

Leading at Manchester for Researchers

Module 6: Managing Change





Module 6 – Pre-course learning

Ahead of Module 6 –Managing Change, there are a number of activities we would like you to complete.

Pre-module work – total time 80 minutes

Please work through them all before the start of the module.

1. Consider a recent change at work and bring along your thoughts (list: a. the barriers to the change and b. how they were overcome) (10mins)
2. Bridges' Four Ps model and managing transitions (10mins)
<https://thehypertextual.com/2012/09/19/william-bridges-managing-transitions/>
3. Reflect on a change you have experienced (15 mins)
 - What was done well done well by a manager/leader (and what was the effect)?
 - What was done poorly (and what was the effect)?
4. What do you do well when leading change? (5 mins)
5. What could you do that would make you even better at leading change? (5mins)
6. Review a change you have been through or one that you about to go through, make some key notes to help you draft a notes on how to communicate change. (10mins)

Optional Pre-Learning

- a. Learn more about John Kotter and his work at <http://www.kotterinternational.com>.
- b. In November 2018 the University launched its Change Management Handbook, which incorporates the Kotter and Bridges models used on this Module. The Handbook, and many supporting materials can be found on the Staff L&D website using this link:
<https://www.staffnet.manchester.ac.uk/staff-learning-and-development/learning-pathways/professional-and-technical-development/change-management/>



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Notes

Module 6 – Managing Change

Aim

The aim of this module is to provide fellows with clear insights on how to develop themselves and others and how to effectively manage and motivate people through organisational change.

Objectives:

By the end of this module you will be able to:

1. Recognise the main barriers to change and establish how change can impact on fellows and colleagues alike
2. Identify ways they can help people cope with change
3. Develop a clear and engaging message/purpose for team using the 4 P model
4. Formulate their own personal development plan to continue their development.

