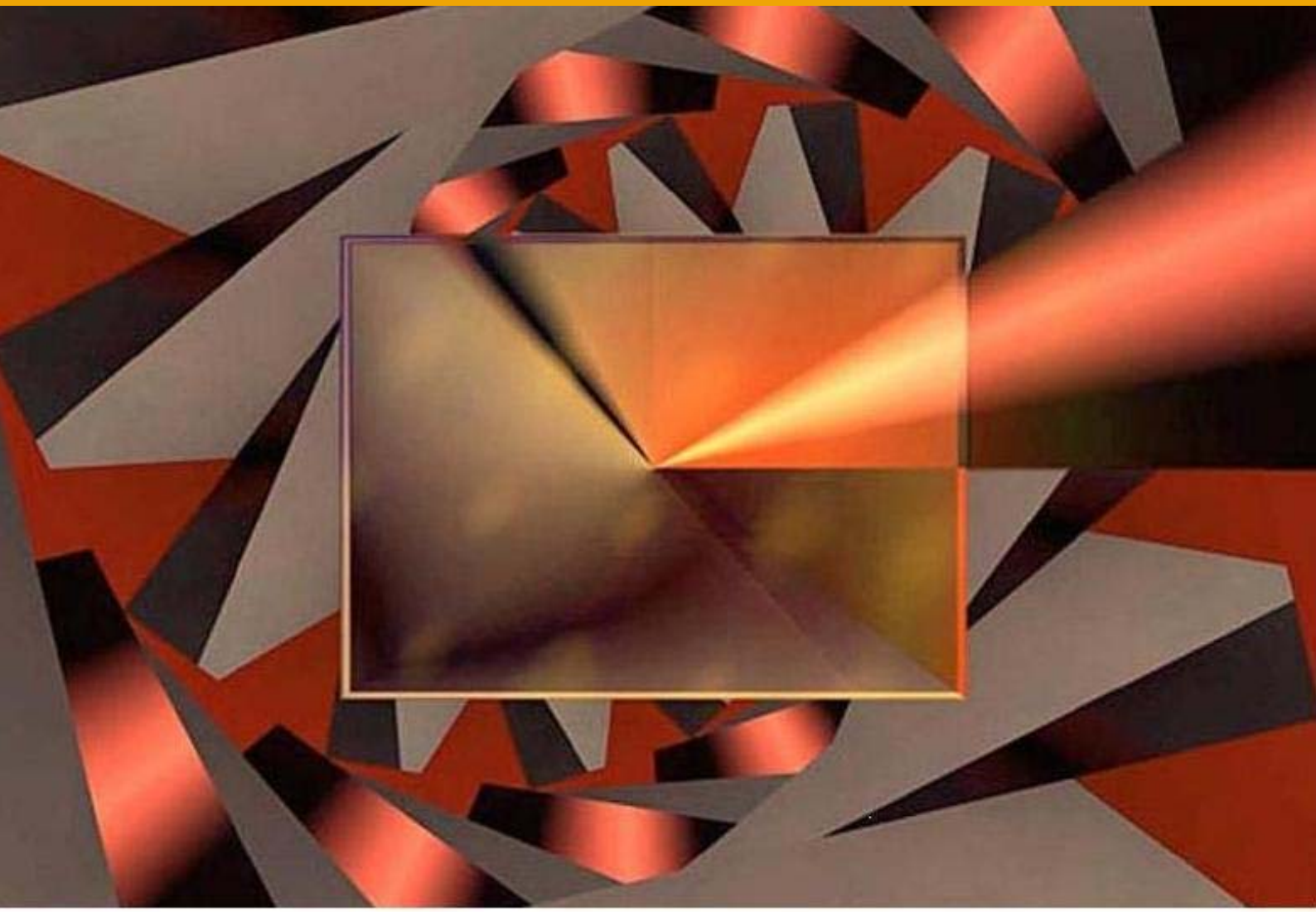
Change Management Toolkit

Version: 2

Programme, Project and Change Management



Capacity Building Programme

Supported by Communities and Local Government

Capacity Building Programme Change Management Toolkit

Adapted by the London Borough of Lambeth from the Change Management Toolkit first developed by Information Management Associates for

the peoplesnetwork

New Opportunities Fund
LOTTERY FUNDED

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This version was originally modified by London Borough of Lambeth for the former Office of the Deputy Prime Minister (ODPM) which is now Communities and Local Government (CLG), as part of the Capacity Building Programme for use by Local Authorities. Further amendments incorporated by the IDeA in February 2007 including changes to reflect altered government organisation; a synopsis of the Capacity Building Programme and further information sections included; correction of typographical errors and contextual references to e-Government revised as the programme is now concluded.
Document number assigned and included. File naming format amended and revised document published.

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Synopsis - The Capacity Building Programme

Communities and Local Government (CLG) and the Local Government Association (LGA) established the Capacity Building Programme in April 2003, as part of a three-year initiative to support improvement in local government. Additional funding secured in the Spending Review 2004 has extended the programme to 2008.

The emphasis is now on supporting Improvement partnerships either at a regional or sub-regional level. Improvement Partnerships provide a framework with which authorities can act collectively to address common challenges, share best practice and share resources.

The programme aims to enhance and develop councils' confidence, leadership and skills to advance improvement as well as developing their capacity to learn, innovate and share knowledge and expertise about what works and how. In addition, it provides support to local government to drive forward its own development. It can also help to respond to new priorities such as improving efficiency and the implementation of the pay and workforce strategy.

The project, programme and change management (ppm/cm) web content has been developed as part of the Capacity Building Programme and has been produced to help Local Authorities and other public sector organisations to establish a project and programme organisational culture and to increase their overall capacity to deliver change.

The modified version of this document was originally published to assist local authorities with the implementation of the former e-Government Programme and consequently refers to this initiative throughout. Although the programme is now concluded, the principals of successful change management remain the same and can equally be applied to any programme or project.

Further Information

In all cases your regional director of local government practice is your first point of contact, except for fire and rescue authorities who should contact their business change manager. IDeA regional associates may also be able to help to broker partnerships, help authorities share experiences and to find information. Contact information is also available on the Capacity Building website.

Introduction

The Process of Managing Change

The process of managing change is concerned with how people can be encouraged and empowered to work with the new resources; what support strategies are needed to help overcome resistance to change; methods of consultation; the roles of managers at different points in the change process; and the influence of organisational climate, structures, and ways of working on how well change is managed.

A toolkit for change
This toolkit has been designed to support councils as they grapple with the challenge of using new applications and infrastructure to develop their services. There is no single checklist, blueprint or strategy that will steer all councils through this change process. Managing such a change is complex. The change process is too problematic and too dependent on local context to be captured in one model. This kit will provide ideas, insights, and lines of thought; tools to help you think through different approaches and to apply key principles to your own situation. It will support you as you work systematically through the elements in the process of change

If you are serious about managing change effectively you will need to pay careful attention to all the issues identified in the toolkit. We have put the sections in the order that we believe reflects the most productive way to address these issues. ***Managing change is not the same as planning a project*** and therefore a chronological approach is not necessarily the best one. The chronological approach tends to leave important issues, such as forging ownership amongst staff, until too late in the process.

Most of the tools are designed to be used in collaboration with other people: they encourage discussion and consultation. Managing change involves building a common understanding of the nature, scope and purpose of the implementation of e-Government; a shared vision of the future. Suggestions about how to use each tool are provided in the toolkit.

The Hero-Innovator

"This then is the myth of the Hero-innovator:

the idea that you produce, by training, a knight in shining armour who, loins girded with new techniques and beliefs, will assault the organisational fortress and institute changes in himself and others at a stroke…

The fact of the matter is that organisations … will, like dragons, eat the hero-innovator for breakfast!!"

(Giorgiades and Phillmore, 1980)

The Structure of the Toolkit

The structure of the toolkit aims to reflect the most productive way to think about managing change. There are five key sections in the toolkit. Each one contains tools and insights from the literature to help you come to grips with the issues outlined below:

The nature and the scope of the change. This is the first thing to think about because it influences all your subsequent actions. How big an initiative is the implementation of the *People's Network*? We have already said that getting the hardware and software in place and doing the training is by no means the whole story. What else is involved to ensure that the vision of improved library services becomes a reality?

Choosing priorities for action in your own environment. Managing change involves a lot of different activities: once the options have been considered some difficult choices need to be made about what to focus on in your organisation. What needs to be worked on first? What must be put in place as soon as possible?

The nature of your organisation. Whether you work at strategic level in a local authority or in a small branch library it is important to understand how your organisation works and how ready it is to engage with change. This will help to ensure that the processes you use fit comfortably with your organisation. If you manage change in a way that is not congruent with your environment it will at best produce more conflict than necessary and at worse not produce the results that you want.

