

Managing Change

Level 1

Foreword

Welcome to the Effective Line Manager Blended Learning Programme.

The next few weeks are going to give you the freedom to learn at your own pace with this interactive workbook that will provide you with a framework and direction to move forward.

You will have all the materials you need, all built around the NHSBT learning framework with the focus being around leadership and management.

The workbook gives you space for reflection and the opportunity to answer questions such as:

- How do I apply my learning in the workplace?
- How does this help me perform my role better?
- And how does this relate to the leadership ladder?

If you are booked onto a Final Virtual Classroom you will also have access to a network of peers that will enable you to start learning together and move forward in a constructive way.

Feedback we've received from people who have got the most out of the blended approach to learning is that they have planned in dedicated learning time and have shared their learning with peers along the way. They have studied the models and the tools in the workbook and got together to share their thoughts and what that means to them and their role.

The invitation to the Final Virtual Classroom contains a list of all the people that are on the same program at the same time as you; so why not get in touch and arrange time to actually sit down and discuss some of the things you're learning, perhaps plan in a weekly virtual tea/coffee or lunch together?

As part of the Virtual Classroom workshop associated with this module, you will be expected to share your learning in a 3-5-minute presentation, using the media of your choice. This presentation should also be shared with your line manager.

Even if you have not fully completed the workbook, we'd love to see you and hear your journey so far; you can then return to the workbook and complete the remainder.

On behalf of the delivery team - We hope you enjoy this learning experience and look forward to seeing you at the virtual classroom.

Introduction

Change comes in lots of different forms and managing change successfully can increase morale and have a positive effect on team building.

Leaders provide the motivation to change and get people involved. They create a sense of urgency and importance about the change, and show commitment and passion. Leaders also realise that change can be difficult, and they understand the need for people to be motivated to step out of their comfort zone.

This workbook is designed as a blended approach to learning and as you work your way through you will find information, graphics and links to various videos and articles. You will also find questions and space for reflecting on your learning and how you will apply it. These spaces are to give you some structure and guidance, not for you to be constrained, so please feel free to reflect, share and discuss your learning in a way that suit you best.

Below you will see the questions and subjects you will cover in the workbook but, before you start:

- ✓ Make yourself comfortable
- ✓ Make sure you can see and hear what you are going to watch, listen or read
- ✓ Give yourself a chance to avoid being interrupted

How does change happen?

- Levels of change
- The change continuum
- The change gap

How do I influence change?

- The Iceberg
- Resistance based on fear:
- The onion model of resistance
- Enablers and blockers

What is the impact of change on people?

- Rider and Elephant
- Personal transition through change

How do I manage change?

- Lewin's change management model
- Creating a sense of urgency for change

How do I manage stakeholders?

- Circle of influence
- Relationship mapping

How does change happen?

Change happens for many different reasons, these can include; the environment, technology, progress, development, ideas, markets, etc. It is important to understand the levels that a change impacts, as they are the base for appropriate interventions.

