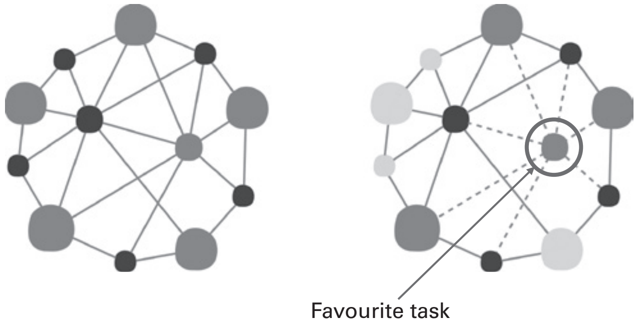
Momentum:

1. Journey planners
2. Make quick progress
3. Define the detail
4. Create the right environment

FIND THE FIRST STEP

A barrier to participating in the change is not knowing where to get started. There are so many possibilities, each with their own advantages and disadvantages, that we are overwhelmed by choice. Our natural reaction is to

FIGURE 6.16 Find the first step



wait until the logical sequence of events becomes clear to us. This exposes us to the risk that there is no simple sequence, so we wait for an answer that doesn't come, delaying our participation in the change.

Instead of looking at all the possibilities, we need to find one activity, that once completed will give us a clearer picture of what to do next, as shown in Figure 6.16.

We are asking people to perform a simple MoSCoW prioritization where they select one must-have item. The selection criteria are based on what motivates the individual, not on how important what they choose is to the achievement of the change, as this is not possible to predict. Motivation comes from things we find easy to do, or things that we think are beneficial. There is more explanation of this in Chapter 4 but for now, consider these questions:

- Which option do I find easiest and most enjoyable? Use the factors from Chapter 4 to find a piece of work that matches your own preferences:
    - something you have done many times before and know all of the steps involved;
    - something that gives you pleasure, because you enjoy the challenge of the work;
    - something that you have always found easy to do, and have practised a lot so you have become even more accomplished at it;
    - something that you know would not take you very long to complete.
- Which option do I personally find most valuable, and would feel is a significant achievement?
    - Which option saves us the most time?

- Which option fixes current problems – problem affecting most people; most noticeable problem; problem with greatest risk?
- Which option will most impress our customers?
- Which option will create inputs that our colleagues are waiting for?

Finding and actioning the first step stops me contributing to the procrastination of others, which left unchecked creates a vicious circle of non-participation.

DON'T WAIT FOR OTHERS

> One reason for not participating in the change is because I am waiting for others to play their part. I am stopping myself getting on with the work and experiencing a sense of achievement when it is finished. I am also preventing my colleagues from getting on with their own work and having their own feelings of accomplishment.
>
> My justification for waiting is that others have a piece of the puzzle that will make the change work. To overcome this I need to work out what I can get done without relying on their input. In this way I am taking back control of the situation and not contributing to the vicious circle of waiting for others, which depresses the overall level of participation in the change.

If you think this applies to you, be honest with yourself. Work out if you are holding back because you are not that interested or don't see the work as a priority. If so, use activities within the positivity or resilience sections to create your inner motivation.

To work alone, identify where you passed things on to others that you could have done for yourself, or where you are sitting back waiting for answers that you can discover for yourself.

For example, you decide that you need a planning meeting with an expert from the business to understand what to do next. They haven't made the time to meet with you, so you haven't taken any action. Instead, hold a planning brainstorm with yourself. Use your own knowledge to identify possible courses of action and the tasks and activities needed to achieve each one. Use these tasks and activities to identify possible interdependencies and to plot various courses of action.

Identify which courses of action deliver the most business benefits so you can decide what you think is the best option. You will come up against roadblocks because you don't know enough, so at each of these points, capture the questions you want to ask your subject expert.

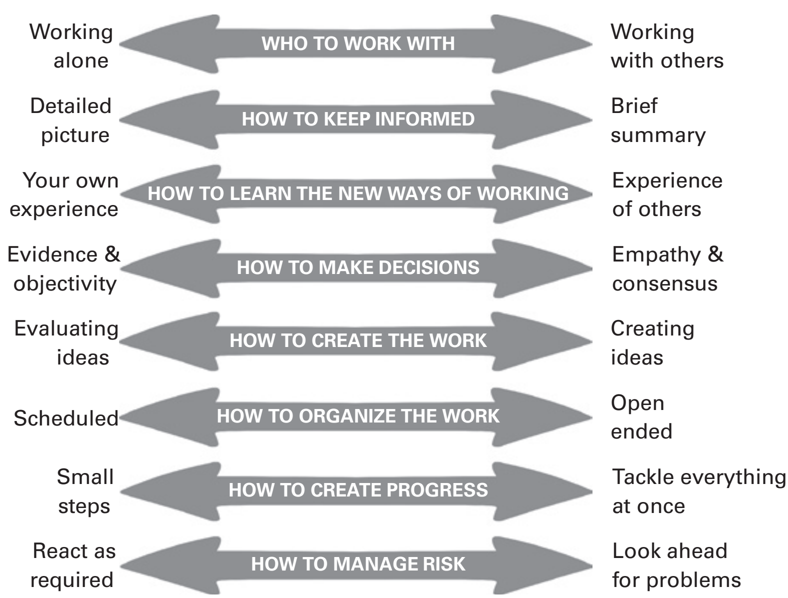
At the end of this you will feel more in control, you will be able to take some steps independently of others and you will have a more focused and productive planning meeting when your expert is available. You will also enhance your credibility with your expert because they will appreciate and respect the effort you have put in.

CREATE APPEALING OPPORTUNITIES

To create a range of opportunities for becoming involved in change that appeals to the talents of different individuals, we need to recognize different personality preferences and motivations. Taking part in activities that align to our preferences makes the change easier to understand. When we understand how something works, we think it is more valuable and more worthy of our support than something we do not understand and we process it quickly and effortlessly. As we saw in Chapter 4, this fluency is most easily achieved when we are doing things that we find easy and that we enjoy.

For every aspect of the change, try to identify activities that appeal to the different preferences outlined in Figure 6.17. Encourage those taking part to offer suggestions for how to do things that will meet their needs.

FIGURE 6.17 Creating appealing opportunities



Using the roadmap structure we can offer a variety of opportunities to meet these preferences:

- Discover – this is a time for brainstorming and being creative so those who like to work with others and who like to experiment and be creative will enjoy this step.
- Plan – this is when we need to analyse ideas, put them into priority order and make sure the acceptance criteria are clear and unambiguous. Those who like to plan and organize work will enjoy this challenge.
- Create – this is a time for taking risks, trying new ways of working and sharing experiences with others to deepen understanding.
- Test – this is a time of analysis and evaluation, assessing if the new ways of working meet their acceptance criteria. Those who like evidence-based decision making will enjoy these opportunities for analysis.
- Deploy/dismantle – training others in the new ways of working and generating enthusiasm and excitement appeal to those who like to dive on in and have a go, and who enjoy working with others. The dismantle step is enjoyed by those who like to make order out of chaos.
- Celebrate – comparing the differences between how we used to work and what we are now able to do is an important part of this step. This analysis helps create motivation for the next iteration.

Another aspect of creating appealing opportunities is to encourage people to work on things that are important to them but are not necessarily the most important to achieving the change. Encouraging people to include things that they value in their daily work generates a feeling of satisfaction.

It reduces the backlog of personally important activities that the person can never find the time for, which is important as this reduces the associated loss of motivation that this can trigger. Encourage people to regularly carry out a task that might not be essential, but which gives them a feeling of satisfaction. These tasks have emotional well-being benefits that contribute to the willingness to continue participating in the change.

It isn't enough to create appealing opportunities; we must partner this with the power to choose how we get involved. A key element of intrinsic motivation is autonomy. We are energized and motivated when we are able to take decisions about what we do. This means that at every opportunity we should cede control of the situation, to create a willingness to participate.

PROVING IT WORKS

In the earlier part of this chapter, we looked at the positivity that can be generated from the enthusiasm of the first wave of those involved in the change. We can build on this by asking others to role-model the new ways of working. Showing what others have done creates proof that the change is possible. This overcomes the natural resistance to getting involved in the unknown. The experience of others creates certainty, reducing the risk of wasting time on something that might not work.

Role-modelling is also a form of 'social magnetism', where others in our community set the norms of behaviour. It creates a feeling of 'I want to achieve that too' and so ignites our willingness to become involved.

The power of role-modelling to generate participation in the change depends on two short-cuts that the brain uses to decide if we should follow the lead of others:

- Emotional connection – we are more likely to follow the lead of someone that we like. This liking comes from the belief that we have things in common and that we see the world in the same way. We are tribal, and we want to be with those whom we perceive to be in our tribe.
- Respect – if we are not sure if the new way of working is a good idea, our willingness to try it out can be increased by the credibility of the person who is demonstrating the new behaviour. This credibility is a subjective value and in organizational change is most likely to be based on respect for their position in the hierarchy, their level of experience and their connections with others we respect.

For role-modelling to be successful, it must be carefully planned. This avoids the risk that others will follow an unintended behaviour because they have interpreted what is required differently. For example, if I want you to become more collaborative with colleagues, I role-model actions where I share information and brainstorm with other colleagues. This can inadvertently create a situation where people stop taking the initiative for themselves because they believe they must always consult others, creating delays and using a lot of resources on situations that require decisive action by the person responsible.

Use this checklist to create effective role-modelling situations:

- Be clear about the action, routine, or attitude you want others to emulate.
- Think about how what you do demonstrates that this is 'do-able'.

- Talk through your action with a trusted adviser and ask them how what you are doing might be interpreted – and ask them to consider the possible negatives as well as the positive interpretation.
- Revise your idea if needed.
- Start behaving in your chosen way.
- Let others know that this is important to you and that you are making a special effort. This is not the time to be shy!