Key factors. It is important to do a systematic analysis of the factors in your organisation that will support progress and those that might hinder it. This enables you to draw up a sensible action plan based on the real environment in which you work.

Working with people. This is probably the most challenging part of managing change. You need to consider how to support people through the changes they are facing, how to empower them, when to apply pressure and when not to. Individuals also need to think through the implications of e-Government and 'joined up thinking' for themselves; to identify clearly the effect it will have on their roles and activities; to sort out the support they think they will need; and to develop their own vision of the future.

This toolkit is designed to help generate an 'agenda for action' by your service, department or business unit. For example, one authority produced the following set of action points in the course of a training day using the toolkit:

Action points:

1. Revisit the introductory document already produced (for service users) to describe the changes that ICT would bring to that particular service. The new introductory document should be aim at staff and convey the service values reflected in the proposed changes.

2. Consider the most appropriate focus for **real** collaborative planning (link this into individual library plans).

3. Concentrate on generating images of **early concrete practice** (i.e. tangible exemplars of the new way of working in action).

4. Develop criteria to show the **impact** of change. Convince others that better evidence of impact is needed for ICT-based changes (because of their cost and scale).

5 Use staff meeting to support management of change – employing some of the toolkit.

6 Institute a dialogue about the role of managers in supporting staff through change, with the people being managed.

7 Match management responses to the phases in the individual change process identified in the toolkit.

Managing Change Process Model and Associated Tools

This overview of the main elements in the process of managing change should provide you with a sound basis for action. You will see from the table that the tools have been chosen to help you address some of the most critical elements in the process of change; they do not cover everything. Use this overview as a checklist to make sure that you are not overlooking some of the issues you need to consider.

Managing Change Process Model **Associated Tools**

PHASE	TOOLS
Introduction 1 The nature and scope of the change	
1.1 What aspects of change should you focus on now?	Tool 1: Some questions to consider when engaging with change
1.2 The change in relation to your service	Tool 2: Forging ownership with externally imposed change [Vision building]
2 Main elements in successful management of change	
2.1 Priorities in managing change	Tool 3: Priority ranking activity (card sort) What issues/factors do you need to address?
2.2 Thinking about and understanding the change process • OD model • Systems approach – focussing on systems and efficiency (e.g. IIP) • Visionary/charismatic leader approach • Knowledge utilisation model • Democratic approach	Tool 3A: Interpretation guide to card sort results – which processes will you use?
2.3 The process of managing change ***Key principles and issues***	
3 The nature of your organisation: how will it cope with managing change?	
• History of change/responding to change • Readiness to change and change capability • Leadership styles • Decision-making structures/processes • Incentives/disincentives to change • Use of change agents/facilitators	Tool 4: Organisational structures/processes review tool Tool 5: Checklist: change agents
***4* Key factors in your workplace to support or to hinder change** • Staff – quality, morale, skills, adaptability • CPD – tradition, extent, focus • Finance and resources • Sites and locations • Communication	Tool 6: Force Field Analysis – instructions for use

PHASE	TOOLS
5 Working with people: the personal dimension of change	
• Individual perceptions of change • Resistance to change • The stress of change • Stages of concern and response • Individual skills and competences • Staff development support • Teamwork, collegiality, networking	Tool 7: The Perception of change model with commentary Tool 8: Personal Development Checklist

SECTION 1: THE NATURE AND SCOPE OF THE CHANGE

The integration of new processes, joined up ways of working with partners, and web based systems into the working practices of local authority services is a major change: more far-reaching than putting computers into services and ensuring that the system is maintained at a robust level. The first stage in the process of managing this change is to consider its nature and scope in more detail.

- How fundamental a change is the implementation of e-Government for your service? Does it only affect a few working practices or does it represent a shift in how people think about and relate to service delivery?

- How far reaching is this change? Does it affect most staff?

- How important is this change? Is it crucial in helping your service achieve its goals or is it an extra, albeit a useful and welcome one?

These tools are intended to help people wrestle with the issues posed by managing the introduction of new technology enabled ways of working. However, this initiative is only one of a number of changes that look likely to transform public sector services over the next few years. Pressure to change is also being exerted nationally through:

- Government information/social inclusion/lifelong learning agendas
- Government accountability requirements and regulatory apparatus
- The Local Authority CPA agenda
- The regionalisation agenda including Regional Centres of Excellence

In turn, these and other initiatives have brought about:

- a ring-fenced project funding regime
- uncertainties around sustainability following initiatives
- greater vulnerability to Government spending priorities and allocations to local and regional authorities

Major organisational change is also likely to be affected by local pressures, including, but not confined to:

- Local authority targets and priorities together with local responses to national targets and priorities
- Individual service delivery targets and priorities
- Local partnership opportunities
- Local political agendas
- The nature and make-up of the local communities and organisations served
- Needs/expressed desires of customers
- The history of previous major change in the department, directorate or business unit, and the local authority as a whole

In this section there are two tools to help you think about the nature and scope of the change, enabling you to get a good grasp on what you are dealing with:

Tool 1 is a set of key questions for service managers

Tool 2 contains questions to stimulate discussion and build ownership of the change amongst staff

Throughout the remainder of the document, reference is made to the **e-Government Programme**. This is intended as a generic term which, dependent upon the context, could equally apply to either the whole programme, or any individual part of it.

Tool 1: What aspects of change should you focus on now?

USES

Who for?
A set of preliminary questions for managers

What for?
To help you consider where you want to achieve change in your service and what issues you need to consider now. Use the questions to clarify thinking about what is driving this change in your Library Authority and where you want to go. This is important, because the issues that emerge during the process of change will partly depend on what is driving it.

How to use it?
Use these questions to clarify your ideas and as a stimulus to consider the implications of externally imposed change.

Tool 1: Some questions to consider when engaging with change

1 What do you want to be able to do better or differently (by applying the Managing Change process), e.g.

- helping staff through the change
- getting people to recognise the need to manage change

2 What are the most important issues facing you at the moment in managing change?

- new ways of working
- bringing all staff up to the same standard
- providing a consistent service across all service-points

Tool 2: Forging ownership with externally imposed change

Who for?
This tool is designed to be used by people at different levels in a Local Authority:

- it can be used by senior managers to develop a clear and agreed vision of what the implementation of e-Government approaches means to the authorities' service delivery
- it can be used by regional co-ordinators in discussion with local managers
- it can be used with the staff in a single section, department, business unit or directorate.

What for?
One of the most important processes in getting a change accepted is building ownership. Staff affected need to develop a clear idea of what will be involved in the change, what it will look like, how it will help them. They need to 'buy in' to the new ways of working not to feel that they are being driven by someone else's bright ideas. Discussions with staff at all levels in the service need to begin as early as possible – it is foolhardy to expect to forge ownership of any new practices overnight. Managers need to provide the time to engage with each other and with their staff. This tool provides a structure for these vital conversations. The questions in the tool are crucial ones. All staff need an opportunity to consider what aspects of the e-Government Programme will affect them the most, what they can help them achieve, how they might use them.

How to use it

- Everyone needs to engage with at least some of the questions in this tool.
- **All** the questions will need to be addressed at senior management level and as early as possible. This might be done at a meeting or over a number of meetings. It is then important to consider how to disseminate this view of the change.
- *Senior Responsible Owners and Programme teams* will need to consider all these questions.
- In those services impacted by the proposed changes, the whole staff should be given the time to consider some of the questions in the tool. We recommend concentrating on question 1. 2; 2.2; 2.3; 2.4; 2.5; and 3.3. You may want to change some of the wording when discussing the issues with all staff in a small section or department.

We do not under-estimate how difficult it can be to create the time for people to sit down and discuss things. We know that in many services staff may work only a few hours a week. This is one of the challenges of managing change - finding ways to make it possible.

Tool 2: Forging ownership with externally imposed change
Questions to stimulate discussion

1 Innovation

1.1 Consider the shift towards ICT-based working.
What is its purpose?
What are its underlying values?

1.2 Is this change a response to real needs? If so, what needs?

1.3 What extra resources are required? (Include new knowledge and skills)

1.4 What time scale is envisaged? (e.g. Preparation and planning time; gradual introduction or service-wide implementation)

1.5 How does this initiative fit in with other developments that are going on in the

short, medium and long term?

2 Organisation

2.1 Define the boundaries of the innovation (e.g. whole service, specific service points) [Use this at senior management level only]

2.2 Are the values and practices involved in the change compatible with existing values and practices?

2.3 Can you identify any areas where there is lack of compatibility?

2.4 Which service priorities and aspirations can this change help you to achieve?

2.5 What are the most important elements of this change for you and your service?

3 Implementation

3.1 Which members of staff will be responsible for implementing the change?
Do they have the necessary knowledge and skills?
How committed are they?