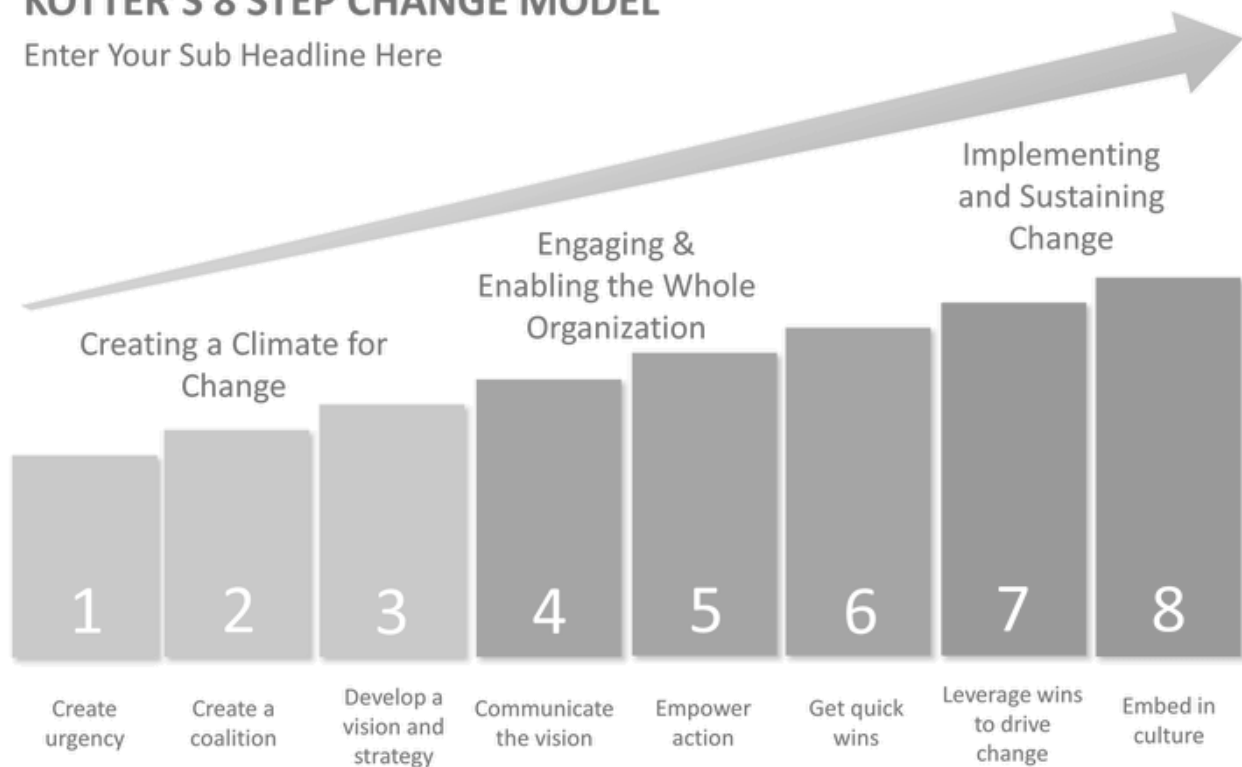
Your objectives for this module



Managing at Manchester Managing Change

KOTTER'S 8 STEP CHANGE MODEL

Enter Your Sub Headline Here



This can be a useful model for a manager to use in planning and implementing a change management process.

Step One: Create a sense of urgency

In order for people to have the level of motivation necessary for your change to succeed, they need to see a sense of urgency. They need to know that the change is needed now.

Step Two: Create guiding coalitions

Develop a team of leaders that represent the entire organization. This team should have the expertise and influence necessary to bring credibility to the change.

Step Three: Develop the change vision

The vision and strategy behind it should be well focused, realistic, attainable, desirable and easy to communicate to others.

Step Four: Communicate the vision

Communicate with the goal of getting buy-in from your audience. Encourage a dialogue that is easy to understand, clear and easy to share.



Step 5: Empower others to act

Determine what barriers are in place (e.g. organizational structure, employee skillsets, individual resistance to change, etc.) and work to remove barriers as far in advance as possible.

Step 6: Create quick wins

Short-term wins on the way to long-term change help overcome resistance and build momentum.