Role-modelling often triggers storytelling, as people share examples of what they have seen others do. Storytelling is a powerful way of sharing practical examples of change in action, helping others still working in the old way to picture the future that they will be a part of.

Create stories with a compelling description that excites and inspires them so that they genuinely want to become a part of it. Stories can also help to acknowledge that changing is not easy but it is possible, by relating examples of challenges and how they have been overcome in the past, proving that the audience has the resources to overcome their challenges. Stories need to convey at least one of these pieces of information:

- The solution is effective and here are examples to demonstrate how it works in practice:
  - simplifies the process;
  - creates an intuitive approach;
  - fixes current problems and failures.
- The change is beneficial and here are some examples of these benefits:
  - improvements for customers;
  - improvements for staff;
  - improvements for suppliers;
  - improvements for regulators;
  - improvements for society.
- The change is relevant to your role, your work or the customers or suppliers you work closely with.
- The current situation is not sustainable and these are the risks of not changing.

Creating stories takes practice. This is an example of a structure I use to help me plan what I want to say. Once I have the basic structure, I can add more description and emotive words to give it drama and make my story memorable:

- Problem/opportunity – connect this to your audience by talking about something you know they care about and that is currently frustrating them, worrying them or will excite them.
- Change – give a simple description of what will be different, eg new location, new product, new system etc.
- Happy ending – provide a description of how things will be when the solution has been achieved or the good stuff starts to happen. Make sure it is relevant to the audience by connecting it to the things they care about, using 'solving' the problem or fulfilling the opportunity you used to start your story.
- Call to action – tell people what you want them to do. Keep it simple and ensure you are only asking for one thing, as more requests will confuse them and get forgotten.

RETURN THE FAVOUR

One way to stimulate participation in the change is to create an obligation to take part. Our brains like to be in balance. We don't like to be in debt, but equally we don't like anyone owing us money either. If we are out of balance, our brains will send us a strong signal to respond, to get things back in balance.

By becoming the recipient of a 'favour' the person who receives the favour feels the need to pay back their privilege so is more likely to respond positively to any request we make for their help.

This is a very useful auto-response, because we can motivate people to get involved in the change we are creating by doing something for them. If we give them something helpful, or we invite them to an event or send them some information, we have created an obligation that they are hard-wired to respond to. Experiments have shown that the value of what we give them doesn't have to be big, it is the gesture itself and not the scale of the gesture that matters.

For example, if I send you an invitation to an event I am holding, you will feel obligated to invite me to something in return. It doesn't matter if you don't attend my event, you will feel a responsibility to include me in something that you are doing, because I offered you the chance to participate so you want to reciprocate.

I have used this to great effect when I want a chance to explain the details of the change to teams. I try to secure invitations to team meetings, so I can share information directly and people can question me about the specifics of the change. To achieve this, I invite team leaders and managers to a special event where I will provide early insights into the impact of the change on their areas of responsibility. Not everyone will attend, but it increases the chances that when I ask for a chance to brief their teams, I will be allowed to do so.

CREATE THE TIME

Getting people to think specifically about when they are going to do something significantly increases the chances that they will do it. This is important because the creation of interest and positivity will be wasted if the persuasion to participate in the change is not actioned. If a willingness to practise a routine is not put into practice, it disappears from the priority list, and it is even harder to get it back on the agenda than it was to create the initial interest in it.

Creating a visual of time can help us imagine how we are going to fit in the new way of working. This visual can be any format for representing time that works for you. For example, imagine the whole day as a pie chart and divide it into one-hour and half-hour segments as in Figure 6.18.

FIGURE 6.18 Finding the time pie chart

FIGURE 6.19 Finding the time linear chart

You might prefer a linear chart as in Figure 6.19.

Use your visual to understand your typical day and work out how you can rearrange things to fit in your new responsibilities. Alternatively, start with a blank chart and work out a whole new way of working.

By creating this schedule, we avoid the natural procrastination we all experience, because we think we can do more in the future than we can in the present. We see the future as a vast amount of time stretching before us, so we postpone the practice of new ways of working until the future, where we think we will have more capacity.

INCREASE OUR APPETITE!

Our brains make decisions based on comparisons of information immediately available. A classic example: if we are given a big box of popcorn, we will eat a lot of popcorn compared to if we are given a small box of popcorn. Our brains might decide to eat half the box, but if the box is huge then we eat a lot. If the box is small, we eat less.

We can use this approach to get more done on our change, simply by surrounding the tasks we want someone to carry out with a much bigger list of activities. If we think there is only one task to do, then we use the time available to complete that task. If we think we have 10 tasks to complete, then we increase our rate of work to get more done and increase the chances that we will finish all the tasks.

This technique supports the idea explained in the resilience section of keeping tasks small so that we are motivated by the feelings of achievement every time we finish something. To achieve this, we need to help those impacted by change to brainstorm all of the things required to make the change a reality, and help them break these down into sub-tasks so they are not overwhelming. Help them identify the links between the tasks so that they experience greater motivation by seeing how completing one piece of work creates inputs used in successfully achieving the subsequent task.

This is a great technique for overcoming procrastination. As early as possible, set the change activities in the context of a high number of tasks, so that our brains start to apportion time to every task. These shorter timescales send the message that we do not have time to waste, and need to get started now.

INCORPORATE IN EXISTING ROUTINES

It is easier to remember to perform a new task if it is associated with an existing routine. Think about how a new way of doing something can be added to something that you do regularly and frequently (Figure 6.20). It is an existing habit that you do automatically, which means it doesn't have any mental 'barriers to entry'. It is not difficult to do so you do not procrastinate, it is just a regular part of your work.

By adding a new activity directly after this one, it automatically becomes part of your established routine. For example, if you need to start providing extra information to colleagues about the status of your work, add the extra information into your existing weekly progress report. If you need to schedule some practice time on the new system that you are moving to, add it into the routine you have for the start of the day when you are logging on to other systems.

Select the task that you use as the precursor to your new task carefully. In using this technique I have learnt some valuable lessons:

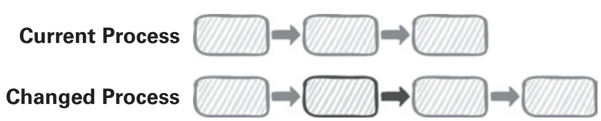
- Ensure there is a match between the frequency of the original and the new task otherwise you will be doing the new work too often or not often enough.
- Undertaking a new task is stressful, because we need to learn how to do it, so do not compound this stress by adding the new task to something you already find difficult to do.

An extension of this technique is to make it difficult to stop doing something by attaching other activities to it, so if you stop working in the new way then other things will have to cease as well. Effectively you are creating a barrier to exit.

CONCENTRATE

We all have a limit to how long we can concentrate for, after which our thoughts start to drift and our productivity falls. Spending time not getting much done creates a negative impact and can reduce our willingness to participate in future work.

FIGURE 6.20 Adding the change to existing routines



To avoid the negatives of lower productivity, work in short bursts. How short is up to you although the most common timeframe for knowledge work is 30 minutes. Set an alarm and work up until the end without a break (Figure 6.21).

During the 30 minutes you must avoid all distractions, so turn off email or social media, ignore other people and concentrate on completing your work.

At the end of this concentration period, you have the satisfaction of knowing you have achieved something. Even if you didn't get all the work finished in this time, your brain will congratulate itself for having completed the concentration period.

At the end of the 30 minutes do something different – if possible, something that you want to do, even if this is just looking out of the window or going for a short walk.

Once your break is over, set the alarm again and work for another short burst. This time increase the length of the break to 10 minutes, then repeat and lengthen the break to 15 minutes. If you need to, set the alarm for the fourth and final time before taking a much longer break and doing something completely different.

JOURNEY PLANNERS

Imagine driving along a road with a junction every few minutes. This will be a tiring drive because we must stop, look for other cars and decide when it is safe to proceed. Imagine if these decision points were every few minutes, then every minute then every 30 seconds. To take decisions on whether it is safe to proceed or not, the brain processes multiple sources of data, sifting it through filters of past experiences to decide the best course of action.

Decision making is a power-hungry use of the brain that makes the brain tired. The driver will be exhausted from these frequent decisions and will want to give up and go home!

FIGURE 6.21 Short burst of concentration

We would never design a road system like this, but it is often how we behave when we are navigating a new way of doing things. Instead, let's remove the virtual junctions and all the associated decision making.

To limit the number of decisions required, create pre-prepared checklists of each step of the change. Checklists help us by identifying the starting point, and then clarifying the next step and the step after that.

Checklists remove the barrier of uncertainty about what to do next. Your brain doesn't have to decide your course of action, no decisions are required, so your brain uses its energy to carry out each action as specified on the checklist. They also offer the advantage of certainty. Not knowing how to get started on something acts as a barrier to progress, because deciding what to do is an additional task, on top of doing the tasks.

Checklists also contribute to repetition of the tasks, which build our familiarity and our competence. This helps to embed the change as an automatic part of our work.

These checklists act as 'journey planners'. To create these checklists, brainstorm all the possible activities required to work in the new way. Define the most logical sequence for carrying them out, and identify the information and equipment needed, ensuring this is in place before trying out the new ways of working.

For example, to create a new social media group for those interested in change management, I brainstorm all the steps including finding and posting content, inviting members, naming the group etc.

For bigger tasks like inviting members, I break this into smaller steps, inviting members from different countries, or industries. Once I have my task list, I review the order to make sure it flows sensibly, with the work that enables later tasks at the start. With this checklist in front of me, I get on quickly because I know what to do, and if I get interrupted it is easy to start again because I can see where I got to.