3.2 Are the necessary resources available? (Includes time, space, goodwill on the part of support staff)

3.3 If time is a real issue, could administrative matters covered at staff meetings be communicated in other ways? This will free up time to allow staff to engage with more important change management issues.

3.4 Is everyone clear about the purpose of the change and their role in it?

3.5 How will you measure success in implementing the e-Government Programme?

Based on Elliot-Kemp, J. *Managing change and development in schools* Longman 1992

Depending upon the issues raised by these two activities, you may wish to focus on section 3: the process of change before looking at the elements in successful change.

Section 2: The main elements in successful management of change

Once you have considered the nature and scope of the changes involved in the implementation of the *e-Government Programme*, you can move on to decide what you should work on in order to support the process of change as effectively as possible. This is a crucial step in making it work. You do not have unlimited time, energy or resources, so you need to focus your activity on what you think will be most productive in your environment. What do you really need to pay attention to as a matter of priority? This will depend on what is already in place and how your particular organisation operates.

It can be difficult to put some issues on the back burner or to leave some factors alone. When everything appears to be important, people can be reluctant to prioritise. However studies of change have shown that success is more likely when a clear focus is sustained on a limited number of factors.

Successful management of change goes beyond more prioritisation. If staff are wrestling with the big issues of transforming the library service it is important for managers to protect them from other stresses and pressures as far as possible. Part of the change management role is to provide staff with an 'Umbrella with holes', diverting what is not essential for them to deal with but ensuing that they are faced with the important issues. This managerial role has been described as 'buffering away', in this case diverting some of the national or regional initiatives and policies to keep staff focused on important issues.

This section contains:

- a tool to help you to prioritise
- an overview of the main phases of the change process
- some insights into managing change that highlights the elements that really matter.

Tool 3- A priority ranking activity (card sort)

Who for?

- Managers, for example *service heads*, who want to work out what to do next in order to support implementation
- Senior mangers in an authority when planning a programme to push the implementation of e-Government forward; perhaps deciding what to commit resources to
- The staff in a service or directorate considering what they need to concentrate on, in order to move forward

What for?

- To help people make difficult choices about priorities for action and how to use scarce resources
- To promote well focused discussion, leading to a clear agenda for action
- To work with groups of users on what priorities might be. (You would need to change some of the statements to use this with such a focus group.)

How to use it?

- The specific instructions for Tool 3, the card sort, follow. It is a group activity, designed to promote focused discussion about the way forward. The group can be as small as four people (in which case they could do the activity individually and then compare their results) or as large as fifteen people (in which case do the initial steps in threes and then let the groups compare their results).
- The activity takes about 45 minutes to run (allow 25 minutes for the card sort and 20 minutes debriefing) and a bit of time to prepare (i.e. making up enough sets of the 24 statements and putting a complete set into each envelope).

Tool 3: A priority ranking activity (a card sort) to help you prioritise the factors that you need to address

Card sort instructions

- This activity is designed to enable managers and staff to make difficult choices about where to direct limited time/energy/resources.
- When working with a group of more than about 5 people, divide the participants into twos or threes to do the card sort. When working with a small group of people, let them first do the exercise individually
- Give each group ***one*** envelope containing a full set of the 24 statements, each statement written on a separate card or piece of paper
- Explain that on each card is a statement about something that needs to be put in place to support the process of implementing the e-Government Programme.
- Ask the participants to:
    - choose up to nine items that they think are most important to support the implementation of the *e-Government Programme* in their authority, and put the rest back in the envelope
    - add any other topics/ key factors that they come up with on the blank cards provided if they think that these are more important than what is on the existing cards
    - arrange the nine items into a diamond, with the most important item on the top tier (as shown below). ***It is vital that people focus on importance when ranking the factors and not on chronology.*** The question is: what do you really need to pay attention to as a matter of priority to make the change work?

X

X *X*

X *X* *X*

X *X*

X

If the members of the group cannot agree on the priority order, they should note their disagreement and be prepared to discuss it.

- *As the first groups or individuals finish, encourage them to look at other people's diamonds – but only others who have finished!*
- *When all have finished, take plenary feedback across the groups on their priorities. Use prompt questions, such as: "What did you put on the top row? Why? Did any other group put it on top? Did any other group throw this out? Why?" Progress down to about tier three.*
- *List the key priorities on the flip chart as you proceed, including any comments about the concerns and disagreements on priorities within a group.*
- *Ask if anyone has' written in' a new factor (not already discussed).*
- *As a general guide, allow about the same time for feedback as for the formation of the diamonds (i.e. about 25/30 minutes for each)*

The priority list that emerges should provide you with a focus for action – priorities to work on in order to manage change more effectively.

Tool 3: The card sort statements

(one to be put on each card/piece of paper. An entire set of 24 statements to be put in each envelope)

1	High quality collaborative planning (as distinct from top down) is happening	●
2	Need to show concrete examples of the change in action	▶
3	Clear processes for people to use (e.g. check lists, descriptions of activities)	♥
4	A strong advocate for the change is present to secure the support of key people	▶
5	Clarity about goals and actions – what are people expected to do differently?	▶
6	The change is seen by those involved as relevant and necessary	▶
7	Space for staff to modify the original projects (building ownership)	♪▶
8	Staff support for the change continues (after any initial training)	●
9	Adequate technical assistance (not just ICT) and trouble shooting are in place to provide a rapid response when help is needed	▶
10	A member of staff has clear responsibility to orchestrate the change process	♥
11	There is active support from senior management (e.g. involvement in training)	●♪
12	Strong senior management vision of change is anticipated	♣
13	The change is embedded into the organisation systems e.g. budgeting, induction, evaluation and staff appraisal)	♥

14 Working conditions are adapted to continue the support for change (e.g. new roles and responsibilities, new meetings, new teams or groups) ♪

15 Mechanisms are in place to enhance staff communication about innovations and outcomes and about the library service change programme ▶

16 An implementation plan (not just ICT implementation) is in place specifying change targets ♥

17 Training and development needs of staff are reviewed on a regular basis as part of a continuing professional development programme ●♪

18 Individual staff are encouraged to set targets for their own development ♥

19 Staff are actively encouraged to use the latest available knowledge ▶

20 Staff are actively encouraged to share a vision of change and a joint approach to problem identification ●

21 Emphasis is placed on creating an adaptive library service, with flexible policies and systems ♪

22 There is a strong focus on real consultation with staff (not just informing them about decisions) ●♪

23 Emphasis is placed on grass roots problem-solving and on empowering staff to won problems ●

24 Emphasis is placed on building positive staff morale to accompany change ●▶

25 Staff are expected to accept and implement the senior management vision ♣

Tool 3A : Interpreting the results of the card sort

The different colours and symbols on the cards represent different models of managing change. Do you have mainly one colour / symbol on your top two or three lines? Do you have no clear pattern of colour?

Whatever your answer, it is important to have an insight into what the different models of change are saying about how best to handle it. They provide ideas about where to start, what to put in place, what to avoid. Each model also has particular weaknesses that you might need to address. You can then decide if your chosen approach is in fact the most appropriate one for your organisation or if you need to re-focus your activities. The key elements of each model are laid out below.

The card sort activity should provide the basis for an action plan to address any gap between what is identified as critical in the change process and what is currently happening. For example, as a result of this activity, one service produced a clearly articulated vision document to communicate to staff what the results of change will look like. This document plugged the gap between the library plan and material about individual-initiatives. Another authority saw collaborative planning particularly important and identified two issues over which genuine collaborative planning with staff could take place. They also decided to consult staff about which support roles managers should adopt to help staff through the changes.

1 *Knowledge Utilization Model*

This model puts emphasis on research and evidence to inform practice (evidence-based working).

- **Underlying belief**: utilization of new knowledge leads to change, but if new knowledge is to be adopted it needs to fit the following criteria:

- Key criteria in adoption of new knowledge:

  - relevance (this must be clearly demonstrated)
  - clarity (what is the precise nature of the change? Is everyone clear?)
  - will (people must want or be motivated to change. This is more likely if the relevance, clarity and action images are in place)
  - skill (to implement the new ideas)
  - action images (having a clear picture of what to do/ what the new practices really look like on the ground. People need to see what they will be doing differently in concrete terms.)
  - ownership of the ideas (staff are able to adapt elements of the innovation to suit their approach and context)

- Success in using this model depends on providing support (for example, training, technical support) when it matters and ***not just at the beginning.***

(Adapted from MILES, M. and others *Improving the urban high school: lessons for managing implementation* 1987)

This approach to getting change focuses on people and what they need to understand and be able to do if they are to change. It requires lots of discussion and exploration; well focused, sustained support; and high quality innovation. The implementation of the *e-Government Programme* is a major change. It has many implications and its impact will vary in different organisations. Can you ensure that it is seen as relevant to all staff affected? Can you produce 'action images'? The strength of this approach is its ability to motivate and support staff once the key factors are in place. Its weaknesses lie in its lack of attention to the structures, work practices and procedures already in place. If adopting this approach to change, some thought should also be given to such things as roles and job descriptions.

