

**CHANGE,
LEADERSHIP
& PARTNERS.**

Change Management And Consultancy Skills

Amel Karboul

amel.karboul@change-leadership.net

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Objectives of the practice workshop: Planning and Implementing Change Projects and Enhancing Consulting Skills

You are aware of the phases and procedures for planning and structuring **change** processes

You have already tested a number of the corresponding **methods** using real cases from the participants

Your **role** and tasks as a part of the management team/ as a change scout has been discussed and become clearer

Increased management competence in order to plan and structure change processes more successfully

Worldviews on Leading Change

- **Three key metaphors as ways of understanding organisations!**

Metaphor : organisation as a machine

Language:

inputs, outputs

production, efficiency, performance

engine, clockwork, leverage

fix, re-engineer, maintain, design, blueprint

hardwiring, structure,

infrastructure, platform

order, control, measurement, target, goals

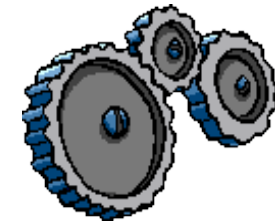
requirements, check lists, tools

manpower planning, human resources

recruit to fill a empty slot, replacement

downtime, operations

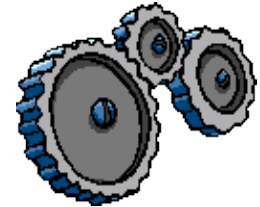
model, program, manuals, instructions etc...



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Underlying assumptions and implications for leaders of change

- grounded in relative stability of 50's, 60's and early 70's
- assumes that future would be an extrapolation of the past
- business strategy seen as a 'puzzle' with a 'correct' answer
- answer to be found through tools which enabled analysis and interpretation of data from the competitive environment
- role of strategic leader is to develop plans based on a forecast of the future
- role of leader/manager is to translate plans into a blueprint for the organisation
- role of leader/manager is to restructure and re-engineer organisation to match the blueprint



Metaphor : organisation as organism



Language:

living, adaptation, evolution,
nature
environment, ecosystem,
population
needs, homeostasis, elimination
survival, growth, dying
health, illness, suffer
life cycles, creation
interaction, renew, selection
see and feel, sense
nurture, seed, harvest, hunt
evolve, grow towards etc...



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Underlying assumptions and implications for leaders of change

- planning models fall into disrepute (1980's)
- focus on the individual and celebration of the entrepreneurial
- move in organisational thinking from rational analysis and planning to less tangible areas of organisational culture and values
- interest in 'visionary' leadership, to inspire organisations to imagine and achieve the impossible which would encourage evolution
- role of transformational leader is to exemplify and create compelling visions of future state(s), shared values and guiding principles for the organisation to "grow towards"
- role of leader/manager is to support transition supported by reward and punishment systems to co-ordinate behaviours

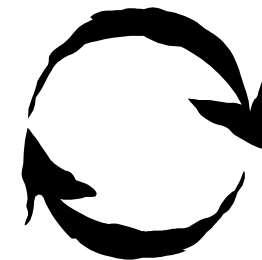
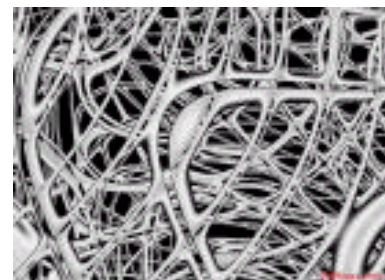


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Metaphor : organisation as an unfolding story

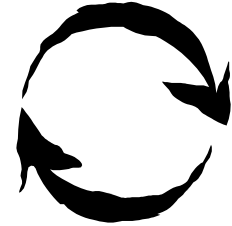
Language:

**flux, flow,
journey, conversation, stories
constant change
attractors, chaos, triggers
complexity
self-organisation,
energy
emergence
paradox,
equilibrium,
dynamics**



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Underlying assumptions and implications for leaders of change



- organisations 'thriving on chaos'
- capability for 'organisational learning' now seen as key to survival
- organisations are not 'things', or fixed entities, but an ongoing process of responsive interaction
- patterns are capable of becoming habitual (customs, traditions, cultures etc.)
- creating the 'social fabric' through stories and conversations
- small variations around themes may be amplified into pattern shifts
- quality of organisation, depends on quality of relating - leader's role is to improve the connectedness and relational qualities in the organisation
- role of leader to stimulate conversations, improvisation and continuous learning
- role of leader/manager is to help people make sense of what is being shaped by the nature of their current conversations, stories and patterns of relating with each other

Group discussion

- **To what extent do the three metaphors inform leadership thinking in your organisation?**
- **What is the effect of this?**

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Introduction

This practice workshop focuses on the processes, methods and the principles when designing change processes

Role of the change teams/change scouts

Planning and structuring of change processes

Process steps

Contracting

Situation Analysis

Analysis of the interest periphery

Interventions/ actions

Methods

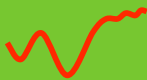
- Contract clarification and kick-off meeting

- Interview
- Hypotheses

- Stakeholder analysis
- Value rationale
- Motivational levels of the change forces
- Change map

- Group events
- Workshops
- Vision development
- Personal communication
- Trainings etc.