MAKE QUICK PROGRESS

As we have seen, creating the motivation for making change happen requires a lot of effort. Once those impacted are ready to get involved, we don't want to squander their valuable time by wasting it on trying to do everything for everyone all at the same time. It is better to get something into use, and then build on this, creating the excitement and the motivation of achievement to do more. The benefits of this evolving solution are explained in Chapter 1.

Focus on delivering the complete change to one group of people, before rolling it out to the next group. Similarly, complete all the work necessary to get one element of the change working fully, knowing that you can come back and add more functionality later.

As shown in Figure 6.22, working through the complete change from start to finish means waiting until month 5 to deploy your new ways of working. All five business units will be working in the new way, but Figure 6.23 shows how delivering to Unit 1 first creates a measurable and motivational achievement in the first month of the change.

Combining this with the MoSCoW prioritization technique to ensure only the most valuable tasks are undertaken increases the time spent on doing the change, rather than thinking of all the things that need to be done.

Define the detail

When we 'internalize' the change, we picture ourselves working in the new way. We think through the impact this will have on when and how we do things, and we identify potential problems and design ways we will overcome them if they occur. The change has moved from something potential and distant to something real and immediate, increasing our commitment to it.

FIGURE 6.22 Traditional approach

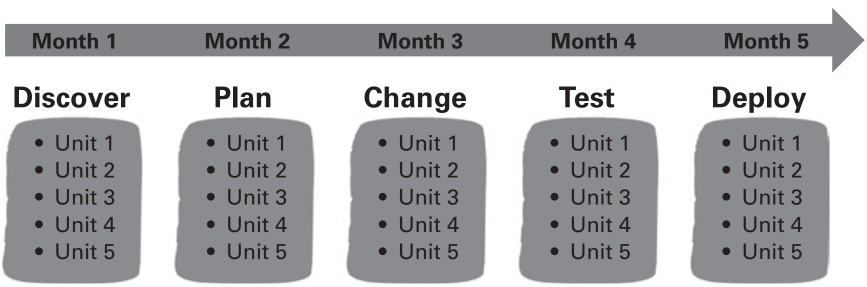


FIGURE 6.23 Agile approach

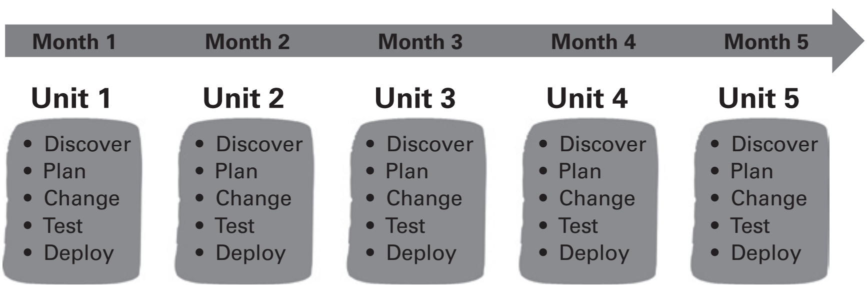
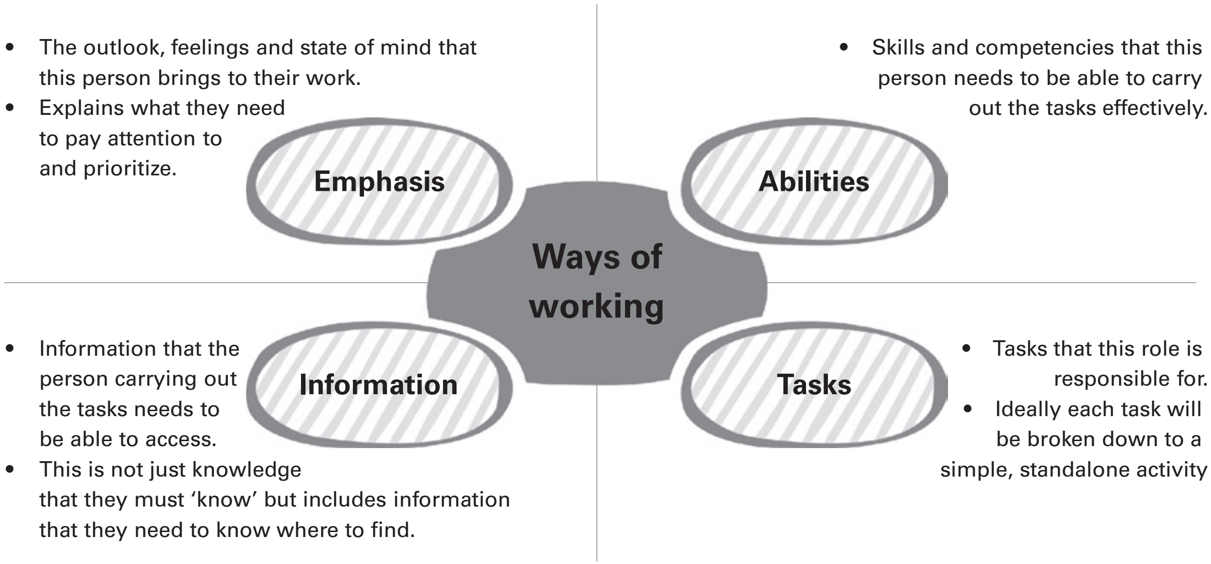


FIGURE 6.24 WAITE model



To help people understand how the change will affect them, I want them to consider it in detail, looking at all aspects of their work. I use a model I call WAITE (Figure 6.24), a title that also provides reassurance that I am not asking them to jump into working in this new way immediately.

WAITE stands for:

- **Ways of working –** the element of their role, their responsibilities and accountabilities that is impacted by the change.
- **Abilities –** these are the skills and competencies that will need to change. It helps them to consider if they must learn a completely new skill or learn how to do something differently.
- **Information –** what do they need to know, what information do they need to have access to so that they can carry out the work?
- **Tasks –** these are the activities that constitute the work. Are these captured in the procedures associated with the work? Are these tasks specified in the role description and are metrics for acceptable levels of performance identified?
- **Emphasis –** what do we emphasize when we carry out our tasks to ensure that work is done to the highest standards? Do we emphasize attention to detail or care for the customer? Do we think that curiosity and a willingness to experiment are important? Emphasis is the attitudes, feelings and behaviours that we think are needed to work in the new way.

To think through the change in this much detail, it helps if those impacted can collaborate with each other, as they will each contribute different ideas about how the change will affect their work.

This is the agenda for a session that I have run hundreds of times to help people participate in shaping the details of the change:

Ways of working – I ask everyone to contribute their description of the new ways of working, so that we can generate a consensus of the scope of the change specific to their areas of responsibility.

Tasks – I ask everyone to work in small groups to identify the activities that will be impacted, based on the scope they have just defined.

Information and abilities – I often ask people to think through these two factors on their own, and then bring them back together to create a complete picture. When they describe the information, data, facts and figures they will need to work in the new way, I ask follow-up questions about how they want to access this and how they want the information presented to them. When they describe the skills and competencies needed to do the work, I ask them what kind of training and coaching would best help them develop these skills, or if they feel they already have them because of their previous experience.

Emphasis – I find this debate works well as a group discussion, because the attitudes and behaviours we demonstrate when we are working at our best are personal to us, and sharing examples helps everyone conduct a personal audit of how closely they match the ideal that is being described. This enables people to benchmark how much of a shift the change will be from how they currently do things.

CREATE THE RIGHT ENVIRONMENT

It is easier to work in a new way if you have everything around you that helps you do so. For example, we know we can increase the scale of recycling if we provide recycling bins within easy reach of where we create mess, and we can reduce printing of paper if we move the printers further away from our desks.

Writing books is hard work, and I can get easily distracted. To decrease the possible distractions and increase my productivity, I made a list of all the things I thought a professional author would have on their desk and I have bought a toolbox and filled it with every piece of stationery, charger cable, scissors, and stapler that I need. I have put a calendar and a clock on the wall, and I have my Kanban board of all my outstanding chapters and diagrams on the wall above my laptop.

Working virtually, it is harder to create a physical environment that supports the change. But we can encourage people to work out how to set up their space so they feel more encouraged and more connected.

For example, when I am working with a team that I have never met face to face, I print pictures of them and stick them on the wall near me. These pictures are not directly in my line of sight, but I know they are there and it makes the team feel more human and more real to me. It enhances my ability to connect with them because I show more empathy and ask more questions about their opinions and how they are feeling.

Creating resilience

Purpose

The purpose of this objective is to help people keep going when they are feeling overwhelmed, developing their emotional resilience for change. Earlier in the book we defined resilience as the determination to see something through to its conclusion, even in the face of significant pressures.

When we experience stress, one part of our nervous system triggers adrenaline and cortisol, which boosts our physical and mental energy to cope with the situation that caused the stress. When the danger has passed, another part of our nervous system calms us so we can reset and recover, ready for the next challenge.

It is when we do not reset back to an unstressed state that we experience harm. Continued stress wears us down mentally but also has negative physical effects. Resilience relies on our ability to break up periods of stress, stopping the uninterrupted flow of our stress responses that impact our ability to keep going.

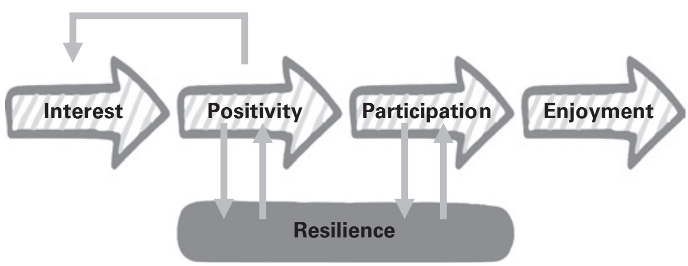
Each of the techniques is designed to stop, at least temporarily, the negative thoughts and the fear of failure associated with the change. The break they create allows us to reset and gives us the ability to safely proceed with tackling our challenges.