LEVELS OF CHANGE

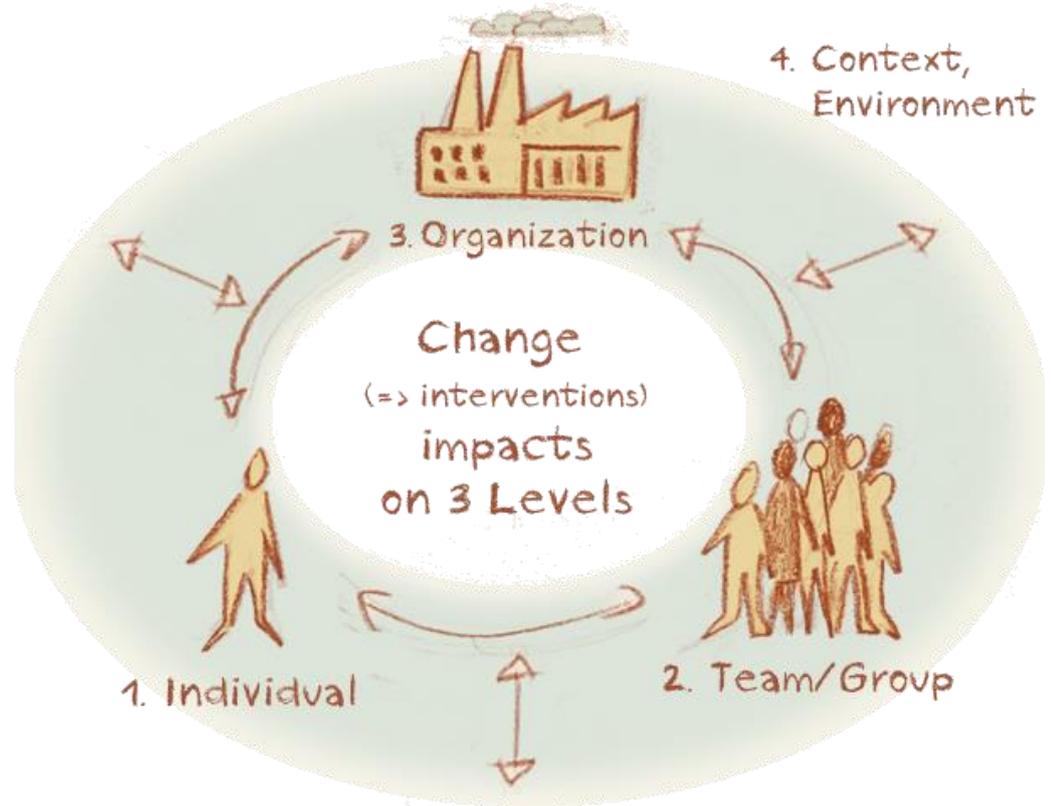
Levels of Change & Intervention

There can be one or several levels affected by a Change.

Individual or team changes (levels 1 and 2) are changes within the system (organization), changes on level 3 (organization) are changing the system itself, while changes on level 4 (relevant context and environment) impact the wider system an organization is operating in. (for example the segment, market or industry)

Today the necessity and therefore ability to respond to changes on level 4 (context, environment) has reached a new quality. Modern communication increases, as the uncertainty of future questions (market, environment and society) are rising and likewise the need for organizations to find the appropriate answers on all these levels.

Organizational changes usually have their origin from level 2 to 4. The appropriate Change Interventions can take place on all 4 levels.



Interventions

Changes at a higher level always affect the lower levels.

Changes at a lower level can but do not have to affect the higher levels.

Interventions at all effected levels can but must not be appropriate (it needs to be decided)



What is the change you are working with?

- What level of change is it?
- How significant is it?
- In your opinion, is the change the right change?
- How much influence do you have over the change and how it is led?
- In this change, are you a leader, enforcer, facilitator or a doer?



The Change Continuum



How much change do you think people want?

1. Using the minimum – maximum scale below, put a mark at the point of how much change you think people 'WANT'
2. Now put a mark how much change you think people are 'EXPERIENCING'



How much gap is there between what people want and what they are experiencing?

Is all the change necessary?

Is it all worthwhile?

Where are you on the continuum?

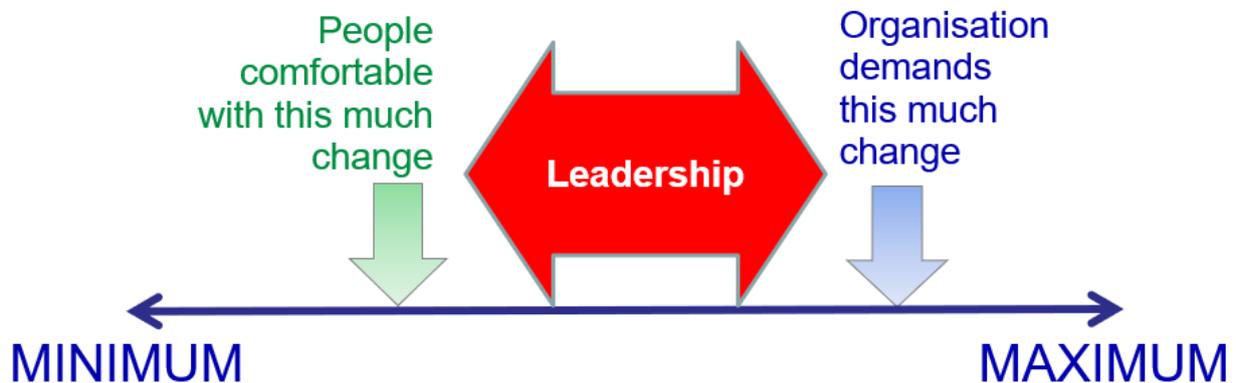
What does this mean for you?

What does this mean for the team?

What happens to organisations that don't change?



The Change Gap



Psychologists say people want safety and the comfort zone is safety. Constant change or change hopping can cause cynicism.