Principles

- Change curve 
- Exposure to resistance
- Solution vs. problem orientation

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Introduction

The role of the change consultant/attendant offers creative space

Change Team/Scout

Change Force/
Decider



Affected
Target Group
(FK, MA, etc.)

The change team member /the change scout

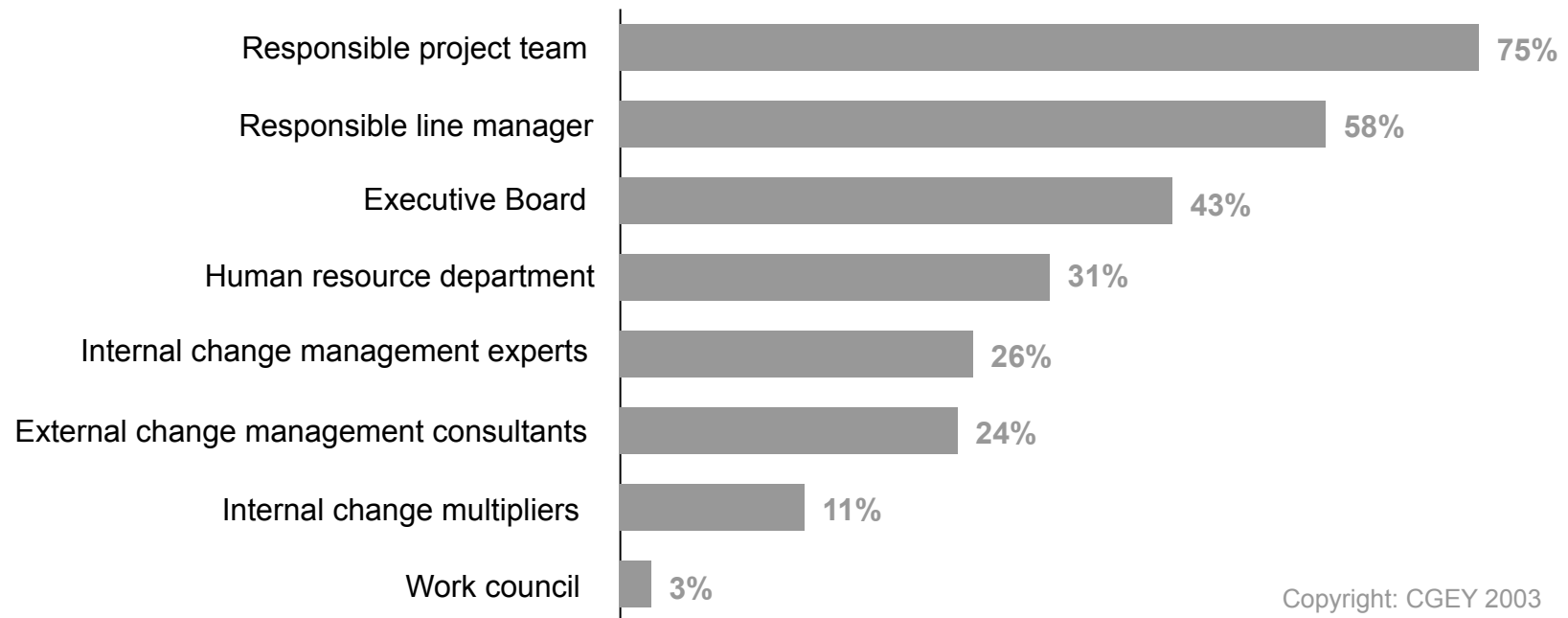
- is a **connector**
- uses different **perspectives** in order to gain information
- safeguards that all **resources** are well used
- **supports communication** on different levels
- helps to maintain long term consistency

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Introduction

The project team bears the highest responsibility for the success of the change process