Step 7: Don't let up

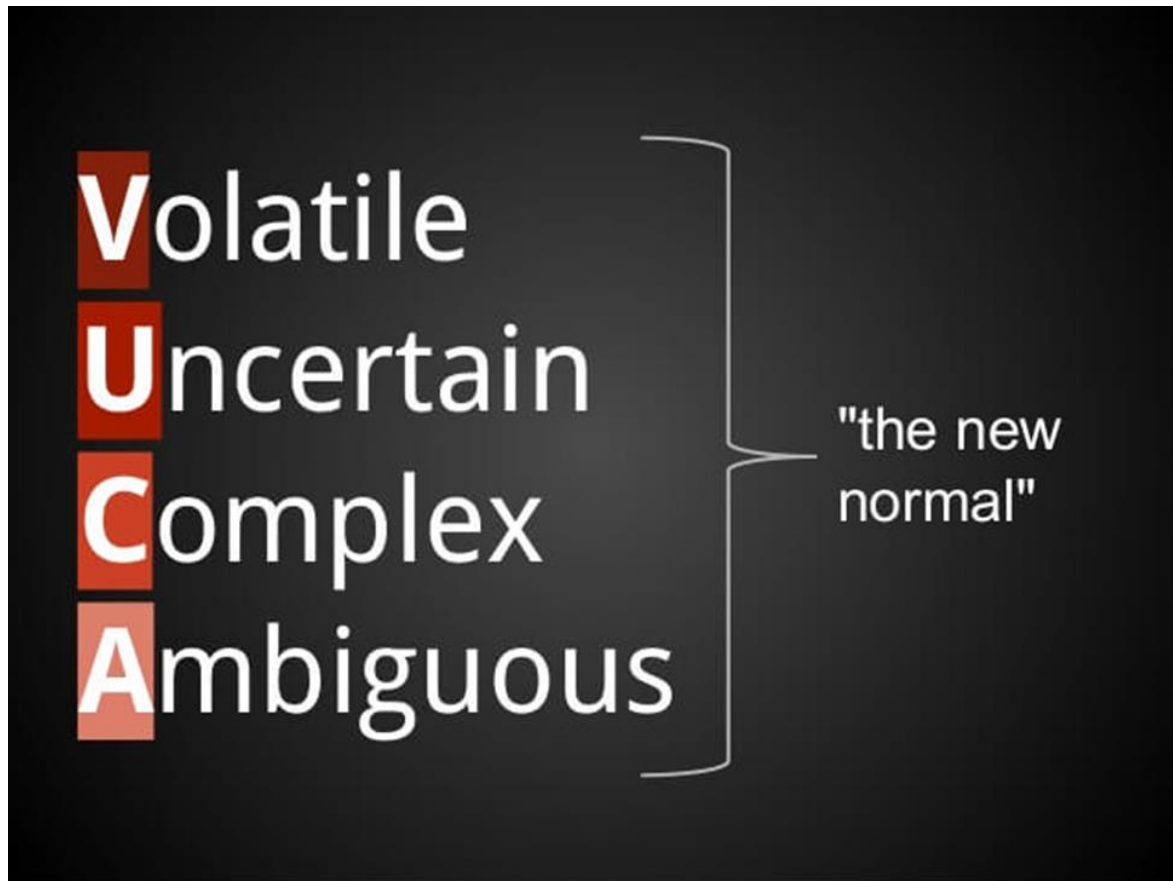
Resistance to change can re-emerge later in the process. Continue to move the change forward by keeping the urgency high, encouraging employee empowerment and greater focus on the strategic vision by leadership.

Step 8: Infuse the change into the corporate culture

As Kotter puts it, "Make it stick." New employees should see the change as part of the culture. Existing employees should see it as a benefit over the previous way of being.

How might you use this model in a forthcoming change activity you are leading?

A VUCA world



What this means for me, my team and our work?



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Change Vs Transition

Change	Transition
<ul style="list-style-type: none"> • Situational • External • Can be achieved relatively quickly • Less implications on a psychological level 	<ul style="list-style-type: none"> • Psychological • Internal • Personal transition can take longer • May have implications for sense of identity

Please make your notes here:

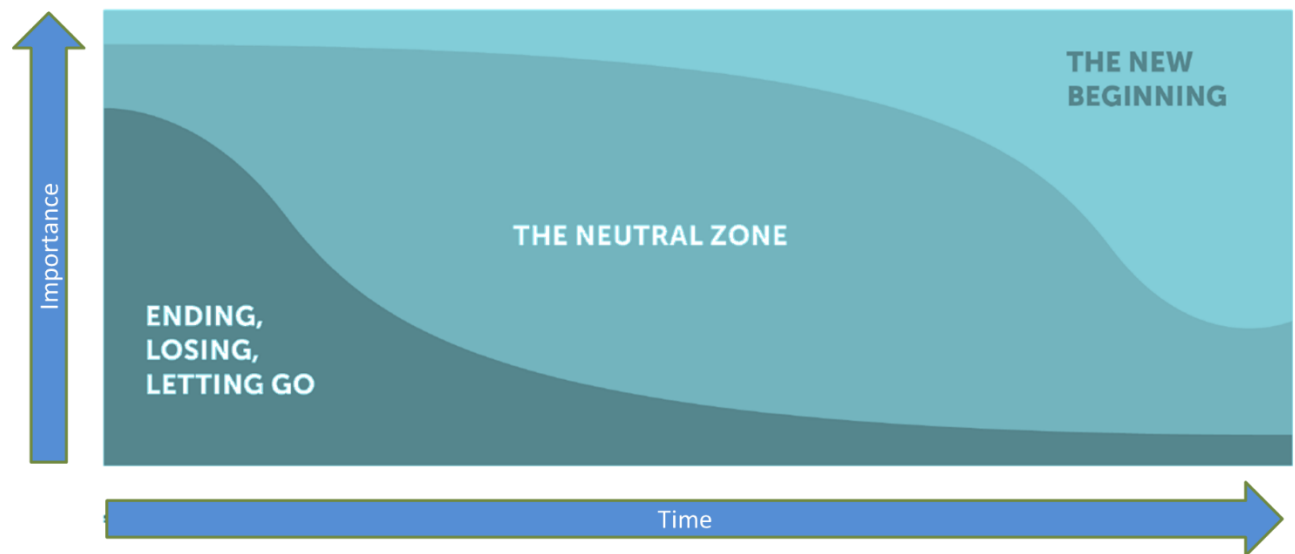
Change Curve



Please make your notes here:

Bridges Transition Model

The illustration below may be helpful in considering how and where you focus your efforts over time as a manager during a period of change.

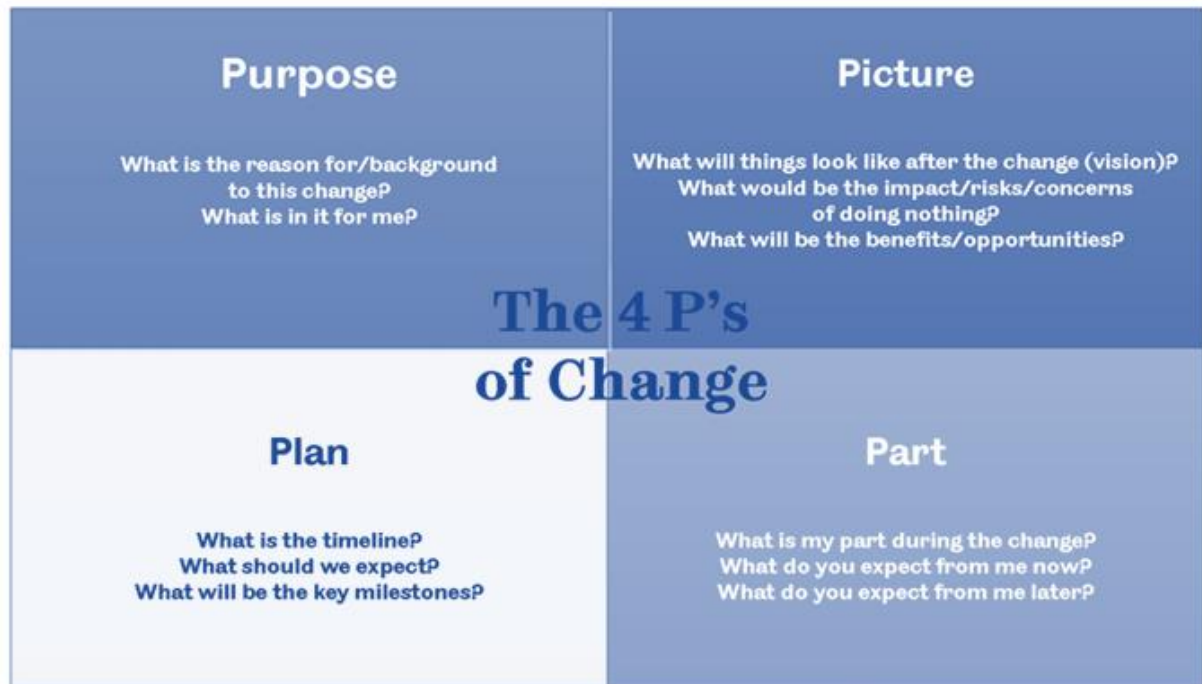


Please make your notes here:

Bridges Four P's Model

Primarily applied to change and transition, William Bridge's 4 P's approach can be applied to crafting messages of strategic direction.