2 *Organisational Development (OD) Model* ♪

This model applies behavioural science to change in organisations.

Belief: people will work better and change willingly if given the right working conditions

- Individual behaviour is shaped by organisational roles. Focus on:
  - social organisation (team building; conflict management etc.)
  - job redesign (adjusting jobs to individuals; changing roles and responsibilities
  - mechanisms for staff representation and feedback (mobilizing commitment through joint problem–identification)
  - creating an adaptive organisational environment (flexible policies and systems)
- Depends on: trust, truth and not too much bureaucracy

This approach presumes an adaptable, flexible, responsive organisation that changes gradually as new mechanisms, roles and staff development are put in place. It is an attractive idea but does your organisation have the supportive atmosphere to make it work? The strength of this model is its focus on important organisational structures and on facilitating developments such as team building and joint problem-solving.

3 Democratic Approach

Focus on collaborative team working.

- **Belief:** people will take collective responsibility for working to achieve success.
- Key factors:
  - empowering staff to take decisions (no cult of blame)
  - grass-roots problem solving based on real consultation
  - recognition of skills and knowledge rather than roles or status
  - shared responsibility for achieving goals
- Issue: most employment contracts do not recognise this approach (responsibilities are usually assigned to identified posts)

Few organisations are able to adopt this approach to change because of their hierarchical nature and the need for individual accountability. How far is it possible in your environment? This approach also raises the problem of leadership. Many people feel that a leader is important in achieving any real change and that some pressure is necessary if people are going to change. The strength of this approach is that it takes collaboration and empowerment, two key elements in managing change, very seriously

4 Systems Approach ♥

The focus of this approach is on efficient operations and processes.

Belief: Systematic application of key principles leads to success

Characteristics of the approach:

- Tight formal controls
  - development plans specifying goals and targets
  - implementation plans
  - the development needs for the organisation identified through training reviews

- Hierarchical structures
  - clear (and current) job descriptions
  - individual targets set through staff appraisal
  - emphasis on competencies
  - conformity to rules and recorded procedures

- Standardisation
  - adoption of external norms (e.g. *Investors in People*)

This approach is essentially about development planning rather than management.

This approach to change assumes that if the right structures and mechanisms are in place things will develop smoothly. Its great weakness is that it does not ask questions about values or purpose. If staff are to change the way they work to embrace the new ways of working they will need to see its values and benefits; they will need to be convinced of its contribution to what they are trying to achieve. Focusing on systems is fine for instance, when you are trying to put IT into libraries, but not when you want to get it used for the benefit of the staff and the public.

5 Charismatic Leader Approach ♣

Belief: This approach assumes that staff will willingly respond to a strong and clear lead, providing that it does not degenerate into autocratic bullying. Successful application of this approach to change requires that:

- staff have opportunities to find out about and share the leader's vision
- staff can second-guess what 'the boss' would do in any given situation and follow suit
- resistance to the leader remains passive
- the leader stays in place long enough to bring his or her vision into fruition
- consolidation of the change once the leader has moved on

The main weaknesses in this approach to change are that:

- charismatic leaders tend to move on to greater challenges (or to be jettisoned when they have made too many political enemies), and
- there is little scope for creating staff ownership of the major change.

What Next?

Once you have thought about the most appropriate model of change to adopt in your organisation – and it may well be a mixture of elements from the models that we have outlined - you will be in a position to move forward. However, before you move on you should think about the stages of the change process and some of the key principles underpinning any attempt to manage change successfully. These principles should be integrated into whatever approach you adopt.

The Change Process: Phases of Implementation

Managing change successfully requires an understanding of the process of change including the fact that: it is a long process – often taking years for full implementation; it is made up of different stages; and that different types of activity are needed at different stages in the process. The process outlined below provides a checklist for action planning. It indicates what managers need to pay attention to when changing the way in which people work. It is not a blueprint or programme for managing change as the elements will look different in different locations.

Stage 1: Initiation

- link to local needs and priorities
- use a strong advocate to go out and talk to those likely to be affected and to get concrete support from influential people and those in key positions
- consult widely and collaborate with key stakeholders. At this stage it is not usually a good idea to try to actively involve everyone. However, those likely to be affected do need to be kept informed of what is happening, what is being considered etc.
- develop clear processes to engage people with the change and make developments as transparent as possible. Staff need a good idea of what they should be doing.

The *e-Government Programme* has moved past this stage in most Local Authorities. However it might be useful to consider whether changing the culture and working practices of remote offices is a major initiative in itself, irrespective of whether any infrastructure or applications have been implemented. If so, repeating the initiation stage of the change process might prove to be a useful tactic.

Stage 2: Implementation

- a programme, project or change manager should be appointed with clear responsibility to keep things moving and to orchestrate the process. They do need to be sensitive in order not to prevent local ownership and empowerment.
- local empowerment must be supported. This means enabling staff in business units to take some control over the process. Perhaps they can be involved in deciding priorities or what to do first. Perhaps they can be encouraged to formulate ideas about new roles and responsibilities. Perhaps staff can exercise some choice over their training – how they meet the required outcomes. Some local adaptation should be encouraged to involve people; building local ownership is vital.
- a mixture of pressure and support should be provided. It is interesting that most writers believe that for any change to take root, support on its own is not enough – some pressure is also needed. People need such pressure to change their behaviour but this only works in an environment where there is also lots of support to help them cope and enough 'space' to enable them to develop their own view of what is happening.
- high quality training/advice/technical assistance/trouble shooting is a vital component of any implementation. Too often such assistance is readily available nearer the beginning of any change, for example coaching, mentoring and IT support. However if individuals are going to

develop their practice, such assistance needs to continue when staff come across challenges further down the line.

- tangible benefits and rewards of the change need to be made apparent. Are customers happier? Is the service reaching more people? Are aspects of staff jobs more interesting or satisfying? Examples of success should be publicised. People are more likely to be persuaded by seeing the benefits than by being told how good it is.

This stage of the change process focuses on the needs of people and how they can be helped to change. However, some systems should also be put in place: co-ordination and support.

Stage 3: Incorporation

- Institutional mechanisms and systems, for example committee structure, training programme, purchasing policies, customer consultation, need to be changed to incorporate the 'joined up' principles into the way the local authority functions day-to-day.

- Competing demands from new initiatives/policies/government requirements may cause attention and resources to be switched away from the *e-Government Programme*. If you want to sustain change in the way that the service is delivered, you need to think about how this can be done. How can the time, energy and resources needed to continue this work be protected in the face of competing demands? Does something else need to be thrown out or demoted to prevent too many conflicting demands being made on staff? Management has to sort out these priorities.

- Induction for new staff at all levels must incorporate the new approaches.

- Build up a critical mass of users / adopters. This will help keep up momentum and show how important it is to sustain the change.

At this stage in the change process the main focus is on the organisation and how it functions. Can it adapt its systems and procedures to accommodate the demands and opportunities of the *e-Government*? Or will it merely try to bolt this initiative onto an existing bureaucracy, which means that the change is unlikely to stick in the long term.

Alongside an understanding of the process of change, there are a number of useful principles that will provide guidance for anyone trying to manage change effectively.

Managing change: Key Principles

1 Acting is better than planning. It is not desirable to spend an extended period of time investing lots of energy and resources in very detailed planning. This approach tends to make the plan as important as the change! It also tends to lead to inflexibility in implementation. Rolling planning i.e. alongside implementation is a better option for managing change. It allows examples of good practice to be developed early in the process to show to staff.

2 Think big – act small. i.e. keep the big picture or the vision in mind at all times, but make sure that all stakeholders and all individuals have their say and are allowed to contribute.

3 Go where the energy is (try to work with the most energetic and enthusiastic staff at the early stages to make sure that things happen). The '30:40:30 rule' is often invoked to encourage a realistic focus on change. The leading 30% of staff (proportions may vary!) are usually prepared to support and participate in change; if they get convincing early results the next 40% can probably be persuaded to embrace change and this is where the main effort needs to be applied; for the remainder it is reasonable to insist on **compliance** but they are unlikely to accept the arguments for change.

4 Help and support is required ***after*** initiation as well as before

5 Don't think you can build ownership at the beginning of a change – involve people throughout the development process

6 Beware of 'brute sanity'. One of the things that many managers do when trying to promote change is to give lots of clear, loud messages to staff about how wonderful the innovation is, how it will revolutionise the service etc. This is brute sanity. And if the messages are said often enough and loud enough … staff will tend to back off and build barriers to hide behind!

USE THESE PRINCIPLES AS A PACKAGE. You cannot just choose the ones that you like if you want change to be effective.