*The most important actors in change processes**



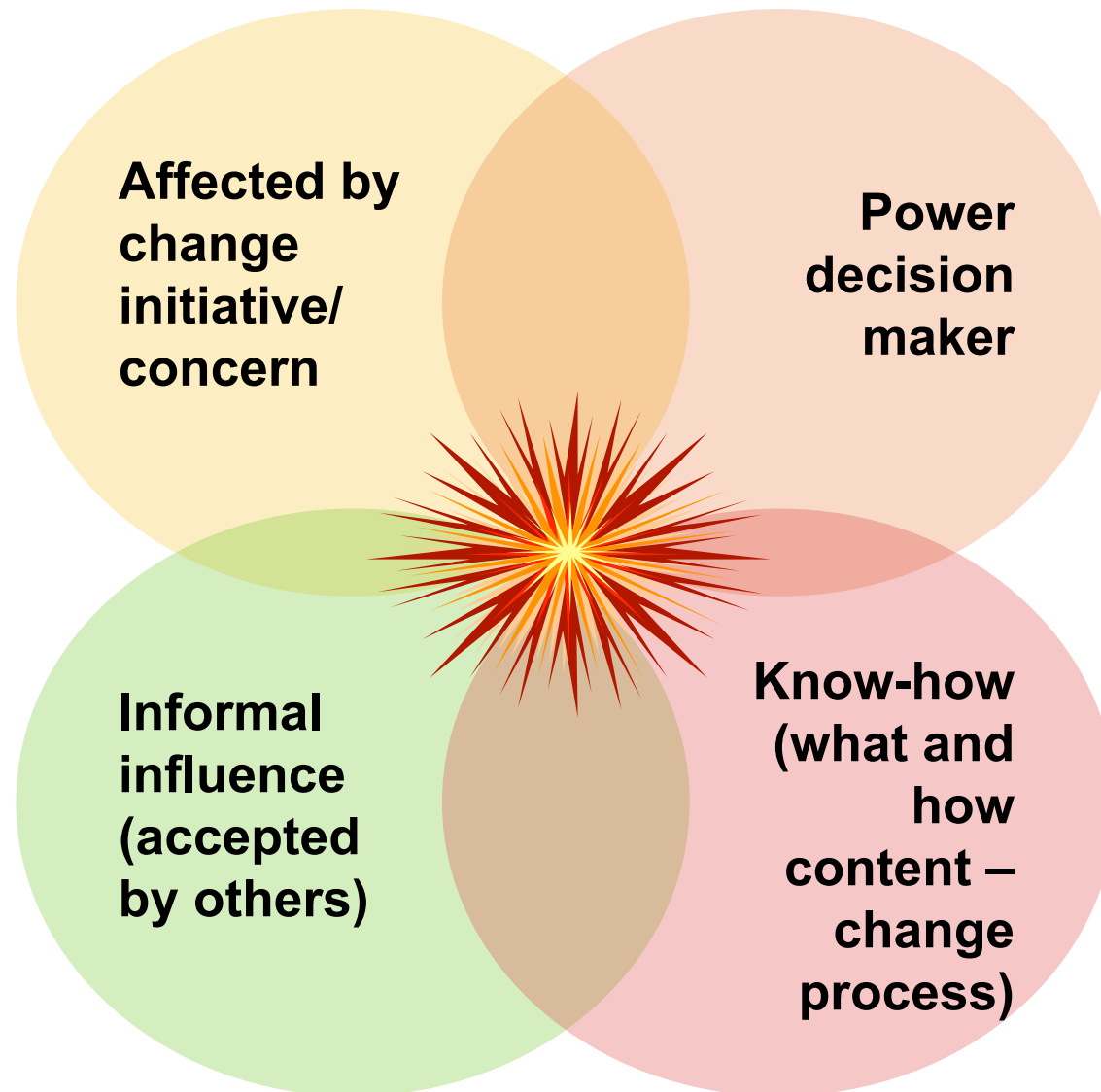
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The answers show that tasks may not easily be delegated in change processes.

* Multiple selections (3 items) were allowed.

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Change team strong enough to lead the change



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Kick-off meeting and contract with the client