To maintain positivity and participation, we need to use the resilience techniques to generate the persistence to keep going, even when the effort required feels overwhelming (Figure 6.25).

Value

This is an important step because without resilience, people will fail to fully adopt the change; they will stop making the effort to work in the new way

FIGURE 6.25 Importance of resilience



when things go wrong or are harder than they were expecting. Resilience lowers stress levels, which increases the quality of engagement with others, building stronger relationships and reducing misunderstandings.

It also creates personal growth, as each episode of resilience enables those experiencing it to prove to themselves they have the qualities of persistence and determination.

If those impacted by change can keep going even though adopting new ways of working is difficult, it reduces the probability that they will seek out an easier working environment by applying for jobs elsewhere.

Measures of success

You will know you have been successful if problems are met with ideas for how they can be overcome, rather than a withdrawal of effort and/or a return to previous ways of working.

If this objective is not achieved, then the change will not be fully implemented. There is a cycle between resilience and participation. If the determination to keep going is lost, then participation will be lost and new ways to encourage involvement with the change will need to be found.

The techniques for achieving resilience are:

1. Micro-breaks
2. Abandon perfectionism
3. Change your words to change your feelings
4. Create new evidence
5. Imagine the change as someone different
6. Focus on your progress
7. Know how far we have come
8. Celebrate small steps
9. Change the perspective
10. Miss list
11. Replace the worries
12. Have an escape plan

MICRO-BREAKS

There is increasing evidence that even micro-breaks upwards of 30 seconds can create a reset of our stress levels. Some examples include:

- get out of your chair and continue standing whilst sipping a glass of water;
- take a short walk, preferably outside so you get some fresh air;
- change your focus by looking at an object and focusing all your attention on it, whilst other things fade from your consciousness;
- concentrate on your breathing, using techniques that help you take longer in and out breaths.

ABANDON PERFECTIONISM

If you feel overwhelmed by how much you have to do, which triggers the desire to give in and stop, do a quick audit of what really needs to change. Use the 80/20 rule for a pragmatic (but not perfect) response. Use 20 per cent of your time to get 80 per cent of the task completed and then ask if it is worth using another 80 per cent of your time to achieve the last 20 per cent of the task. Do you need to use 80 per cent of your energy to perfect what you have already created?

Put like this it is easy to see that where we have too much to do and not enough time to do it, we could better use our time to move on to the next piece of work.

CHANGE YOUR WORDS TO CHANGE YOUR FEELINGS

If we can change the way we think about a situation, we can change how we feel about it. We know that our internal voice can have a powerful effect on how we feel and our ability to cope.

Change how we describe a situation in our heads. Instead of 'I am overwhelmed', change the description to 'this is overwhelming'. A small change of words changes the meaning:

> *'I am' makes the situation feel as if it were all on our shoulders, leading to stress and panic.*
>
> *'This is' defines the situation objectively; this distance allows us to stand back and work out a solution.*

Another example of using words to change our feelings about the situation is to add the word 'yet' to the end of a sentence. The addition of this word changes the meaning of the sentence from a finite situation (which in trying to make change happen can feel like an admission of defeat) to a current and hopefully temporary situation that can be fixed. For example:

> *The statement 'I do not have the knowledge or skills to do that' is replaced by 'I do not have the knowledge or skills to do that yet'.*

> *The statement 'I do not have the time to do this' is replaced by 'I do not have the time to do this yet'.*

These simple changes of words might appear to have very little impact on your feelings, but I promise you, this technique works to reprogramme our brain, enabling us to solve the problem and experience the motivation that comes from achievement.

CREATE NEW EVIDENCE

This builds on the idea that our beliefs about a situation are not necessarily rational. When we make a negative statement about our ability to cope, we should challenge this with the available evidence. For example, challenge the statement 'I could never do that' with examples of how you have carried out similar tasks and solved similar problems.

For this to work, your past experiences need to be specific, and contain details, examples and measures of success that prove your limiting belief is not correct, but is just a negative view driven by emotion, not evidence.

We can help people challenge their negative assumptions by putting them in contact with early adopters of the change, who have real-world examples of how it has worked for them.

IMAGINE THE CHANGE AS SOMEONE DIFFERENT

This is a technique for creating detachment from the emotions created by the change. This detachment or objectivity enables the situation to be viewed more rationally and therefore more calmly.

I have used the technique to look at the change from two perspectives:

- someone that I admire who has different character traits to me;
- another job role, with different responsibilities and different stakeholders.

Someone that I admire When I am very stressed by a situation, I try to step back and view it through the lens of someone I admire, who has a very different approach to life to me. She is a very calm person and she is naturally reserved. She considers her words carefully and thinks deeply before taking action. She is naturally more of an observer than an active participant in situations so when she does speak or take action, this is noticed by others.

I am not naturally reserved, and I often speak quickly to try to make sense of my emotions. I find looking at the situation through her eyes to be very calming, and by trying to detach myself from the detail, I can recognize how emotion is clouding my judgement. These few minutes thinking in a different way usually gives me insight into what I should do next.

View the new behaviours through the approach of someone you admire:

- colleague
- celebrity
- sports star
- high achiever in your industry

Ask yourself how they would behave:

- What would they do?
- What would they prioritize?
- How would they participate?
- Who would they engage with?

Another job role By looking at the change from the perspective of a different role, I am not viewing the change through the lens of my current responsibilities. This takes away the emotions and the preferences associated with our current role, where we have preferences, assumptions, and constraints that we are applying to the change.

For example, I used my previous role of programme manager, responsible for not just the behavioural change but the successful delivery and implementation of the tangible changes created by all the projects that form part of the programme. In this role I need to deliver competing, conflicting pieces of work, all interdependent, and that taken together deliver business value to me and my clients.

What was interesting is that as soon as I viewed my job through this lens I remembered that the key skills in programme management are the ability to prioritize initiatives and to create achievements that reassure stakeholders that concrete progress is being made.

Looking through this lens I timeboxed my day, turning off email in each one-hour sprint and celebrating getting things finished at the end of the sprint by giving time to something in the house that had previously distracted me.

I used these one-hour concentrated efforts to work through a prioritized backlog of initiatives, with a clear plan to finish on Friday afternoon so that my work didn't spread itself all over my weekend.

I have been amazed at how the technique has brought a new focus to my day. If I am starting to lose focus, I think about how that would look as a professional programme manager. I find myself thinking that I wouldn't give up on something if I was in front of a client, so I don't give up just because I am the client!

I know this is a 'trick of the brain' but it works.

FOCUS ON YOUR PROGRESS

When change never ends, looking at the things not yet done means we steal away any chance of celebrating an accomplishment. We do not stop and congratulate ourselves for the progress we have made. How can we? We don't feel we have made any progress because all we can see is everything still to be done:

- we feel as if we are late and we are running out of time;
- we panic that we will not get everything finished;
- we have a base level of underlying anxiety that never goes away;
- we cannot relax and enjoy our work and our colleagues;
- we are tired from the stress of the anxiety.

These factors make us tired and dispirited which means we have less energy when we are already overwhelmed by the perceived mountain of tasks we must complete.

Let us replace the unremitting nature of this constant change with a new approach that builds in frequent and regular points to evaluate our progress. We need to standardize these breaks so that they become routine.

It requires us to learn a new evaluation technique where we accept that we have not completely finished a task but that we have had lots of micro achievements along the way.

For example, when writing, if I haven't finished a chapter yet, I am pleased that I have created the list of contents and the order of the points I am going to make.

These mini celebrations enable me to quell my rising panic about all the things not yet done by reminding myself I have already been creative this morning, I have proved I can get started on an article, and if I just keep going at the same pace I am writing now I will have the finished product by the end of the day.

To support our ability to celebrate these achievements, we need to use two other techniques:

- know how far we have come
- keep things small

KNOW HOW FAR WE HAVE COME

An essential skill in navigating a complicated journey is to know where we are, so we can judge how much further there is to go. Adapt this for our situation at work by creating a quick mental inventory of the things we know how to do before going back to worrying about all the new ways of working that we have not yet learned.

Importantly we must do this stock take with a positive, celebratory frame of mind otherwise it will fuel our stress, not minimize it.

For example, if I am having to learn a new platform for building and managing websites, it has so much functionality that it feels never ending. So I am going to celebrate that since last week I have learnt where and how to post videos, which I didn't know this time last week.

To help build these new habits think about how you like to learn. Do you prefer to keep a journal where you will write your achievements? Do you want to send yourself a congratulatory email, just as you would if you were praising a member of your own staff?

Maybe you prefer to write a to-do list and cross off each thing you have done, or create a progress tracker with sticky notes so you can have the satisfaction of moving the note for each task into the completed column.

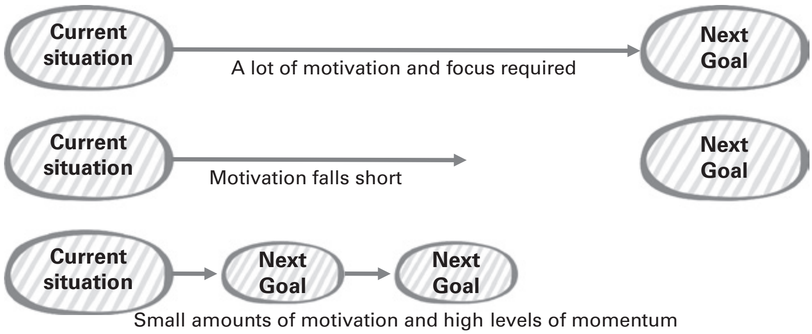
Whatever your mechanism it helps to have a predefined set of questions that you can ask yourself to create these feelings of achievement. If they are simple enough they become like a mantra and they drive out the negative voice telling you what a failure you are because you haven't finished x, y and z

CELEBRATE SMALL STEPS

To be able to keep going, it is important to have a sense of progression, which comes from understanding the steps to achieving your change.