Research on people experiencing change have shown there is change fatigue. It isn't always wilful resistance – it can be actual brain/mind exhaustion (source = D & C Heath, *Switch* page 16-19 – study of popcorn and radishes. Self-control is finite. As with change, the rational self gets tired when having to constantly learn new things)

The leadership challenge is to bridge the gap between what people want and what is needed.

Push too hard and we get resistance. Get the people with you and you'll succeed.



What have I learned?

What does this mean to me as a Leader / Manager?



For Action

What will I do now?

How do I influence change?

Supporting People through Change

As with an iceberg, only 10% of what goes on between people is conscious or visible.

It's what is beneath the surface that keeps the iceberg steady.

When we are going through change, we often focus on the stuff above the surface the tasks etc.

Tasks = Things, Activity, the 'Tangibles', the Action Plan etc.

It is common and tempting to focus energies on the

technical, rational and tangible work but what is under the surface is the **people stuff**; the people, relationships, how people are feeling reacting etc. the 'intangibles'

And even if you are a diver and dive in and have a look around, you won't really know what's going on unless you have some dialogue to explore and understand what's going on.

It's the psychological shift that people need to make



Resistance is often based on a conscious or subconscious fear:



1. What might these be based on?

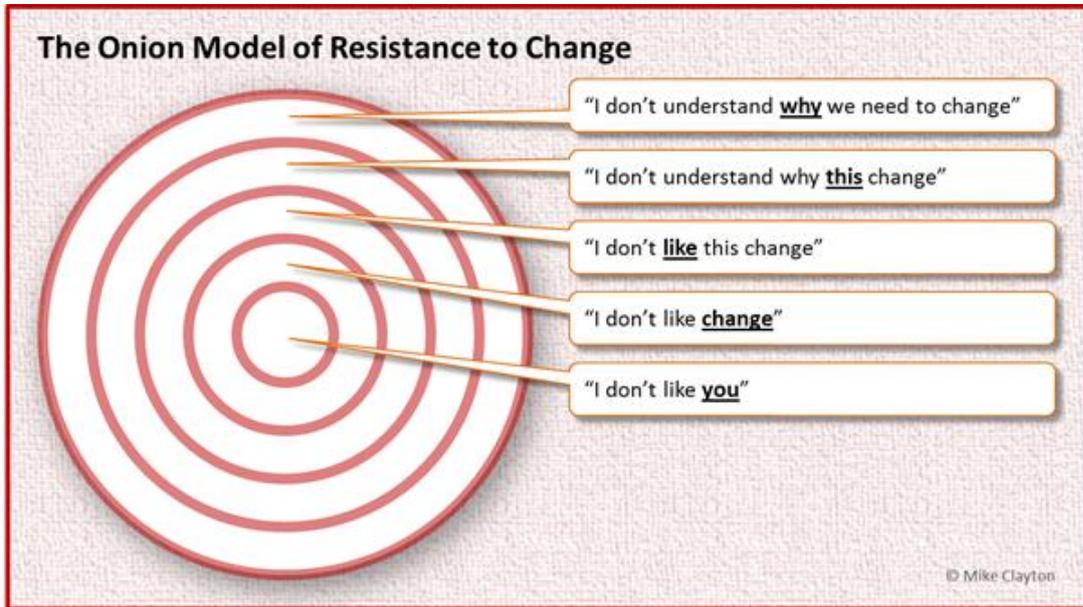
Examples may include: What's in this for me? Am I good enough? Can I learn this? Will I be found out? Is my job at risk if I can't? Will I still love my job? Etc. etc.

2. What fears have you had about change in past?



The Onion Model of Resistance

Watch Mike Clayton describe how to handle resistance to change, using [The Onion Model of Resistance](#).



Enablers and Blockers



List the key things in your experience that **ENABLE** or **BLOCK** change



ENABLERS

BLOCKERS

Reflection:

What have I learned about the way change happens?

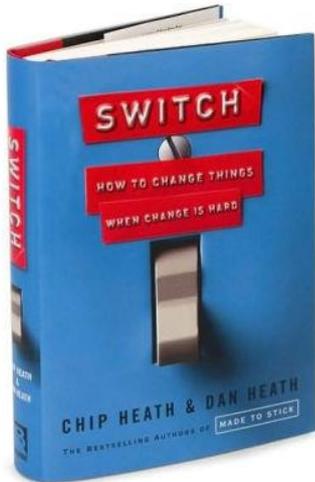
Give yourself some time to think about what you have just experienced:

What have I learned?	
What does this mean to me?	
What am I going to do differently?	
What impact will what I am going to do have?	
How might others be impacted? Is that a good thing or bad thing?	
Are the things I am expecting of myself and others reasonable?	
What obstacles might I face and how will I get around them?	
Do I need support? How will I get that support?	
When will I start?	
How will I know I have been successful?	