Planning and structuring of change processes starts at the kick-off meeting

Checklist kick-off meeting

Introduction: organisation, objectives, time, contract details

Consultant: mention objectives from your perspective

Introduction: consultant - client

Information phase

Reflection of own hypotheses if necessary, positive description of the situation

Offer possibilities for the process

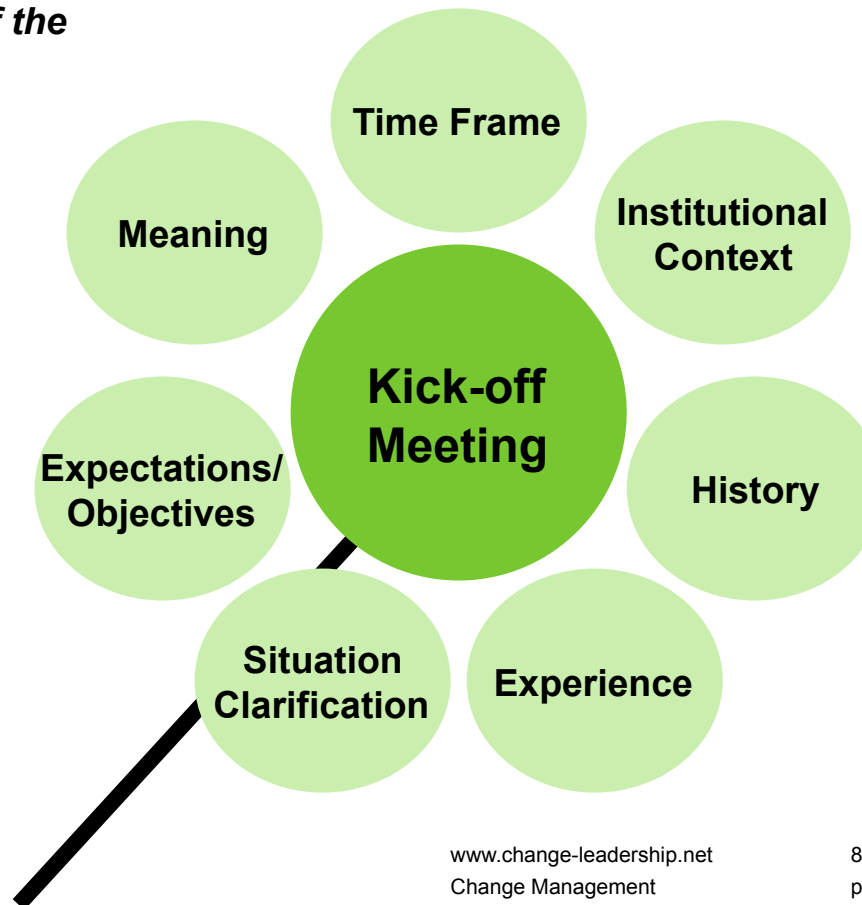
Agree on next steps and contact persons

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Kick-off meeting and contract with the client

The contract is clarified in the kick-off meeting

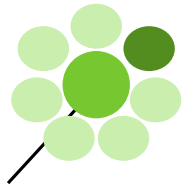
*Necessary aspects of the
kick-off meeting*



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Kick-off meeting and contract with the client

The institutional context sheds light on the positions and roles of the participants



Questions regarding the institutional context

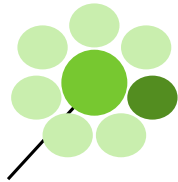
- Who is part of this issue? To who is this issue important (ranking)? Why?
- Who would be surprised if he would not be incorporated?
- What are the tasks of the participants? What are their positions?
- What is the experience of the company?
- Who controls the company (ranking)?

Answers

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Kick-off meeting and contract with the client

The "history" as a source of information



Questions
regarding the
"History"

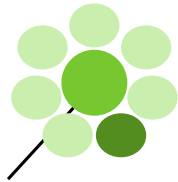
- Who started the contact?
- Who took the initiative?
- Who made recommendations?
- Which aspects should the change team pay attention to?

Answers

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Kick-off meeting and contract with the client

The "experience" is the start for the issue



Questions
regarding
previous
"Experience"

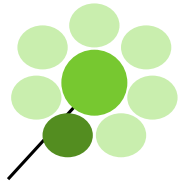
- What have you done so far in order to improve/change the situation?
- How was the issue dealt with so far? Effects?
- What would have to happen in order to be successful/unsuccessful?

Answers

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Kick-off meeting and contract with the client

The situation clarification provides a first overview



Questions during the situation clarification

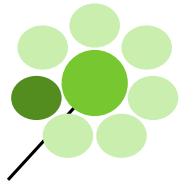
- How would the issue be described by different persons?
- Who contributes to the problem?
- Which points are agreed upon and which are disputed?
- Who is interested in change, who in stability (ranking)?
- How would a bystander describe the situation and its dynamics (“from another star“)? Which picture/saying/motto would he use (external perspective)?
- What kind of emotions are perceptible? How are they perceived and what effects do they have?