Some More Principles of Change

1. The innovation ***will*** get adapted

2. Implementation is a process of professional development and growth

3. Implementation is a process of clarification

4. Interaction and technical assistance are essential

5. Planning at the service delivery and structure levels are essential

6. Developing and using a plan is itself an implementation problem

7. 100% implementation is probably not desirable and is in any case impossible

Section 3: The Nature of your organisation

Now that you have drawn up an agenda for change based on the card sort exercise and an understanding of the principles of change, you need to take a closer look at your service. This section contains two tools that together should help you to think about getting effective change in your own service or authority.

Tool 4 looks at whether the service is ready to take on major change, and, if not, what direction you need to move in.

Tool 5 looks at the skills that your managers at all levels need to manage change effectively.

Tool 4 Readiness for change checklist

Who for?
All members of staff involved in organisational change.

What for?
This checklist gives ***all staff*** a chance to assess the readiness of their own part of the service for change. More importantly, it gives everyone a chance to find out what other people think about their section or service and to discuss what to do if improvement is needed.

It should help ***managers*** at all levels to gauge how ready their section or service is to take more change on board and to know what to focus on if they are not yet ready. ***Column one in each row gives the target state for effective change.*** Change may have to be undertaken even if your part of the service has not reached column one, but change will be more effectively taken on board if you are there.

How to use it?
This can be used as an individual self-reflection tool but it will be more useful if used with groups of staff. Management teams can use the tool to assess whether they have a common view of where their service or section has reached in terms of readiness for change. Manager can use the tool with their staff to stimulate discussion about how to be better prepared for change.

If used with groups of staff:

- get each participant to complete the tool individually (allow 10 minutes for completion of the tool)
- If you, as manager, think that the team/section/service has a long way to go for more change, pool the results anonymously by collecting them in beforehand (in blank envelopes) or invite the group to record their responses on a 'master copy' using a flipchart, so that people do not feel obliged to defend their own perception.
- Put the emphasis on moving forward not on ascribing blame.
- If you, as manager, feel that the group will be comfortable to share their perceptions openly, work through each row in turn, checking out different perceptions. If you all opt for a particular column, how can you get to the next column to the left? If you differ in your views, why is this? What ideas do any group members have for moving towards the left (as represented on this tool!)?

Some problems and suggested solution are offered after the tool itself.

Tool 4 Readiness for change checklist

Please tick the appropriate statement – *one* of the four columns in each row below.

1. In the past, new policies or systems introduced by management have been:	Seen as meeting employee's needs	Not well understood	Greeted with some resistance	Vigorously resisted
2. Employees may be best described as:	Innovative	Independent	Uncommitted so far	Conservative or resistant to change
3. The *e-Government Programme* and related change in the organisation is viewed as:	A success	Moderately successful	Having only peripheral impact	Not successful
4. Expectations of what this change will lead to are:	Consistent throughout the organisation	Consistent among senior management but less so otherwise	Not consistent	Unclear
5. What can people directly affected by the changes tell you about the service development plan:	A full description	A description of where it affects their own department or activity	A general idea	Nothing
6. Intended outcomes of the change have been:	Specified in detail	Outlined in general terms	Poorly defined	Not defined
7. Work procedures following the introduction of the *e-Government Programme* are seen as needing:	Major change	Significant alteration	Minor improvement	No change
8. The problems addressed through the *e-Government Programme* were first raised by:	The staff directly involved	Service managers	Outside bodies (e.g. CPA or BV inspectors)	The change is not seen as addressing important and relevant service problems
9. The next stage of change is viewed by staff as:	Crucial to the organisation's future	Generally beneficial to the organisation	Beneficial only to part of the organisation	Unimportant

10. Top management support for the *e-Government Programme* is:	Enthusiastic	Limited	Minimal	Unclear
11. The Directorate / Departmental / Service Management team has:	Committed significant resources to the changes	Assigned token additional resources to the changes	Expects the change to be implemented from existing resources	Not planned the resources that are needed
12. The management performance appraisal and review process is:	An important part of management development	A helpful problem-solving process	routine	An obstacle to improvement
13. The change deals with issues of relevance to the service development plan:	Directly	Partly	Only indirectly	Not at all
14. The *e-Government Programme* and related changes:	Make jobs more rewarding	Make jobs easier and more satisfying	Have little impact on people's work	Make jobs harder
15. The *e-Government Programme* and related change is technically:	Similar to others already underway	Similar to others undertaken in the recent past	Novel	Technically unclear

Readiness for change checklist: some problems and solutions

'TRACK RECORD' OF CHANGES (QUESTIONS 1-3)

The potential problems are:

1. Past changes have met with resistance?
2. Past changes were poorly understood?
3. Employees are thought to be too cautious?
4. Recently introduced changes have had limited or little success?

The solutions are:

1. Keep everyone informed by making information available, explaining plans clearly and allowing access to management for questions and clarification.
2. Ensure that change is solid realistically by making a practical case for it. Explain change in terms which the employee will see as relevant and acceptable. Show how change fits service needs and plans. Spend time and effort on presentations.
3. Prepare carefully by making a full organisational diagnosis, spending time with people and groups, building trust, understanding and support.
4. Start small and build up a successful track record. Implement changes in clear phases.
5. Plan for success by starting with things that can give a quick and positive pay-off. Publicise early success. Provide positive feedback to those involved in success.

EXPECTATIONS OF CHANGE (QUESTIONS 4-6)

The potential problems are:

1. Different people hold different ideas about the change?
2. People do not know what to expect?
3. Objectives are not clearly defined?

The solutions are:

1. Clarify benefits of changes by emphasising benefits to those involved, that is, to the service.
2. Minimise surprises by specifying all assumptions about the change. Focus on outcomes. Identify potential problems.
3. Communicate plans by being specific in *terms* that are familiar to the different groups of employees. Communicate periodically and through various media. Ask for feedback. Do not suppress negative views but listen to them carefully and deal with them openly.

WHO 'OWNS' THE PROBLEM OR THE IDEA FOR CHANGE? (QUESTION 7-9)

The potential problems are:

1. The procedures, systems, sections, services involved are seen to be a problem?
2. The change was planned or introduced by top management or staff sections?
3. The change is viewed as purely a matter of procedure?

The solutions are:

1. Specify plans in terms that people understand. Ensure that employees' problems are addressed explicitly as part of the change. Arrange for visible outcomes.
2. Clarify employees' views by exploring their concerns about the changes and examining impact on the day-to-day routines.
3. Present a clear case by specifying who wants change and why. Explain longer-term advantages. Identify common benefits. Present potential problems clearly. Listen to problems.

TOP MANAGEMENT SUPPORT (QUESTIONS 10-12)

The potential problems are:

1. Concerns or doubts about top management support for the change?
2. Whether top management will provide resources?
3. The current management performance appraisal process is seen to be an obstacle to change?

The solutions are:

1. Build a power base by becoming the expert in the problems involved. Understand top management concerns. Develop informational and formal support. Develop a strong and polished presentation in top management language.
3. Develop clear objectives and plans by establishing a clear timetable. Set up review processes to be supportive. Bring in top management and middle management to the review process. Focus meetings on specific outcomes and specific problems.

ACCEPTABILITY OF CHANGE (QUESTIONS 13-15)

The potential problems are:

1. The planned change conflicts with or does not with fit other plans?
2. There a little or no clear sense of direction?
3. The proposed changes are perceived to place greater demands on people?
4. The change is perceived to involve new technology products/services, expertise?

The solutions are:

1. Identify relevance of change to plans by reviewing plans and specifying how change fits. Incorporate changes into on-going developments. If possible, frame changes in terms of the organisation's style.
2. Clarify plans for changes by communicating simply and openly.
3. Implement with flexible or adaptable people, people familiar with some or all of the change, in a part of the service where there are strong supporters for change. Recognise why people support change (career, rewards, organisational politics).
4. Do not oversell change by being adamant about conflicts with present practices. Encourage discussion of these conflicts.

Adapted from: Carnall, C. *Managing change in organisations*: *1995*

Being ready for change

What does a service or section that is really ready for change look or feel like?

Ten features of an 'adaptive' organisation are shown below. The quotes against each are typical of the sorts of things that people will say if they are working in an adaptive work setting:

1.	Shared goals	"We know where we're going"
2.	Responsibility for success	"We will make this work"
3.	Collegiality	"We're in this together"
4.	Continuous improvement	"We can still do better"
5.	Lifelong learning	"Learning is for everyone"
6.	Risk taking	"We learn by trying something new every day"
7.	Support	"There's always someone there to help"
8.	Mutual respect	"Everyone has something to offer"
9.	Openness	"We can discuss our differences"
10.	Celebration and humour	"We are a good team"

Adapted from Stoll and Fink (1996)

Good change agents are central to the process of managing change effectively: people who can take the change forward; people who can provide the right blend of support and pressure to motivate staff; people who can maintain momentum. Potential change agents can be found anywhere in your authority. They may be managers - but not necessarily. One of the important jobs in managing change is for managers to identify good change agents and work with them. A lot has been written about the skills and qualities needed by good change agents. The checklist below has been designed to reflect this work.