So, what am I going to do now?

 For Action

What is the impact of change on people?



Change can be very difficult and hard to do without a little motivation.

Let's look at some psychology and try and help you to look at things in a different way than you had before.

In the book **Switch: How To Change Things When Change Is Hard**, the authors Dan and Heath Chip explain that we have two parts to us. We have the emotional side (the Elephant) and the rational side (the Rider). Most of us think that the Rider always controls the Elephant, but in most cases it's the other way around. The Elephant somehow ends up controlling the Rider.

The Rider: represents our analytical, controlled rational side. - They hold the reins and appear to be in charge



The Elephant: represents our emotional, felt, automatic irrational side. - It can overpower the rider due to its size

The rider wants to go from A to B, but the elephant may not want to move.

Often, it's really hard for the rider to keep the elephant on track – as the emotional responses are unpredictable and often illogical.

Knowing that we have an irrational side can help us to normalise powerful feelings.

According to the model, the rider is rational and can plan ahead, while the elephant is irrational and driven by emotion and instinct. We have to find the balance between the two.

Perched atop the Elephant, the Rider holds the reins and seems to be the leader. But the Rider's control is precarious because the Rider is so small relative to the Elephant.

Anytime the six-ton Elephant and the Rider disagree about which direction to go, the Rider is going to lose. He's completely overmatched."

Let's think about someone trying to go on a diet. The Rider side wants to look slimmer and eat healthier, but the Elephant side loves those cookies and fast food. The Rider and Elephant both need to be on the same page to be able to work together but usually this isn't the case. Your heart may want one thing, but your mind may want another. That is the Rider and the Elephant at war.

Watch the 5 min Video [Switch: How To Change Things When Change Is Hard](#)



What have I learned?

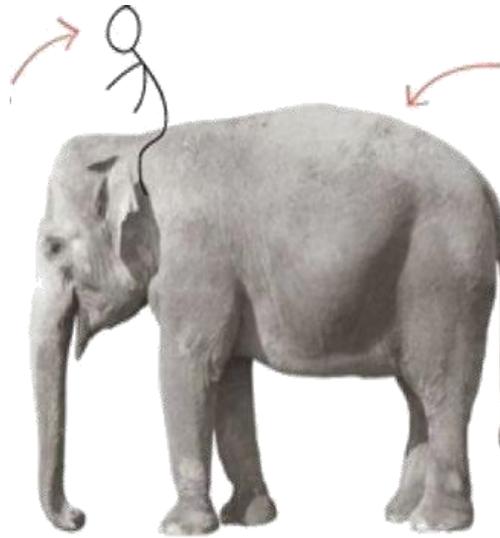


What are the **riders** and **elephants** of your change?

RIDER

The conscious, thinking, rational side

What are the facts, the logic for this change?
What can you tell people?



ELEPHANT

The automatic, emotional, reactive side

How might people behave? What might they say or do? What could you see or hear?

The Rider

List the rational aspects of your change that will need to be managed

The Elephant

List the emotional aspects of your change that will need to be managed



- What does this mean for you and your team?
- How will you use this information?
- Discuss with colleague/manager/friend and complete the action on the following page

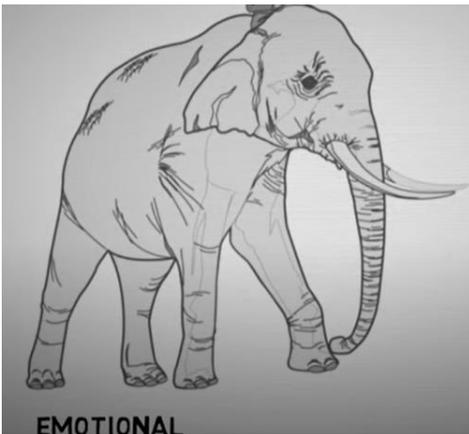


For Action

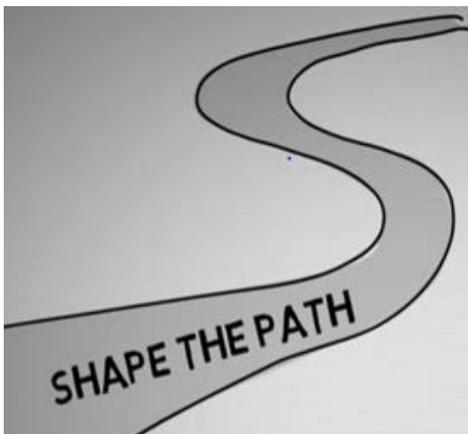
What action I need to take to:



Direct the Rider



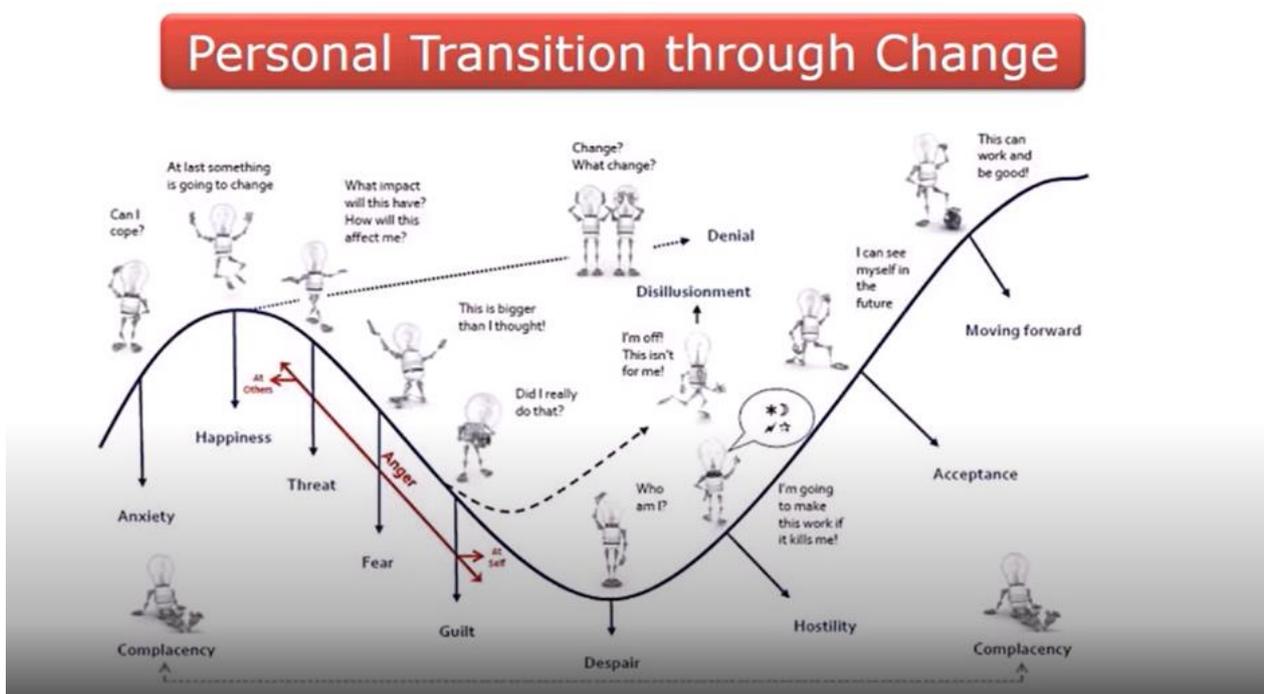
Motivate the elephant



Shape the path

The effects of change on you and your team – Change Transition

Make yourself comfortable and watch the 14-minute video [Personal Transition Through Change](#).



John M. Fisher is the Chartered Psychologist who researched and developed the Personal Transition through Change curve, sometimes known as the Fisher Curve, based on Elisabeth Kubler-Ross grief and loss curve.



What did I learn from the video?