Break the change into small steps, each of which is an achievement. It is important that completing the step has value, because it is the value creation that creates the motivation to take the next step.

FIGURE 6.26 Small steps



Ensure that the steps are small – too big and the gap between the achievements will be so large in terms of time and effort that you will get disheartened and lose the impetus to keep going (Figure 6.26).

Each step must be a small percentage increase on what you already do. It is easier to build in the achievement of 10 per cent more of something rather than 100 per cent more. It is not easy to see that our plans are too big, so once you have identified your steps, talk them through with others and get their view on the achievability of what you are proposing. I find the feedback of my colleagues difficult to accept as they often point out other commitments I had forgotten about which makes my steps too big. They encourage me to go back and reduce the size of my ambition and whilst internally I argue, they are usually right. It is better to do something than nothing.

We shouldn't overlook the impact of brain chemicals, primarily dopamine, which gives us a pleasurable feeling. The release of this chemical is triggered by progress towards our goals, so it makes sense to make them small and frequent to maintain that positive feeling.

Change the perspective

Our brains like to process information relative to other information. We can use this trait to create resilience. If something feels overwhelming, change the perspective by comparing it with other things. For example:

- if you want to make the change feel smaller, compare it with a much larger change;
- if you want the change to feel simpler, compare it with something complex;
- if you want the change to feel more intuitive, compare it with something complicated.

MISS LIST

This technique uses the concept of gratitude that is a building block of positive psychology. You are more likely to overcome obstacles if you feel positive, and you are more likely to feel positive through an appreciation of the good things happening in your life.

The miss list helps you identify something that if you had not experienced in your day, you would have missed out on. You focus on something that makes you feel happy, and grateful, which increases your feelings of happiness. You don't need to restrict yourself to a work-related example. Anything that makes you feel pleased it has happened, and that you do have good things in your life, will lift your spirits and increase your resilience.

Imagine that instead of experiencing today, you had stayed in your bed this morning and pulled the covers over your head. You didn't get up, you didn't engage with anyone. Work out what positive, pleasurable things you would have missed.

Start at the very beginning when you first woke up. This has two advantages:

1. Starting from the moment you woke widens the chances of finding something because it expands the time and includes your home life as well as your work life.
2. It gives you the chance to go back to the start of the day, which is a point in time before your stress started, and helps you remember you were not always this stressed. This helps reinforce the message in your brain that this feeling of stress is not permanent, which is a vital part of feeling back in control.

I run this exercise as part of my workshops, and people can always find something that makes them smile. They also enjoy starting from the very beginning, because the start of the day often includes precious family moments that remind them that there are lots of good things happening, even if parts of their job feel tough, especially when they are trying to get used to working in new ways.

REPLACE THE WORRIES

To replenish our belief in our ability to keep going, it helps to acknowledge up front all the things that will create negativity, which drains our ability to keep going. This is a very personal list. It is about your ability to keep going when things are difficult, and it must start with self-awareness of the circumstances for when you are most likely to give up.

Brainstorm all the reasons that you have given up on something in the past; imagine similarities between those past examples and this piece of work. Use this knowledge to create ways to overcome each of these problems before they happen. When you encounter these problems you can refer to your pre-prepared coping mechanisms. This has two advantages:

1 You are not trying to be creative about how to solve your problems when you are experiencing them, which is when you are at your least creative.
2 You have normalized this sense of deflation and lack of energy. You accept that it is part of any initiative, so you don't blame yourself when you are feeling low.

Answer these questions before the negativity sets in:

- When I'm facing lack of support what helps me is… for example, think of times you have successfully worked alone, or remind yourself of the time saved in not collaborating with others.
- When I am being criticized what helps me is… for example, remind yourself that you have information that those criticizing you do not have, which invalidates their criticism.
- When I'm facing an overwhelming volume of work what helps me is… for example, reduce the volume of work by using the MoSCoW technique to ensure you only put effort into the must-have tasks.
- When I'm worried I don't know the answer what helps me is… for example, remind yourself of what you do know, which makes you feel certain, creating a sense of calm.

HAVE AN ESCAPE PLAN

We are more likely to be able to keep going if we know that if things go wrong, we have a way of getting ourselves out of trouble. To prepare your escape plan, think through the impact of your change, looking for side effects and unintended consequences.

Essentially you are 'disaster hunting' so that you can proactively come up with solutions before the problems arise. There is also the chance that by identifying the difficulties, you are more alert to them, making them less likely to occur in the first place.

From my experience, these areas provide lots of examples of things that might go wrong:

- Relationship dynamics – will this change threaten the existing power balance of those involved? Does it create new reporting lines, putting pressure on people to update others with their progress and making them feel less in control of their work?
- Manual interventions – is there a chance that the change will trigger the removal of existing short-cuts for others, upstream or downstream from those directly impacted?
- Adding to the burden – does the change create new obligations or additional work for others?
- Removing advantages – does the change make obsolete things that others currently use?

A friend of mine who is a talented transformation director encourages everyone on her team to start work on a change by imagining the worst that could happen. She then gets them to work out how they would fix the problems, who they would need to contact, what materials and equipment they would need for the fix etc.

Everyone leaves this session feeling reassured that they can get themselves out of trouble, and they feel that by identifying the change there is an environment that accepts that things go wrong sometimes, so there is less of a blame culture, which makes them trust my colleague more. Her view is that because of this, they identify problems much earlier in their lifecycle, when they are smaller and easier to fix, which reduces the overall level of stress and increases the resilience of everyone involved.

Creating enjoyment

Purpose

The purpose of this objective is to reinforce the benefits of the change by identifying what has improved, what is now possible that was not before, and what problems have been eradicated by the new ways of working.

Value

This is an important step because change does not happen in isolation, and there is a need to continually encourage goodwill for future changes. Creating recognition of the benefits of the change and celebrating the advantages and improvements of what has been created increases this goodwill.

By taking time to assess what has been achieved, a new baseline of how we operate now is created, from which new innovations can flow. Sharing of this new baseline creates a feeling of forward momentum which helps power other initiatives.

This celebration confirms that the change has become 'the norm'. This reduces the time spent imagining possible futures as the future already exists, increasing the mental energy available for achieving business objectives and for taking on more change.

Measures of success

You will know if you have been successful if people involved in the change share positive examples of their involvement in creating the change, and tell stories of what has been achieved.

Unlike earlier in the behavioural change lifecycle, silence about the change is a measure of success. It may appear counterintuitive but if no one is talking about the change, this is a sign of success. It means that the new ways of working are no longer new, they have become accepted practice.

Measuring the benefits

Start applying the new performance metrics to the work. This will 'normalize' the change in ways of working because the results will appear in the dashboards and regular reporting of the organization, increasing the number of people who know about it and are excited by the achievement.

The techniques for achieving enjoyment are:

- Clarify your achievements
- Share the benefits

CLARIFY YOUR ACHIEVEMENTS

It is easy to lose sight of progress because we are so busy making yet more progress. Schedule a regular review session to clarify the achievement of the change. Select a period of time over which you can review your progress. For example, think back three months ago to how you were working. Consider factors including:

- your hours of work;
- number of activities you carried out per day;

- amount of manual work, eg data inputting, physically checking progress, filling in paperwork, having to make decisions about what work to do next;
- amount of automated work, eg overseeing completed work, automated reminders for next steps;
- amount of stress you felt you were under.

This celebration mind map in Figure 6.27 is celebrating measurable, structural achievements to create a sense of accomplishment. This will work for those of a pragmatic nature, but for more reflective personalities, encourage them to create a mind map that has many more 'feeling' examples:

- The change has made me appear more credible and knowledgeable.
- I am being included in important conversations.
- I feel more confident about my ability.
- I understand more of my role.
- I am confident about my career progression.
- I am being sought out by my peers for input and ideas.
- I feel like I am doing something worthwhile.

FIGURE 6.27 Celebration mind map

SHARE THE BENEFITS

At the end of the change initiative, discuss the benefits of your experience. This helps us to relive these advantages, which increases our enjoyment of them and our commitment to them. We are strengthening the memory in our brain of our achievement, which reinforces our feeling of accomplishment and pride in our work. This activates a response in the part of the brain responsible for reward, creating endorphins, which are the brain chemicals responsible for making you feel happy.

Consider two types of benefit:

- Benefits resulting from the achievement of the change, most likely listed on your Benefits Dependency Network, covering the different tiers of benefits described in Chapter 3.
- Benefits resulting from taking part in the change initiative, where you have had a chance to develop new skills, acquire new experiences and work with new people.

These positive experiences mean that we feel good about the work we have done, and are more likely to feel positive about the next change we are involved in.

Conclusion

This chapter has identified coping mechanisms that help us move through each emotion in the behavioural change lifecycle until the change moves from the new to the normal way of working. These practical techniques ensure that the investment in creating the change is repaid by the achievement of benefits for the organization and for the individuals involved.

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APPENDIX 1

Change roles

Change sponsor

The person performing this role:

- has the authority necessary to implement the change across all areas impacted by the agreed scope;
- is personally committed to ensuring the change is a success;
- has strong relationships and a high level of credibility with all those impacted by the change.

Their responsibilities include:

1. working with all those impacted to create a description of the change that meets the business need and is regarded as feasible, appropriate and relevant to the challenges the organization faces;
2. establishing and maintaining alignment between the change and the organization's strategic objectives;
3. maintaining a balance between changing the business environment and achieving necessary performance levels;
4. championing the change by providing visible support within the organization and to all external parties with an interest in it;
5. willingly and proactively providing support and guidance to all those involved in making the change a reality;
6. demonstrating leadership of the change by modelling the behaviours expected as part of the new ways of working;
7. gaining access to and committing the necessary resources to the change;
8. devising and applying suitable governance arrangements that reflect the scale and risk associated with the change;

9 actively using the measures of the benefits to demonstrate what has been achieved, congratulating those responsible to generate support for and participation in the change;

10 actively using progress information and reviews to assess the progress of the change and take timely remedial action when necessary.