Tool 5: A checklist of skills needed to manage change effectively

Who for?

- For managers, to help them think about whether they have the range of skills needed to make a good change agents
- For senior managers thinking about who would make a good change agent
- It can also be used by any individual who wants to see if they have what it takes!

What for?

- As a self-development checklist for anyone in the role of a manager of change. The tool can help individuals identify their own areas of strength and those areas that need to be developed
- As a management checklist when considering who would make a good change agent.

How to use it

- As a checklist for individuals to consider what aspects of their skills they need to develop.
- As a basis for management discussion about who would make a good change agent.
- As a discussion tool: allow c.20 minutes for people to complete the checklist and to identify their 'areas for attention'. Focus discussion on areas where there is consensus that work is needed, **not** on individual responses to particular questions.

Tool 5: Interpersonal skills needed to manage change effectively

	Good	OK	Needs work
1. I speak persuasively when addressing an audience (a good advocate)			
2. I intervene and project myself successfully in meetings			
3. I listen attentively to others			
4. I respond positively to colleagues' points			
5. I am able to be open and share my thoughts and feelings with colleagues			
6. I am articulate when talking to colleagues			
7. I can sustain an argument when talking in meetings			
8. I am sensitive to and aware of my colleagues' personal needs			
9. I can help colleagues find solutions to problems			
10. I inspire confidence through enthusiasm			
11. I am able to control my emotions when dealing with colleagues			
12. I am capable of accepting advice			
13. I am able to admit my weaknesses			
14. I can accept group decisions with good grace			
15. I am not patronising or condescending			
16. I am not afraid to confront my colleagues when necessary			
17. I am assertive			
18. I encourage colleagues to use their initiative			
19. I avoid being over directive or bossy			
20. I am capable of cheerful compromise			
21. I am aware of the effect of body language on social interaction			
22. I am able to raise my colleagues' self-esteem through			

	Good	OK	Needs work
praise			
23. I am able to reflect critically on my own performance			
24. I am able to gather data/evidence in order to evaluate my own performance			
25. I am good at passing responsibility on to colleagues			
26. I give colleagues room to try things out – even if it means mistakes are made			
27. I look for and share examples of good practice/success			
28. I am genuinely interested in colleagues' ideas and views			
29. I continue to learn from my colleagues			
30. I am able to stand back and not over-organise others			
31. I am able to communicate optimism to colleagues in the face of difficulties			
32. I am able to find out how colleagues feel			
33. I provide constructive and well focused feedback			

Thinking about your interpersonal skills

When you have completed this tool, have a look to see whether there are any patterns in your areas of weakness. All change agents tend to have strong and weaker skill areas. The weaker areas will lead to particular types of problem in managing change. You need to try to develop your skills in all the key areas below:

1 *helping individuals* - support
reward
feedback
not blaming but helping them and the organisation to learn
Help and support are vital but without takeover – you must show trust.
(Q4, 9, 15, 26, 31, 33)

2 *communicate as never before* – vision, goals, actions
- coalition building/advocacy/bargaining
- checking things out
(Q1, 2, 6, 7, 10, 17, 21)

3 *do not over-organise* – - reduce focus on details
- allow flexible implementation
- integrate colleague's ideas into the process of change
(Q12, 14, 18, 19, 25, 26, 30)

4 *dealing with conflict/difference*
without getting over-emotional or personally involved (staying in adult behaviour). Handling opposition well helps achieve active implementation
(Q11, 14, 16, 17, 20)

5 *building trust/confidence – /self-esteem* vital in order to drive the change forward
provide genuine feedback
listen to others' ideas
focus on progress and examples of development rather than statistics, performance indictors etc.
feedback on success
(Q4, 10, 14, 22, 27, 33)

6 *real interest in others* - contrived collegiality does not work
(Q3, 8, 15, 28, 29, 32)

7 *emotion is important* - do not minimise expressions of feelings
recognise that it's all right not always to be rational.
(Q5, 8, 13, 32)

It is also important to be open about your own challenges and to be clear about how well you are performing. These attributes are not specific to change agents but help you manage in all circumstances.
(Q12, 13, 23, 24)

If you are to be an effective agent of change you need to be aware of the problems inherent in the role and of the limit to what is possible. The assumptions below make the nature of what you are taking on very clear.

The assumptions that an innovator must make (or not make)

1 Do not assume that your version of what the change should be is the one that could or should be implemented.

2 Assume that any significant innovation, to result in change, requires individual innovators to work out their own meanings.

3 Assume that conflict and disagreement are not only inevitable but fundamental.

4 Assume that people need pressure to change but that it will only be effective under conditions that allow them to react and form their own positions.

5 Assume that real change takes time – a minimum of three years.

6 Do not assume that lack of implementation is outright rejection of the values embodied in the change.

7 Do not expect everyone to change.

8 Assume you will need a plan and that it is essential to have knowledge about the change process.

9 Assume that no amount of knowledge will ever make it totally clear what action should be taken.

10 Assume that change is a frustrating, discouraging business.

Michael Fullan makes a distinction between the early stages of change (the introduction stage) and the work needed to make change happen (the implementation stage). He concludes this list with a warning: *"If all or some of the above assumptions cannot be made … do not expect significant change as far as implementation is concerned."*

Adapted from Fullan, M. *The new meaning of educational change* London: Cassell 1991

Section 4: Key internal factors in your service

This section contains one tool: a force-field analysis. It is designed to provide all staff with the opportunity to analyse their own work setting in order to identify what can help the implementation of the *e-Government Programme* and what might hinder it. This should be a valuable process for staff to work through together.

Who for?

- Particularly useful for discrete groups of staff in specific services
- Can also be used by managers looking across a department or across the whole service

What for?

- To identify in a systematic way what already exists within a particular service or business unit that can be used to support the process of change or that might hold it back.
- To formulate an action plan firmly rooted in the real working environment
- To involve staff in constructive discussion about how to move forward in a particular service

Managers and staff should find it interesting to discuss the different perceptions of the service that emerge.

How to use it

Detailed instructions about how to do a force-field analysis follow. Steps one, two and three are best done by individuals working in the same service and then compared/discussed in groups. Steps four and five can be most productive when tackled in groups. In a smaller or remote office all the staff could do these last two steps together.

Allow c.30 minutes for conducting this analysis.

Tool 6: Force-field analysis

PROCEDURE

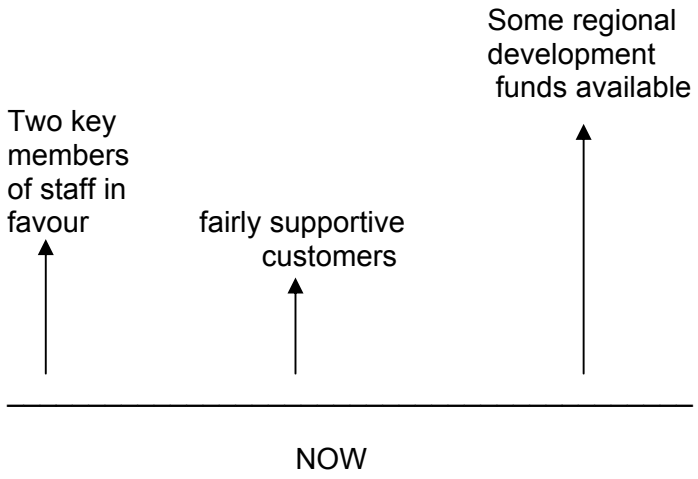
Step 1 Draw a line across the middle of a sheet of paper to represent the present situation and write a heading at the top to represent where you would like to be e.g.