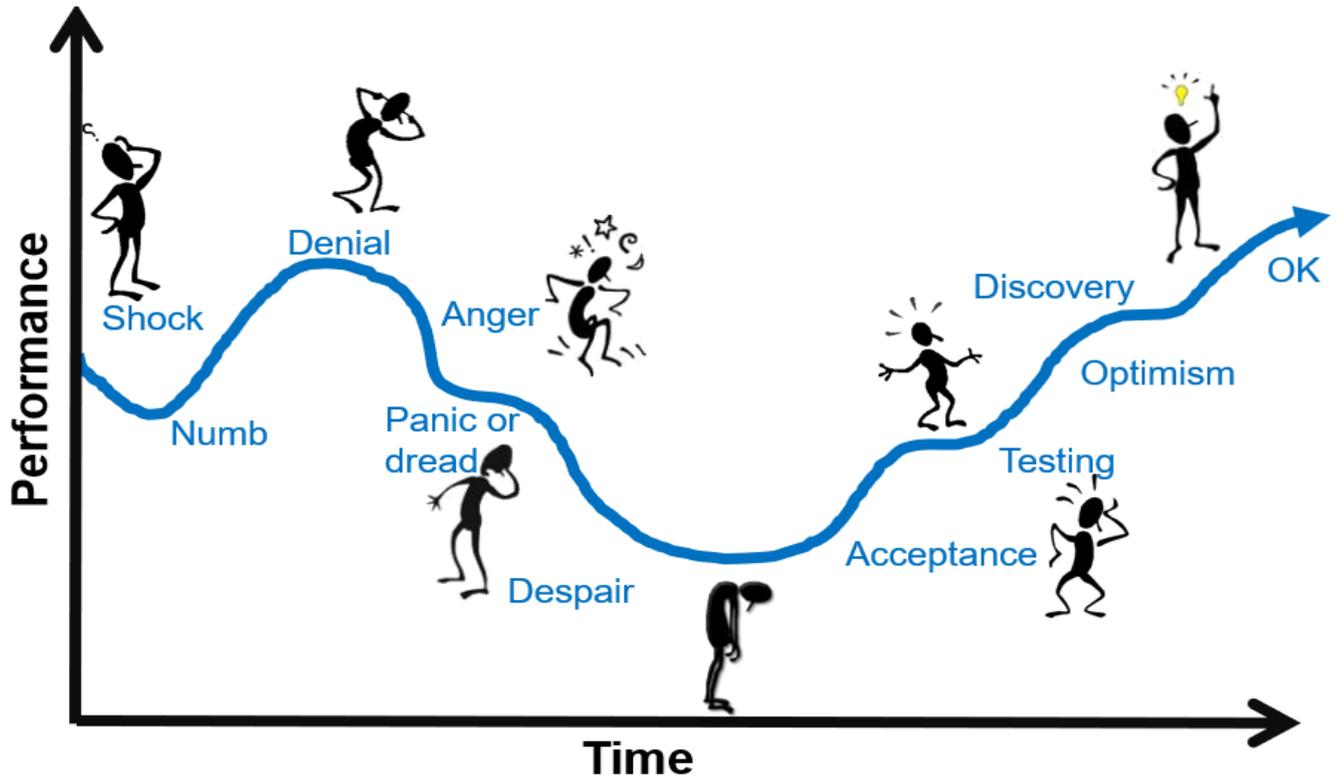
Think of your change and use the graphic above or on the following page:

Where are you?

Where are the individuals in your team?

What do you personally need to help transition through change?

What do you need to do to support individuals/the team?



- How will you use this information?
- Discuss with colleague/manager/friend

Reflection:

What have I learned about the impact of change on people?

Give yourself some time to think about what you have just experienced:

What have I learned?	
What does this mean to me?	
What am I going to do differently?	
What impact will what I am going to do have?	
How might others be impacted? Is that a good thing or bad thing?	
Are the things I am expecting of myself and others reasonable?	
What obstacles might I face and how will I get around them?	
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When will I start?	
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So, what am I going to do now?

 For Action
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How do I manage change?

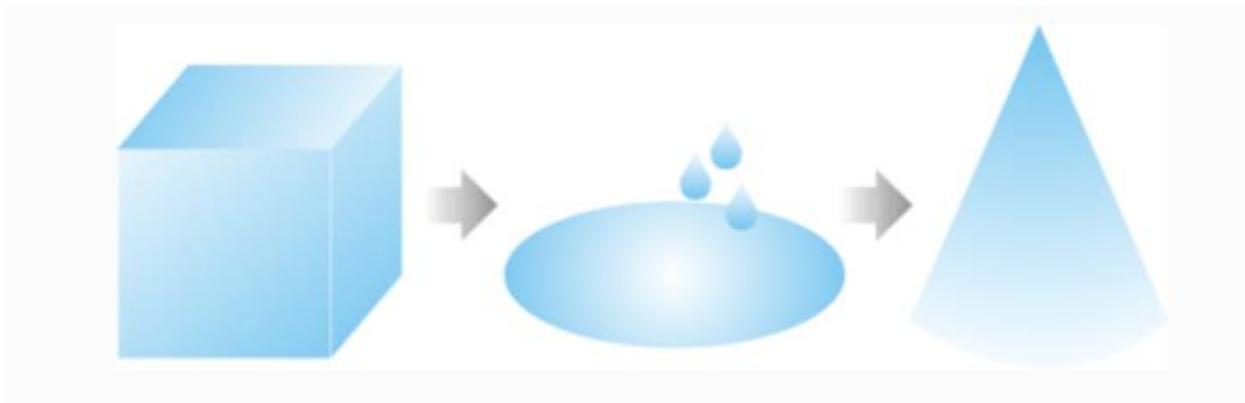
Lewin's Change Management Model

Change is a common thread that runs through all businesses regardless of size, industry and age. Our world is changing fast and organizations must change quickly, too. Organizations that handle change well thrive, whilst those that do not may struggle to survive.