Points to consider when accepting this role:

- Do you have a clear understanding of how the organization will be different once the change has been implemented?
- Are you comfortable with your level of specialist knowledge in order to guide the overall direction of the change?
- Do you believe that the change is positive and has the capability to deliver sufficient business value to justify the investment in the change initiative?
- Do you have sufficient influence to effect change across all of the departments and functions involved?
- Can you commit sufficient time to take an active role as the sponsor and champion of this change?

Change leader

The person performing this role:

- is personally committed to ensuring the change is a success;
- has strong relationships and a high level of credibility with all those impacted by the change.

Their responsibilities include:

1 using specialist knowledge to contribute to the definition of business need and the description of the change that will meet this need;

2 comparing change activities against the organization's strategic objectives to prioritize the work to deliver the greatest business value;

3 committing the time and energy needed to repeatedly explain the scope, impact and benefits of the change to all those involved, and where relevant incorporating their feedback into the change activities;

4 willingly and proactively providing support and guidance to all those involved in making the change a reality;

5. demonstrating leadership of the change by modelling the behaviours expected as part of the new ways of working;
6. applying the governance arrangements and developing effective working relationships with the change sponsor and others in decision-making roles;
7. identifying and applying measures that prove that the change has realized benefits;
8. coordinating all of the change activities from all of the participants to create a comprehensive picture of progress, issues and risks;
9. escalating issues to the appropriate person and working with them to ensure they are resolved.

Points to consider when accepting this role:

- Do you have sufficient specialist knowledge of your organization, the market it operates within and the processes and systems impacted by the change to define the change activities?
- Has sufficient authority been delegated to enable you to coordinate the change across all of those impacted by it?
- Can you create sufficient time to perform your coordination of the change alongside your business as usual responsibilities?

Change participant

The person performing this role:

- actively participates in making changes to their way of working and contributes to changes in how others work;
- commits to the change activities voluntarily, using their own motivation to spur them into action, not relying on others to direct their contribution.

Their responsibilities include:

1. identifying how the business need that the change must deliver relates to their role and areas of responsibility;
2. clarifying the improvements that will be generated by the change and representing the change positively to all those impacted by it;

3. devising new ways of working to achieve the business need and realize the expected benefits;
4. collaborating with colleagues to identify and implement all necessary change activities;
5. participating in measuring the results of change to prove that benefits have been realized;
6. escalating issues to the appropriate person and working with them to ensure they are resolved.

Points to consider when accepting this role:

- Have you identified how you will benefit from making the change, and do you believe that they are necessary and an appropriate response?
- Are you clear about where you can add value and can you clearly articulate your contribution to the change effort?
- Can you create sufficient time to participate in the change alongside your business as usual responsibilities?

APPENDIX 2

Change management documents

This appendix describes the content of the documents created in Iteration 1 of the roadmap. I have kept the names of these documents as generic as possible as I recognize that you will rename them to fit with the prevailing terminology used in your own organization.

Description of the change

The purpose of the description of the change is to create an understanding of what will be different in the future. It is reviewed at the start of each iteration and acts as an important source of reference for what is required; helping to prioritize the work based on the intended scope and expected deliverables of the change. It contains the following elements:

Vision

There are three elements to the vision for your change:

1. description of the business environment once the change has been implemented, explaining the market position of your organization and its internal capabilities;
2. description of the transition state explaining how the new ways of working are balanced alongside some of the old practices that have not yet ended;
3. description of the environment during the change to reassure all those impacted that their contribution will be welcomed and that they will be offered support to help them adapt to the new business environment.

Too often, only the description of the business environment once the change has been implemented is provided. In order to build the confidence of those taking part in the change it is helpful to describe how work is prioritized and resourced during the transition state, so that individuals can define their role during the change.

The transition state is what those reading the description of the change will be operating within throughout the duration of the change initiative, so it is this that they will want to understand. The vision of the end state can offer an attractive future which is motivating, but this motivation will be outweighed by their concerns if they don't understand the structure of the transition state and level of support they will be given during transition.

Scope and exclusions

This is based on your interpretation of the business need and defines which areas of the business will be included in the change. These areas of the business can be a list of all of the departments or functions or might be listed by process, product or service. Some of the areas of the business included in the scope are not primary sources of the change but have to be included because they are the recipients of changes that they must accommodate by changing themselves. It is helpful to point out where these relationships exist to give those impacted confidence that the initial and subsequent effects of the change have been considered.

For completeness, this section should also define which areas are excluded from the change, with an explanation of why they have been excluded. It is important to balance the breadth of the impact of the change with the capability of the organization to cope with high levels of change, whilst at the same time maintaining acceptable levels of performance in the business as usual environment. For this reason, some areas may be excluded from the scope of the change initially, with the expectation that the changes will be rolled out to them at a later date.

Expected deliverables

Although the change will evolve as the results of each iteration triggers further ideas, and reactions to the change generate new requirements, there must be some agreement on the critical areas that will be subject to change: structural changes – processes, systems, buildings, roles and responsibilities – and cultural changes – behaviours, attitudes, skills and competences.

Assumptions

The vision, scope and deliverables have been defined as a result of an information-gathering exercise that analysed the business need and identified the benefits that meeting this business need would achieve. A number of assumptions will have already been made about your change initiative during this activity and they will need to be captured so that they are clear to everyone. It is also helpful to review them throughout the change because if these assumptions are no longer true then there may be an impact on what the change needs to achieve.

These assumptions will include prevailing beliefs in the internal capability of the organization, and the perception that customers, potential customers, suppliers, competitors and regulators have about the organization.

Constraints

Constraints are restrictions that the change will have to work around. In most change initiatives the biggest constraint is the availability of resources with sufficient experience of the current ways of working to help define new approaches, or with sufficient time to become involved in change as well as maintaining acceptable levels of productivity in their current role.

Links with other work

Interdependencies between this change initiative and other work planned or already underway might be regarded as a constraint but I have listed it separately as it may offer opportunities to benefit from work already done or to transfer some of the work to other teams working on similar changes.

In some organizations this description of the change will be created as a target operating model or blueprint of the future structure and capability of the organization. The danger with this approach is that this comprehensive definition of the future makes no allowances for responding to the real experience of change, where knowledge and experience develop incrementally as the impact of individual changes alter the perception of what else needs to change. For this reason I believe the description should be created as a series of ever more detailed documents, refined by those closest to the implementation of the change and revised at the end of every iteration.

The acceptance criteria for an effective description of the change are:

- it creates a positive description of the new working environment that reassures those that read it that the changes create genuine improvements in the internal capabilities and market position and reputation of the organization;

- it provides enough description of the change that individuals can understand how they will be impacted;
- there is an explanation of how the scope and deliverables align to the strategic objectives of the organization.

Business case

The purpose of the business case is to demonstrate why the change is needed and how it will deliver improvements to market position and internal capability over and above what exists today. In common with the change description, it is reviewed at the start of each iteration to understand what benefits the iteration should deliver, which in turn affects decisions on the priority of change ideas.

Throughout this book I have assumed that your job is to make change a reality, and not to decide if the organization should commit to the change. Therefore, I do not assume that you will be responsible for the creation of the business case, but I have included it here for the sake of completeness.

The most important information you will require will be a detailed understanding of the benefits expected by the change, and you might find it more useful to have a detailed description of each benefit, which is not normally included within the business case. Therefore, at the end of this section I have set out what I would expect to see in a benefits description.

The business case often triggers the creation of a risk register, using the summary of risks from the business case as the initial entries in the risk register. If there is no business case for your change initiative or you do not have access to it, ensure that you create a register of all the risks to your successful implementation of the change.

The business case contains the following elements:

Benefits

The description of the benefits is derived from the business need that the change is addressing. The amount of detail that you include in your description of each benefit will be driven by the approach to benefits management that is used in your organization. As a minimum include the following:

- Type of benefit:
  - The most common type of benefit (and often the most popular as it is so easy to understand) is a financial benefit that summarizes the cost

savings or the expected increases in revenue that will be created as a result of the change. Financial benefits also include a measure of profitability for each product or service.

  - Another type of benefit is often called a strategic benefit, which describes the improvement to the business resulting from the change. Strategic benefits include increases in the number or types of customers and the longevity of customer relationships.
  - Organizational benefits measure internal statistics including staff sickness, turnover, productivity per employee.

- Where in the organization the benefit will occur – as so much of our work is interconnected it is often very difficult (and not the most productive use of time) to narrow down one department or function that can claim the benefit as their own. Doing this does reduce the risks of double counting and overestimating the positive contribution of the change but it is helpful to see how many areas are impacted by the change.

Costs

Identification of each of the costs associated with the change. Consider dividing these into the costs directly associated with creating new ways of working, ie people, equipment, services, and the costs of managing the change. For example, the costs of establishing a team to coordinate the change and to support those involved. This might include your role, a 'Change Management Office' (CMO) of specialist planners, risk analysts, procurement experts and a training team to deliver training in the new ways of working.

These costs might include a charge for the office space used by the CMO and venue costs for the training. There may be some costs for managing the risks (see below), including the costs of creating and implementing the change in a sub-optimal way, ie not the cheapest way but the way that minimizes the risks.

Consider whether you want to include the opportunity costs of not carrying out other work whilst the change is taking place.