The e-Government Programme fully integrated into the working practices of this service

NOW

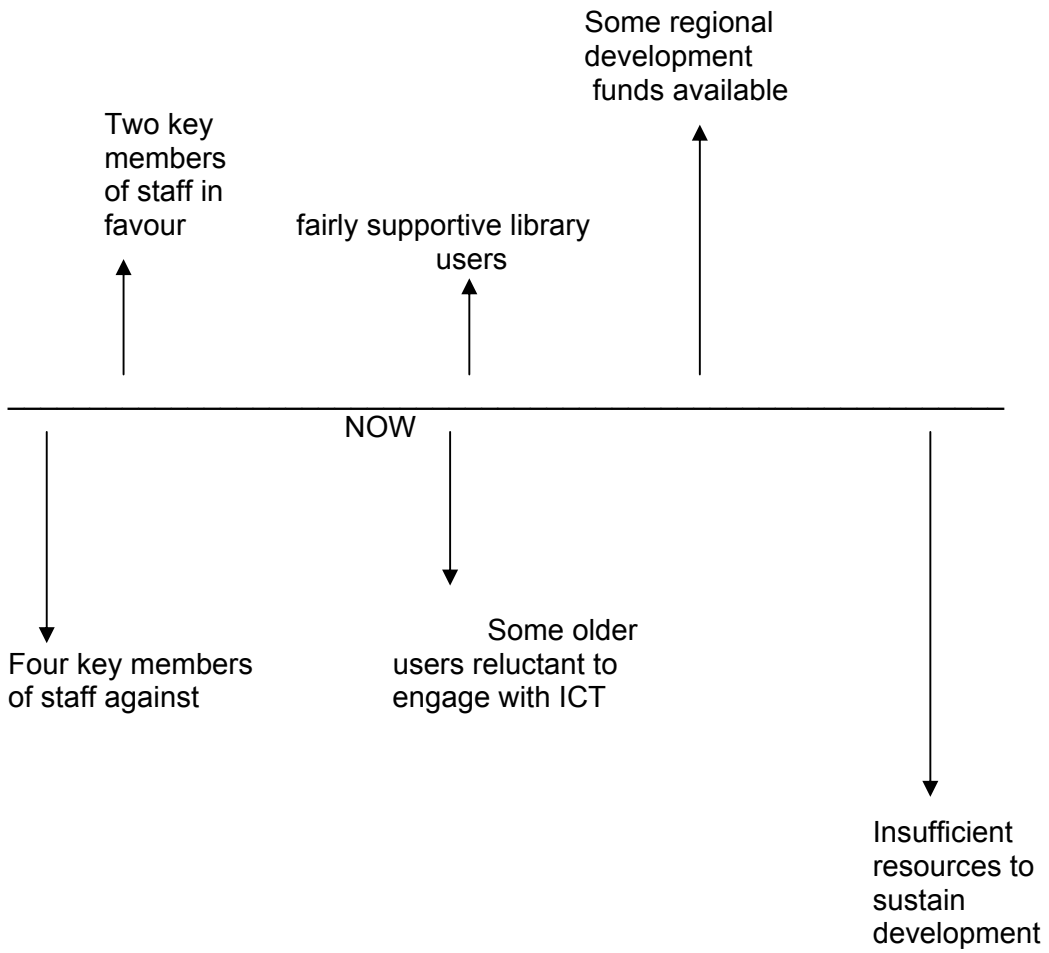
Step 2 Try to think of every aspect of the situation that will help you move towards your goal: these are the helping forces working in your favour. On your diagram draw an arrow to represent each force. Think about how strong that particular force is and then make the length of the arrow proportional to this. Use a long arrow for strong supporting forces and short arrows for weaker forces.
Remember to be systematic. Try to think of everything that you have going for you. It is very important to begin with the positive factors and to encourage everyone to spend time on them. Too often people rush straight for the negatives.

e.g. *e-Government Programme* fully integrated into the working practices of this service



Step 3 Now think of every aspect of the situation which may prevent you moving towards your goal; these are the hindering forces working against you. Again represent these on your diagram using arrows of varying lengths e.g. Long arrows represent strong hindering forces. Short arrows represent weak hindering forces.

e.g. *The e-Government Programme* fully integrated into the working practices of this service



Step 4 Carefully go through each 'force' represented on your diagram asking yourself:

How can I make positive use of each helping force to reduce or weaken each hindering force?

Jot down notes on your diagram against each of the negative forces as you go, linking these forces to the positive ones you are going to use to reduce them.

Step 5 Go through your diagram listing the concrete steps that you now need to take. Try asking yourself.

- What **exactly** do I need to do?
- What help do I need in order to do it?
- Where might I get that help from?

Section 5: Working with People: the personal dimension of change

All writers on change emphasise the importance of taking people along with you when trying to achieve change. It isn't always easy to decide how best to work with and support staff through the process of change. This section contains two tools focused on providing individual support.

Tool 7:The Perception of Change model identifies, phases of change and suggests how managers can help staff through these phases.

Tool 8:is a personal development checklist to help individuals clarify their own reactions to change and the support that they need.

Tool 7: The Perception of Change model

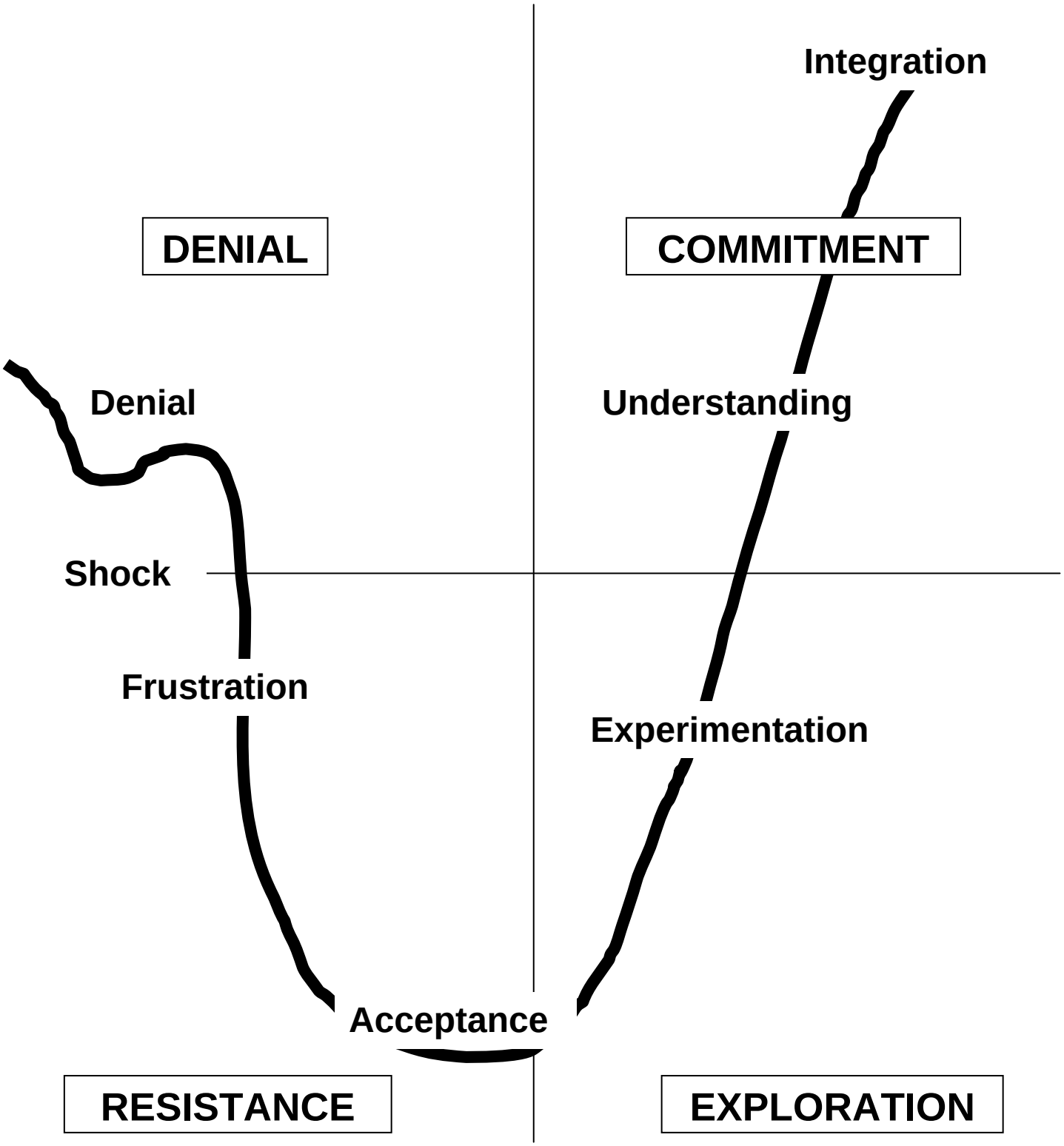
Who for?
This is a tool for managers to help clarify the main phases of change.

What for?
This tool introduces the four main phases of change and the five milestones along the way as perceived by the staff going through it. It should help managers to see where your section/service has reached in coming to terms with the *e-Government Programme* innovations and what to do to get to the next stage. It should also alert managers about whether they might be using inappropriate tactics with some people.

How to use it?
Management teams can look at the model and the commentary on the phases to see where they are as team and where their staff appear to be. As usual, it is likely that different teams/parts of the services will be at different stages in terms of their outlook on change. Management discussion can then focus on moving staff to the next stage in the process.

Managers can work with their staff by introducing the model and inviting people to suggest where they think they have reached in the process. This should only be undertaken if you judge that the staff have reached the exploration stage at least in the process. Labelling a group of staff as 'in denial' is likely to be counter productive! Managers can also use the suggested tactics with their staff, depending on your assessment of where the staff have reached in the process. It is likely that some staff in a team or section will be at different stages in accommodating change.