The concept of "change management" is a familiar one in most businesses today. But how businesses manage change (and how successful they are at it) varies enormously depending on the nature of the business, the change and the people involved. And a key part of this depends on how well people within it understand the change process.

One of the cornerstone models for understanding organizational change was developed by Kurt Lewin back in the 1940s, and still holds true today. His model is known as Unfreeze – Change – Refreeze, which refers to the three-stage process of change that he describes. Lewin explained organizational change using the analogy of changing the shape of a block of ice.

Watch this 2-minute video on [Lewin's Change Management Model](#)



What did I learn from the video?

How will I use this information?

How urgent do people think your change is?

What sense of urgency exists amongst the various stakeholders involved in or affected by your change?

Give it a rating below where 1 is low and 10 is “panic” urgent.



Creating a Sense of Urgency

For change to succeed people need to engage with it. To enable this, they need to understand and respond to the urgency of why this change is required. Without a sense of urgency, it is unlikely that people will commit to it and want to invest the necessary effort to make it as success because they will question with ‘why bother?’ and come up with their own assumption.

Before anyone is going to engage with your change, they must understand **why** the change is happening. Without this, it is unlikely that they will put any energy into it.

As a leader, before any change is announced, or embarked on, you need to be able to say clearly, simply and in language that people understand:

- A. Why are we doing this change AND
- B. Why now is the right time

TOP TIP – Just saying ‘because they said we have to’ is not a good answer! Instead, make sense of the change reasons yourself – this will pay dividends in the longer run.

There are two main ‘motivators’ that help people understand the reasons why change is required and feel the sense of urgency:

A TOWARDS motivation

(Solution / Future Focussed)

This is where you can describe the why and the why now as a bright better future that helps people want to move towards the change

An AWAY FROM motivation

(Resolving an Issue)

This is where you describe a problem, issue or emergency that needs to be resolved and how this change will help with this.

TOP TIP - If you can describe why change using both a TOWARDS reason and an AWAY FROM reason, then you have more chance of creating a sense of urgency. An AWAY FROM motivation in itself is unlikely to carry enough long-term momentum to achieve your change.



Think of your change:

How will you create a sense of urgency?

When you are talking to your teams and they ask why? – What are you saying? – What is your why?

If they don’t know why, then they add the word “Bother” – as in “**why bother?**”.



For Action

Complete the activity below.



People need to get the WHY? What is your why?

Why Now?

And Why NOW?

These two key questions must be answered by the people themselves. This touches on the emotional process.



GULP!

Communicate the Why/why now to trigger a “Gulp” or a “Wow” reaction.

This appeals to the emotional and rational sides of our personalities. (Elephant and Rider!)

WOW!!!!



Another method of creating urgency is - What ifs? – Costs (not necessarily monetary) and Opportunities

- What will happen if we do (opportunity)?
- What will happen if we don't (cost)?



What are your “WHAT Ifs?”

Costs:

Opportunities:

Reflection:

What have I learned about how I manage change?

Give yourself some time to think about what you have just experienced:

What have I learned?	
What does this mean to me?	
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So, what am I going to do now?

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How do I manage stakeholders?