Risks

A risk is an uncertain event that if it should occur will have an effect on the achievement of the objectives of the change. Describe:

- the situation that would lead to an effect on the achievement of the change;

- what might cause this situation and how likely it is;
- what the indicators are that this situation is starting to occur;
- what the immediate effects of this situation would be on the achievement of the change and how severe these effects are deemed to be;
- what actions can be taken to minimize the chances that this situation will occur.

The acceptance criteria for an effective business case are:

- the benefits are described in sufficient detail that they can be used to decide which aspects of the change are essential and which would be advantageous but not responsible for the generation of specific benefits;
- the information about the costs is comprehensive and whilst estimates lack detail at the start of the change, there is a high degree of confidence that every expected area of cost has been included;
- proof that those defining the change have looked ahead at what might impede its progress and considered how these problems can be overcome.

Benefits description

The purpose of the benefits description is to ensure all those associated with the realization of the benefit understand what it is and how it is to be measured. The benefits description includes the information described in Chapter 4 on Business need, including:

- Detailed description of the type of benefit or disbenefit, and who is taking responsibility for its realization.
- Expected level of benefit, immediately after implementation, and once the change has been fully embedded. This is because it is unlikely that new ways of working will generate benefits immediately. Performance levels may fall initially as people struggle to remember how to do things differently, so it might be worth including an estimate of any decreases in levels of service ahead of the realization of the benefit.
- Relationship to other benefits, specifically:
  - benefits that this benefit relies upon and their origin, eg other parts of this change initiative or other projects or change initiatives taking place

elsewhere in your organization or market place that create circumstances which enable this benefit to be realized;
  - benefits that this benefit contributes towards, strengthening the overall value of this benefit as without it you may lose the chance to create further benefits.
- How the benefit will be measured, ie actual or percentage amounts, and the data items to be measured, eg number of people, time elapsed, number of steps in a process, number of complaints or compliments, scores from surveys etc.
- Baseline measures from the existing business environment that will be used as a comparison of the measures taken after the change has been implemented. Find as many measures as possible that might be relevant to the benefit you are trying to prove, to give yourself the greatest chance of showing an improvement.

The acceptance criterion for a benefits description is: there is sufficient detail in the explanation of how the existing state has been measured that those planning the activities in realizing the benefits for Iteration 2 and onwards understand what they need to do.

Change management strategy

The purpose of the change management strategy is to explain how all of the change activities will be coordinated and managed. As the change evolves different people will become involved at different times so the change management strategy acts as a rapid induction. It provides guidance on:

Organization structure – the change management strategy should state that individuals are expected to take responsibility for their own change activities, as self-directed effort and willing collaboration with others is needed to successfully implement change. This section includes a description of the different roles that those impacted by the change will be expected to perform (see Appendix 1: Change roles) and how authority for decision making has been delegated through this structure to ensure that everyone feels sufficiently empowered to make changes to their way of working.

How risks and issues are escalated – whilst authority for making change has been delegated to those whose ways of working need to change, this must be balanced with an escalation process for when more authority is needed. It is important to agree from the start what constitutes an escalation item. An easy choice would be those risks that have been assessed as high probability and high impact, but this means that everyone has to have a similar understanding of what high impact means. Consider defining high impact as:

- additional work not previously considered part of the change requiring additional funding above X amount;
- any change activity that affects other parts of the business not previously included in the scope;
- any change activity that affects external parties (customers, suppliers, regulators) in a way that they have not already been warned about.

Balance with business as usual – guidance needs to be given on how individuals split their time between making changes and continuing with their business as usual responsibilities. In some cases staff may be formally seconded to the change initiative for its complete duration or for a specific iteration. Line managers of resources involved must agree to the backfilling arrangements or lower levels of performance for their team during the secondment period.

In the vast majority of cases staff will be asked to split their time between the two responsibilities and will need guidance on how to prioritize their work.

How quality of the work is checked – before implementing changes into the 'live' environment we need to know that their fitness for purpose has been assessed and that the change creates the specified outputs and does not disrupt other elements of the business environment.

Define if internal or external resources will be used in these quality reviews and describe the different tests that they will be asked to perform. Understanding this approach will help those creating the change management plan to identify the appropriate resources.

How progress is to be tracked and reported – describe what aspects of the change will be monitored to ensure that it will deliver what is expected. Using the roadmap described in this book, progress on activities will be tracked against time and achievements will be tracked by measuring the benefits and identifying what proportion of the old ways of working has been dismantled.

This section should explain who will receive regular progress information, how this will be made available to them and how their feedback will be incorporated into the change. This approach should also define any confidentiality or data security issues, specify, where appropriate, who can see what

information, and clearly identify any information about the change that is not to be made publicly available.
The acceptance criteria for the change management strategy are:

- that line managers who may be asked to release staff for change activities have been consulted on the procedures for maintaining acceptable levels of business as usual during times of change;
- that the boundary between normal difficulties and situations that need to be escalated to more senior management is very clear;
- there is an explanation of where the change is managed in accordance with the organization's existing policies and procedures and where these are not being applied.

Change management plan

The purpose of the change management plan is to outline how the change will be delivered. Using the agile approach we will avoid creating a detailed plan of all the activities needed to implement the change because how the change takes place will evolve as small changes are made available to the users and they identify further actions. However, in order to manage the expectations of those involved and ensure that the necessary resources are available when needed, a plan must be created that includes the following information:

- Timeframe:
  - statement of the overall timeframe allocated to this change, and evidence that this has been decided in conjunction with the business and that it acknowledges any 'no-go' times;
  - how many iterations there are expected to be and what each of their expected outcomes are;
  - how the overall timeframe for the change will be divided across these iterations.
- Use of the processes defined in the roadmap – clarification on whether iterations will follow on consecutively from each other at the end of the process for realizing the benefits or soon after this process has commenced.
- Governance – allocation of specific activities needed to govern the change across each of the iterations. These activities will include regular progress reporting and reviews of risks and issues.

- Resources – what resources are required to identify, create, implement and quality review new ways of working and who will be responsible for collecting data about the new business environment to prove that benefits have been realized.
- Workstreams – clarification of the areas of the business involved in the change (based on the scope and exclusions within the description of the change) and an explanation of how work in these areas is to be managed, eg grouped together into workstreams.
- Assumptions – at this early stage it will be necessary to make some assumptions about how the change will evolve, and this will affect the number and duration of the iterations. These assumptions should be recorded and then these assumptions can be reviewed and updated at the end of each iteration.
- Constraints – there may also be some constraints that affect the iterations. For example, if there are times when the organization is particularly busy and changes are not allowed to take place, eg end of the financial year or during the heaviest trading periods, then these should be recorded as well so that these are taken into account now and at the end of iteration reviews.

The acceptance criteria for the change management plan are:

- that each of the iterations is short enough to create a focused period of work whilst being long enough to create meaningful changes;
- that taken together, all of the iterations will cover the scope and deliverables described in the change description.

APPENDIX 3

Communication activities

Change only occurs if those who have to work differently can be persuaded of the need for change and are given the opportunities to participate in the creation of the new ways of working. This results in a sense of ownership which motivates them to adopt the changes. Change leaders need to conduct a wide variety of communication activities throughout the whole lifecycle of the change to create initial support and participation and maintain it all the way through to the end of the change initiative.

Wherever possible, face-to-face communication is best (see Chapter 5: Relationship building, for some of the reasons why this is the case). In this appendix we will look at two types of change communication: 1) presenting information about the change – although in meetings and presentations we will try to build in opportunities for two-way communication, it is important to recognize that any presentation is essentially about telling and selling, and not necessarily engaging with the audience at a deep enough level to persuade them to think or act differently; and 2) workshops – facilitated discussions and activities that help people engage with the information about the change, internalize it and begin to apply it to their own circumstances, making it real for them.

Presenting information

In any presentation you need to consider what you want the outcome to be and ensure that all of the information that you make available supports this objective. A critical success factor in presenting information is recognizing that only a portion of your audience will hear what you are saying at that point in time. Although everyone is present, some of them will filter out your messages because they are not ready to hear them. Reasons for this could be that they think that the change does not affect them so there is no need to listen to any information about it, or they believe they already know what is going to happen so there is no need to listen.

To maximize the number of people who are paying attention, it is important to set your message in their context, so make sure that the information you are providing is relevant to your audience and has been tailored to reflect their responsibilities, their ways of working and the types of products, services, customers and suppliers that they are associated with.

It is important to recognize that even though you are making an announcement about the change, if there is no flexibility to incorporate feedback from your audience then you are in danger of your information sounding like an instruction that must be followed. Whilst a lot of the big decisions about your change may have to be taken without consultation, try to identify aspects for which you can ask your audience for their views, so that they feel included.

CASE EXAMPLE

Rebecca announced to her team that their organization was merging with another organization. Whilst all of the big decisions about how the organizations would join up had already been taken at board level, she presented the details she had been given in such a way that encouraged her team to come up with ideas for how they could explain the merger to their customers, and how they could start planning 'get to know you' sessions with their counterparts in the other company.

Finally, it is very important to recognize that a great deal of the communication will take place after the presentation. There will be discussion about the information, opinions will be shared and those who are opinion formers will be listened to – often with more care and attention than your original audience gave your announcement! For this reason, think about how you can guide this informal information sharing:

- How can you ensure that the natural opinion formers are well briefed about the change?
- How can you make more detailed information available for people to review after your presentation?
- How can you put yourself in the loop so you are included when people are asking questions?

For example, on a number of occasions I have had to announce changes that generate shock and fear. This often involves a business unit being closed, or an organization that is re-locating, meaning many people will either lose their jobs or have to move hundreds of miles and uproot themselves from their families in order to keep their jobs.

I do a lot of preparation for these kinds of announcements because I know the pattern that they follow – it is surprising and feels almost counter-intuitive. Once I have made the announcement I am no longer 'in the loop' and it is not a two-way conversation. I have given people shocking news that they need to come to terms with, and in the vast majority of cases the way in which they will do this is to turn to their own support networks for reassurance.