The approach provides a framework for communicating and engaging others, and helps in developing strategic messages.



Purpose:

Why are we doing this? What problem are we solving? What are we trying to accomplish? People often need to understand the logic of a change before they can change.

Picture:

What is the end game? How is it going to work? What is changing and what isn't? People often need to imagine what the change will look like before they can give their hearts to it.

Plan:

What is the road map for getting to where we need to go? What is going to happen over the next X months? What happens first, second, third? People need a clear idea of how they are going to get to where they need to go.

Part:

What is my role? How will I be involved? Do I have an opportunity for input into the plan? When will I be trained? People need a tangible way to contribute.



These all have implications for your communications plan!



Bridges Four Ps Model

You may find the following table helpful in planning your communications and activities for a change activity, using this model.

The 4Ps Model	Details for each	Issues
Purpose – why are we doing this?		
Picture – the ‘to be’ state		
Plan – the steps we will take to get from ‘as is’ to ‘to be’		
Part to Play – how each team member will be involved		



Crafting Our Change Message

As a management team, you have decided to restructure part of your area, given the drive to reduce costs across the organisation.

A group of ten people, within your team of 30, currently administer expenses. You propose to automate this process. This will result in fewer people, and those remaining will need a more complex skill set. The people working in the team have been there for some time and are very used to their way of working. You have some initial views about who will be able to make the change. The opportunities to redeploy people into the wider organisation are limited at this time.

You want to promote this as an example of your department embracing change and utilising new technology. It will also lead to greater employee self-service for those submitting their expenses. The new structure, with fewer people and new technology will be more cost efficient (after the initial investment in new technology) and should provide more interesting jobs for those doing them. It will also position your team as a driver of change and one which has embraced your organisation's strategic goals.

However, you recognise that not all, or even most, of your team members may welcome this development.

- 1. How will you go about communicating this change to your team?**
- 2. What concerns or reactions might individuals in your team have?**
- 3. What steps might you take to deliver this change?**



Communicating Change

Consider the following good practice points, important for any communication activity, but perhaps particularly in situations of change

Issue	Manager's actions
Self-preparation	
Controlling the environment (e.g.no interruptions)	
Clarity on why you are delivering the message	
Clarity on what you are saying	
Clarity on how you will do this	
How you will test for understanding	
How you will follow up with people both individually and collectively	



Broad good practice on communicating with your team:

1. Test by asking, whether the impact of your message on your team members is what you intended it to be
2. Communicate about three times as much as you think you may need
3. Use of formal and informal communication processes

These will be *even more important* to build into your communication approach in times of change, as there is more likelihood your team members may only partially take in what you have communicated, perhaps due to anxiety, or possibly as they have only absorbed the parts of the message they like, or are most concerned about.

Capture notes for your Case Study here

Locus of Control¹

The Locus of Control is a 13 item questionnaire developed by J.B. Rotter (1966). It measures generalized expectancies for internal versus external control of reinforcement. People with an internal locus of control believe that their own actions determine the rewards that they obtain, while those with an external locus of control believe that their own behaviour doesn't matter much and that rewards in life are generally outside of their control.

1. **A** - Many of the unhappy things in people's lives are partly due to bad luck.
B - People's misfortune result from mistakes they make.
2. **A** - One of the major reasons why we have wars is because people don't take enough interest in politics.
B - There will always be wars, no matter how hard people try to prevent them.
3. **A** - In the long run, people get the respect they deserve in this world.
B - Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
4. **A** - The idea that teachers are unfair to students is nonsense.
B - Most students don't realize the extent to which their grades are influenced by accidental happenings.
5. **A** - Without the right breaks, one cannot be an effective leader.
B - Capable people who fail to become leaders have not taken advantage of their opportunities.
6. **A** - No matter how hard you try, some people just don't like you.
B - People who can't get others to like them don't understand how to get along with others.
7. **A** - I have often found that what is going to happen will happen.
B - Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

¹ Based on J.B. Rotter (1966) Generalized expectancies for internal versus external control of reinforcement, Psychological Monographs, 80, (1, Whole No. 609).