Perception of Change Model



Tool 7 part 1: Recognising the Phases of Change

Denial

- disbelief	"It doesn't really affect my work"
- apathy	"They'll never give us the money to do it properly"
- numbness	"I'm too old to change"
- activity but no progress	"I would use IT if I had to, but I don't need to…"

Resistance

- anger	"It's totally unfair…"
- depression	"I can't see how…"
- stubbornness	"Yes, but…"
- blaming	"The new management hasn't thought this through"
- absenteeism	

Exploration

- excited/energised
- over preparation (planning rather than action)
- too many ideas/options
- confusion about priorities
- too much uncoordinated independent action

Commitment

- focused on outcomes/impact
- clear understanding of what to do next
- high job satisfaction (managers and staff)
- looking ahead to further change
- confident of ability to adapt to change

Tool 7 part 2: Responding to the phases of change

Two key points for managers are:

- never to be tempted to skip a stage – e.g. people will not get from 'resistance' to 'commitment' unless they have time and space to explore ways forward

- it is important to know when to concentrate on explaining why change is necessary and when to concentrate on "tea and sympathy". If someone is effectively in shock, asking them to plan for the future is not likely to work.

Denial: tell

- *Confront* staff (individually or in small groups) with the reality of public services working in the information age, i.e. customer expectations, etc.

- *Explain* the reasons for change – expect staff to accept the argument but still resist changing.

- *Explore* what is expected – changes in behaviour (e.g. working with IT) even if people don't believe in the benefits of change.

- *Show* what to do – make clear what you expect people to do.

- *Allow* time for the need to change to sink in.

Resistance: ask

- *Listen* to staff concerns and offer support
- *Acknowledge* feelings *("I didn't come into public service to…")*
- *Allow* complaints
- *Support* mourning of loss – this may seem like an exaggerated view but we have encountered individuals who have responded to ICT staff training in this way
- *Set up* 'quick wins' so that people can build confidence in the new ways of working and see tangible success achieved by others.

Exploration: tell

- *Concentrate* priorities – to ensure against over-enthusiastic chasing up blind alleys
- *Focus*
- *Set* short-term goals for the team/section/individuals
- *Coaching/training* – people need most support when things are changing (new skills; expert guidance)
- *Start active teambuilding*

Commitment: ask

- *Acknowledge* success and reward progress
- *Give feedback* in the context of ongoing change
- *Plan* ahead but keep plans flexible – they will change when they are enacted
- *Develop* teambuilding

Don't skip a stage!

Some final comments about people and change for you to think about!

People change when they see a need to change – and have to confront that need

People will change when they know how to change

People change when they are involved actively in the change process

People need support in their involvement in the change process e.g. so that stress does not become a negative factor

People change when they are secure in changing

People do not necessarily change on the basis of new knowledge alone (i.e. people are not always rational)

People change some attitudes slowly, it is better to ask them to change their behaviour

Change can be painful

Change is not always possible or desirable

Tool 8: Managing Change: a Personal Development Process

All the books about change emphasise that people are the most valuable resource of any organisation. When change occurs this puts people under stress. It is therefore important to adopt a change strategy which empowers staff at a basic level. People need time: time to think through the implications of change for themselves and their work; time to decide how they can best cope with it; and time to consider what support they need to move forward. The implementation of the *e-Government Programme* is designed to change the information environment and to alter the ways in which services are delivered. All local authority staff will be affected. It is impossible to remove the stress of such change. However, people can be encouraged to grapple with the issues in a systematic way, to take a more active role in their own development and to identify what they need to perform well in the new environment.

Who for?

- for individuals at any level in the local authority who are trying to come to terms with the implementation of the *e-Government Programme* and its effects.

What for?

- to provide support for an individual thinking about change and how to deal with it in an appropriate way

- to promote discussion between staff and between managers and their staff about what they need if they are to cope with the change in a constructive manner.

The overall purpose of the checklist is to encourage individuals to become more proactive rather than to feel disempowered and only able to react.

How to use it?

This is primarily a tool for the individual to dip in and out of. However managers should be prepared to receive feedback from individuals or small groups on support needed and issues they would like to clarify. Managers must be prepared to enable staff to move forward in areas they identify.

Tool 8: A Personal Development Checklist

1 Thinking positively about the implementation of the *e-Government Programme*

1.1 What are the positive reasons for this change?

e.g. What will it enable you to do differently/more effectively? How will it benefit your users? How might it attract new users? How might it improve the quality of the service? How might it highlight the authorities' core strengths and values? How might it improve resource allocation?

Listing your own positive views about the change can begin to make you feel a bit more optimistic about what is happening.

The positive reasons can then be used to develop a second, more fundamental list.

1.2 What individual benefits might you get from the change?

e.g. How might the *e-Government Programme* give you more personal satisfaction in your job? What opportunities might if offer you to enhance your skills? Bring variety into your work? Provide new direction for your career? Improve team work?

Thinking positively about change is a productive activity, leading to more creative responses to the new situation. It is important that you find your own 'positives', rather than accepting a list of benefits handed out by managers, the Service, the government etc.

2 Linking organisational vision to individual aspirations

Generating a 'vision' may be thought of as too abstract, theoretical or unattainable, but it can lead individuals and organisations to remarkable accomplishments. A vision can provide a vivid picture of what a service or team is trying to achieve. Most staff begin with enthusiasm and a strong ethic of service to the public; a strong vision can help sustain this through periods of change.

2.1 *Has your senior management conveyed its vision for the service or authority using the e-Government Programme? If so, have they put this in writing? If not, talk to your managers.* You need to get a clear picture of what senior management thinks an enhanced service will look like, how it will operate, what your users will see.

2.2 *Which elements of this vision appeal to you?* Which elements particularly fit in with your vision of an effective service – what you would like to be able to provide for your users?

Get a clear image of the service you would like to be part off. What could it look like in one or two years time?

3 Where are you now?

3.1 What skills and knowledge do you have at the moment that positively contributes towards the service you want to achieve?

3.2 What attitudes do you have that will help you and your section / business unit move towards the vision for the service?

4 How will you move forward?

4.1 The computers have been installed and the infrastructure and applications are up and running. This on its own will not deliver the effective service that you have identified in 2 above. *What do you and your colleagues need to do differently to achieve it?* For example, will it involve:

- some different activities
- different people to work with/talk to
- different ways of communicating with colleagues/users/managers
- new meetings to attend

List what key parts of your work you will need to change.

4.2 *Prioritise your list* - what is most important?
- what do you need to do first?

4.3 *Set some realistic targets* - you can't change everything at once, but you do need to keep in step with the authority and your colleagues. You can use your list to provide a good base from which to discus things with your manager and colleagues and have some influence over your own way forward.

5 Development needs

5.1 What development needs do you have?

Consider your current skills, and knowledge. What do you think you need to add or enhance in order to play a full part in the service? (You can use a ICT self-assessment tool to help you in this process.)

5.2 What type of support would help you develop?

Consider for example: courses, a peer mentor/critical friend, work shadowing, job swaps, time for discussion with colleagues, clearer job description.

6 Looking after yourself

Coping with change, especially externally imposed change, can be difficult and stressful. It requires an investment of time and emotion - perhaps for little initial reward. During this time you need to take care of yourself, to work out your own stress management plan, and perhaps encourage your colleagues to do the same.

6.1 *List your own stress makers and the effects that they have on you* (Try monitoring them over a two week period)

Identify the stress makers over which you have some control e.g. your own desire to do everything well. What can you change?

6.2 Consider the types of supports that can help to promote wellbeing

The list might include:

setting and negotiating appropriate tasks
encouragement
receiving praise, recognition, positive feedback
sense of achievement
discussing common problems with colleagues
making time to talk casually/informally during work
being open about your own needs
asking for help
making sure you get a lunch break
having someone at work you talk to confidentially
being able to make mistakes

Two key ways of taking care of yourself are through communication and collaboration.

- What personal resources do you already have to draw on?

- What other resources do you already have to draw on?
  e.g. Who can you talk to? Who can you depend on in a crisis? Who makes you feel valued and competent? Who will give you constructive feedback?

6.3 Develop a stress management plan

- What level of stress can you cope with?
- What stresses do you need to deal with as a priority?
- What actions will you take to reduce stress?
- What resources will you draw on?
- What support do you need from the organisation and from your colleagues?

Afterword

Now that you have worked through the main aspects of managing change here are some salutary final thoughts…

- When something goes wrong there's always someone who knew it would.
- When someone can smile when something goes wrong, its because s/he can think of someone to blame
- Don't believe in miracles, rely on them!

Managing any change is a long, challenging process. Everyone finds it difficult. You are not alone…