Even if I was close to these people, I will no longer be the one that they turn to. This can feel very isolating. In our business communications there is normally a response, comments and questions and people provide feedback so you can sense how they are feeling.

However, in my experience, the more serious the change, the less chance there is of feedback. One impact of no longer being involved is that it is difficult to know what details to make available – people ask each other questions about the impact of the change and they don't turn to me for answers. I have to guess what they need and make the information available in a way that enables them to access it when they need it.

Workshops

Workshops are a tried and tested technique for building teams, solving problems and creating consensus. Whilst they are often more effective than interviews or 'at desk' conversations, they are not free so they must be used appropriately. The costs of workshops include the fees for independent facilitators, venue and catering costs as well as the costs of lost production when people are at the workshop and not carrying out their day-to-day responsibilities.

For this reason it is a good idea to estimate how many workshops are going to be needed throughout the life of the change and include these costs in the overall budget for the change. To create your estimate, consider:

- the total number of people impacted by the change;
- the number of departments or functions involved, including external groups, eg customers, suppliers or regulators;

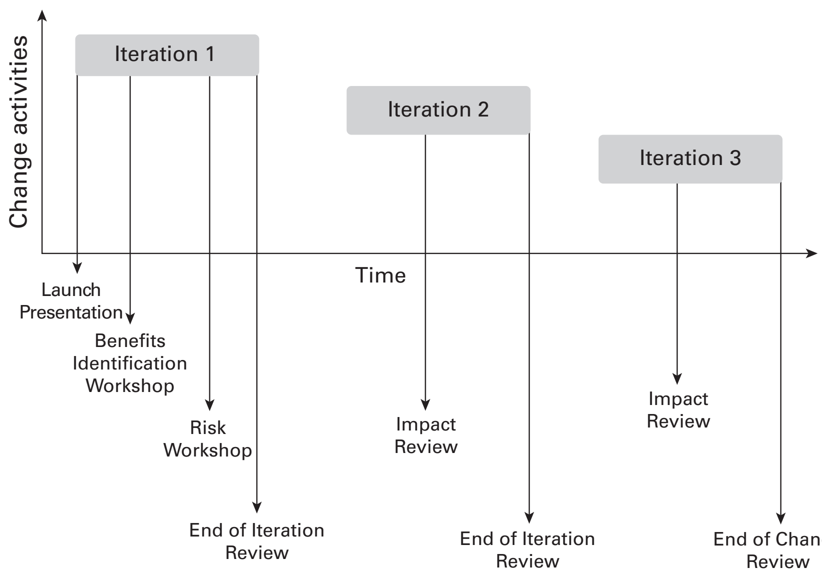
- the number of different aspects of the change that could be usefully workshopped (see below for the core workshops commonly associated with change initiatives).

When planning any workshop, remember that it is not a presentation, so whilst you will need to share some information about the subject, the majority of the time will need to be devoted to participation by those attending. The more participants you have, the longer it will take them to feed back their views to the others, so if you want to keep things short, you may have to restrict the number of participants.

A workshop is all about engagement in the subject by the participants, so it is important that whilst you prepare activities for them to become engaged in, you do not create a rigid timetable. It is more effective to spend time on the areas that participants feel are important rather than making sure that every activity you have created is undertaken.

Core set of change workshops:

FIGURE A3.1



LAUNCH PRESENTATION

Attendees:

- operational managers whose areas are subject to change;
- those involved in making changes to their ways of working;
- those who will be impacted by the changes but who are not expected to significantly alter how they work (might experience changes in who they work with or format or timing of when inputs become available for their use).

Structure of the event:

> This event will have the most impact if it can be delivered face to face, with an opportunity for those involved in the change to ask questions and share their views. The objective of the presentation is to introduce the change as soon as possible so that those affected can come to terms with it, and address any concerns about the change and generate support for it.

Agenda:

- Explain how the change is connected with a wider change agenda across the organization.
- Outline the high level objectives and expected benefits of the changes.
- Give a broad overview of the scope of the changes, who is most likely to be impacted and areas where the change is not expected to be felt.
- If known, confirm the timeline for the changes and explain any changes this will have on the normal timetable of events, eg if any audits, training events etc are expected to be postponed whilst the change takes place.
- If known, acknowledge who is likely to be negatively impacted and what support these individuals can expect to receive.
- Outline the approach to the management of the change:
  - describe how their participation in the change will be welcomed;
  - explain that there is a roadmap for managing the change and that this will be made available to anyone who would like to see it;
  - acknowledge that people will be asked to balance their involvement in the change alongside their existing responsibilities;
  - reassure the audience of the depth and frequency of the communication they will receive.

BENEFIT IDENTIFICATION WORKSHOP

Attendees:

- operational managers whose areas are subject to change;
- marketing, PR and/or advertising – a representative who can help identify benefits concerned with increased brand awareness and name recognition, positive market perception, and a higher and/or more positive media profile;
- finance – a representative who can calculate the financial benefits including revenue increases, tax breaks, fixed and operational cost reductions;
- sales and/or business development – a representative who can identify potential new opportunities as a result of the expected changes;
- HR – a representative who is responsible for performance measurement and can help to identify those measures already being recorded in the organization which can be used to prove that each benefit has been achieved;
- strategy office – a representative from the senior management team responsible for the analysis and planning of your organization's strategy and vision who is able to explain how the proposed changes will contribute to the achievement of the strategic objectives.

Structure of the event:

> The purpose of this event is to encourage as wide a range of stakeholders as possible to define the positive impact of the change, either for the organization as a whole or for their specific area of responsibility. The facilitator should ensure that all benefit ideas are captured because benefits felt by one individual or that make a small financial or strategic contribution can still be a powerful influence when generating support for the change. As this is a workshop, the emphasis is on user participation so the agenda will encourage attendees to work together in pairs and small groups to identify and describe the benefits.

Example activity:

Divide the attendees into small groups and assign each group a specific element of the change, eg:

- streamlining a process;
- changing contract terms with a supplier to reduce costs;
- integrating several sources of data to reduce data entry costs.

Each group to answer the following questions about their change:

- What can we do that we could not do before? Is this a positive or negative effect?
- What will we no longer be able to do? Is this a positive or negative effect?
- What other changes does this change trigger? Is this a positive or negative effect?

RISK WORKSHOP

Attendees:

- operational managers whose areas are subject to change;
- marketing, PR and/or advertising – a representative who can help identify the potential negative effects of the change on brand awareness, market perception and media profile;
- sales and/or business development – a representative who can identify potential threats to existing customer relationships or the ability of the organization to win new business as a result of the expected changes;
- HR – a representative who can identify potential problems in relation to employment law or staff satisfaction or engagement as a result of the changes;
- strategy office – a representative from the senior management team responsible for the analysis and planning of your organization's strategy and vision who is able to identify changes in the market or competitive landscape that could threaten the successful implementation of the change.

Structure of the event:

> The purpose of this event is to identify what factors could prevent the successful implementation of the changes planned in each of the subsequent iterations, and how the proposed changes could threaten or enhance the capability or reputation of the organization in fulfilling its 'business as usual' responsibilities.
>
> As this is a workshop, the emphasis is on user participation so the agenda will encourage attendees to work together in pairs and small groups to identify and describe the risks. This workshop can be combined with the benefits identification workshop.

Example activity:

Similarly to the benefits identification workshop, divide the attendees into small groups and present each of them with a proposed change. Ask them to answer the following questions:

- What could stop this change from being implemented successfully (eg insufficient resources, lack of training)?
- What negative effects could this change have on the capability or reputation of the organization?
- What actions should be taken to reduce the probability of problems occurring?
- What actions should be taken to reduce the impact if problems do occur?

End of iteration review/end of change review

Attendees:

- the person sponsoring the changes in this iteration;
- operational managers whose areas are subject to change;
- those who have created and implemented the changes.

Structure of the event:

This is a meeting to find out whether the changes have worked, what other changes are now required as a result of them and what lessons can be learnt to improve the implementation of the next iteration. It is also an opportunity to confirm if the change initiative should continue, and if so who is best placed to be involved in the next iteration.

If this review takes place at the end of the last iteration, it should concentrate on identifying the things that went well and should be repeated for future change initiatives, and those that went badly and ways in which they could be improved in future.

Suggested agenda:

- confirm that all items marked as completed on the prioritized requirements list have been successfully implemented;
- review the improvements reported by the users and update the benefits list;
- review the risk register and close off any that are no longer applicable;

- confirm that subsequent iterations are still required;
- confirm that the sponsor is the most appropriate person to sponsor the next iteration or agree a replacement;
- thank those responsible for designing and implementing the changes and confirm who is to be involved in the next iteration;
- review the productivity of this iteration and if necessary amend the change plan with new assumptions, constraints or scope of further iterations.

Impact review

Attendees:

- operational managers whose areas are subject to change;
- those involved in making changes to their ways of working.

Structure of the event:

> The purpose of this meeting is to assess whether the effects of the changes are acceptable to the business area impacted by them. If the changes have caused disruption to existing processes or forced productivity below acceptable levels then further changes may be postponed whilst the business area takes remedial action or acquires additional resources to improve productivity, allowing more change to take place.

Suggested agenda:

> Change can affect any area of the business so review these headings and add areas relevant to your organization:

- **Organizational efficiency –** impacting the flow of work through the department and the relationships with other departments.
- **Customer service –** impacting customer communication, speed and accuracy of fulfilling customer orders and enquiries.
- **Supplier relationships –** improving communication with the suppliers, providing up-to-date information on requirements.
- **Perception and reputation –** internally and externally. For example, does the department appear more organized and in control of its work?
- **Staff engagement –** are people engaging with the change?

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