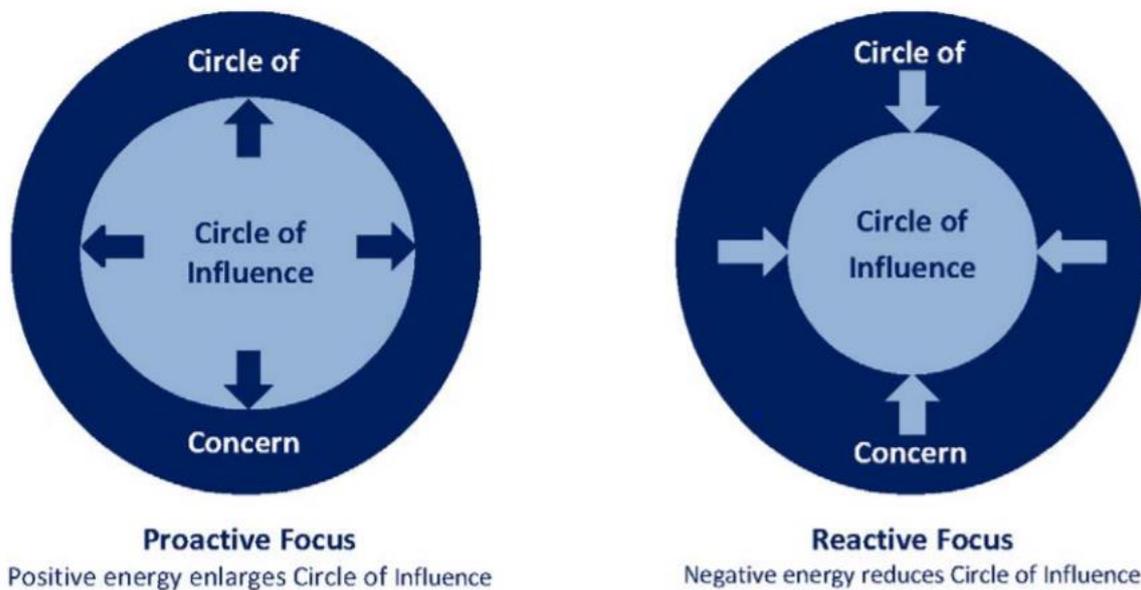
Where are you focussing your energy?

Stephen Covey's circle of concern and circle of influence.

In his book *The 7 Habits of Highly Effective People* (1989) Covey distinguishes between proactive people – who focus on what they can do and can influence – and reactive people who focus their energy on things beyond their control. Reactive people maintain an attitude of victimisation and blame.

Read the short article on Stephen Covey's [Circle of Influence](#) from the Development Partnership.

Covey's Circles of Influence



The Circle of Influence – Choosing your reaction

Watch the 2min 37sec video [The Circle of Influence – Choosing your reaction](#) by Sarah Johnson OD Manager that will help you to understand why people might react in the way they do to a range of situations and the possible pitfalls it may bring. Sarah talks about using your 'Circle of Influence' to gain a positive insight on a range of situations and the benefits this can bring.



What did you learn from these resources?

Where do you focus your energy?

How will you use this information?

Relationship Mapping

How will relationships help or hinder you with your change?

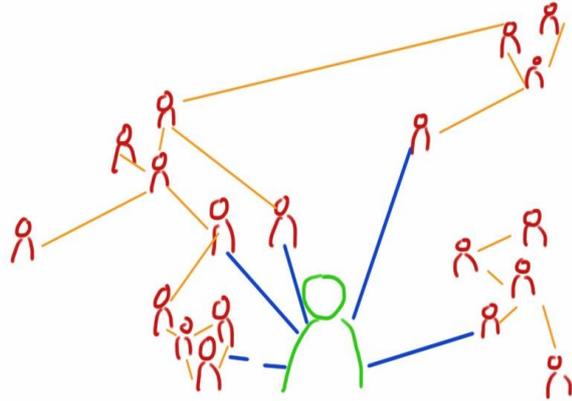
What are your relationships like?

Who in the team do you have a strong relationship with? Which relationships could be better?

Draw a simple map of your relationship with each member of your team:

- Put yourself in the middle; use thicker or thinner (even dotted) lines to indicate how strong the relationship is.

What does this mean for you and the engagement of the individual and the support you will be able to provide?



Reflection:

What have I learned about how I manage stakeholders and relationships?

Give yourself some time to think about what you have just experienced:

What have I learned?	
What does this mean to me?	
What am I going to do differently?	
What impact will what I am going to do have?	
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So, what am I going to do now?

 For Action



Now that I have successfully completed this module:

- **What are my key learning points?**
- **What have I put into practice?**
- **What actions do I need to take as a leader manager?**
- **How will I review my progress and the impact of these?**

Please complete the [Evaluation Survey](#) to indicate that you have completed the programme.

We look forward to seeing you at the Effective Line Manager Final Virtual Classroom which is a chance to discuss with Experts and Peers how you have applied your learning.

Even if you have not fully completed the workbook, we'd love to see you and hear your journey so far; you can then return to the workbook and complete the remainder.

As part of the Virtual Classroom workshop associated with this module, you will be expected to share your learning in a 3-5-minute presentation, using the media of your choice. This presentation should also be shared with your line manager.

My Action Plan

Immediate Action	Description of action and outcome
Short term (within 3 months)	
Medium term (within 6 month)	
Long term (6 months plus)	