8. **A** - In the case of the well prepared student, there is rarely, if ever, such a thing as an unfair test.
B - Many times exam questions tend to be so unrelated to course work that studying is really useless.
9. **A** - Becoming a success is a matter of hard work; luck has little or nothing to do with it.
B - Getting a good job depends mainly on being in the right place at the right time.
10. **A** - The average citizen can have an influence in government decisions.
B - This world is run by the few people in power, and there is not much the little guy can do about it.
11. **A** - When I make plans, I am almost certain that I can make them work.
B - It is not always wise to plan too far ahead because many things turn out to be a matter of luck anyway.
12. **A** - In my case, getting what I want has little or nothing to do with luck.
B - Many times we might just as well decide what to do by flipping a coin.
13. **A** - What happens to me is my own doing.
B - Sometimes I feel that I don't have enough control over the direction my life is taking.

Scoring

Scores range from 0 to 13. A low score indicates an **internal** control while a high score indicates **external** control.

1	A=1
2	B=1
3	B=1
4	B=1
5	A=1
6	A=1
7	A=1
8	B=1
9	B=1
10	B=1
11	B=1
12	B=1
13	B=1

Your Action Plan:

Use this page to record your notes on Action Plan from this Module.

What are 2 or 3 things that you're doing well right now in establishing direction and engaging your team in this?

What are 2 or 3 things you would like to improve in your ability to set direction, engage your team and communicate more effectively with your team?

List one specific thing that you will apply from this module.

Follow-up tips:

1. Discuss your learning with your manager and team members
2. Identify your strengths
3. Identify areas for development
4. Choose one or two specific actions
5. Use the "Rule of 2" - Review your progress in 2 days, 2 weeks and 2 months
6. Ask your manager for support and guidance
7. Find a mentor/Coach



Your continuing development

On-the-job activities are the best way to reinforce your learning from this programme. Here are a few activities that we'd like you to complete before the next module.

1. Develop a personal 4 P message (Bridges' model) for your team/work and share it with your team and/or manager. Upload to the cohort Yammer feed. Reflect on any feedback you receive on the message.
2. Review which change model/s (Kotter, Bridges) might be most suitable for a change activity you are currently contemplating. Be guided by these in mapping out your plans for activities and communications, and note the results you achieve as you experiment with them. Reflect on any feedback you receive
3. Watch the following video and answer the questions below. Jim Hemerling: Five Ways to Lead in an Era of Constant Change (TED talk)
https://www.ted.com/talks/jim_hemerling_5_ways_to_lead_in_an_era_of_constant_change
 - a. What do you draw from this about how to work with your team in periods of change/as an ongoing approach?
 - b. How will this impact on your current approach? What development needs may this highlight for you, and what support might you need?
4. Complete the Locus of Control questionnaire on the following page.
 - a. Reflect on what the questionnaire tells you about how you typically feel about your ability to cope in change situations, and how this may differ (or not) to that of your team members
 - b. What might this say about how you may need to adapt your approach with each individual?



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Notes

Resources –Focus on Managing Change

1. Learn more about John Kotter and his work at <http://www.kotterinternational.com>.
2. Learn more about Locus of Control at <https://www.psychologytoday.com/us/blog/moments-matter/201708/locus-control>
3. Learn more about Bridges' Four Ps model and managing transitions <https://thehypertextual.com/2012/09/19/william-bridges-managing-transitions/>
4. In November 2018 the University launched its Change Management Handbook, which incorporates the Kotter and Bridges models used on this Module. The Handbook, and many supporting materials can be found on the Staff L&D website using this link: <https://www.staffnet.manchester.ac.uk/staff-learning-and-development/learning-pathways/professional-and-technical-development/change-management/>
5. Learn more about John Kotter and his work at <http://www.kotterinternational.com>.

Other resources