Answers

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Kick-off meeting and contract with the client

You clarify objectives and expectations of your conversational partner



Questions regarding objectives and expectations

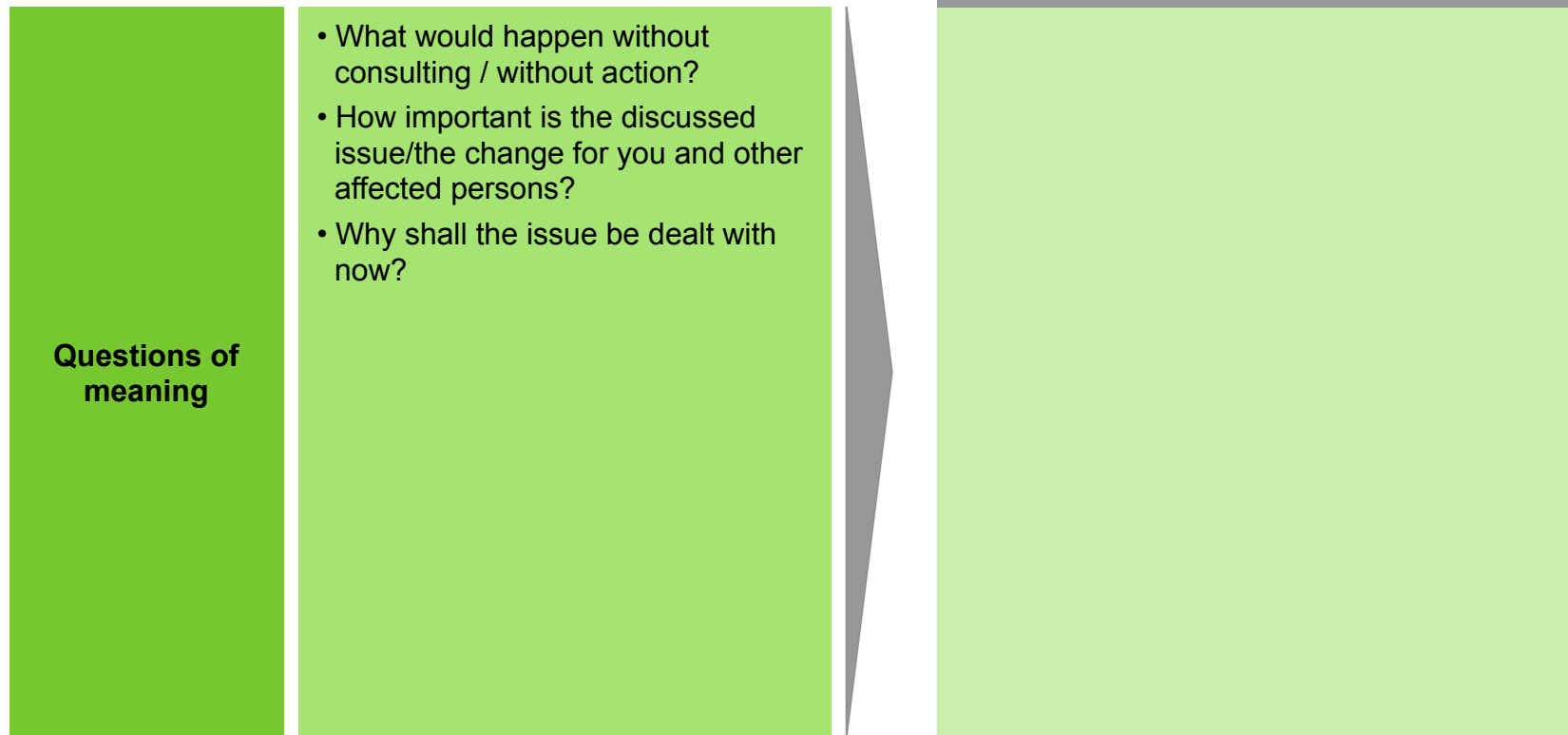
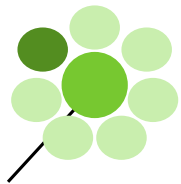
- What would the effects of a positive/negative change be and how would they be perceived?
- How would you know that the problem has been solved? What would be the ideal status? (criteria)
- How would the team, the executive board, the colleagues perceive it?
- Is there someone who would not be happy about solving the problem/a change?
- Who profits from the situation as it is? What are the advantages of the situation as it is?
- What is the desired final status? What must not be endangered? Who shall be made responsible for important contributions?

Answers

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Kick-off meeting and contract with the client

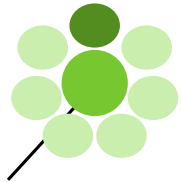
The question of meaning makes the motivation of all participants transparent



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Kick-off meeting and contract with the client

Assign responsibilities during the kick-off meeting



**Questions
regarding the
(time) frame**

- Who decides about the start?
- Until when should a successful change be implemented?
- How long shall our cooperation last?
- Are there special rules in our cooperation?
- What are the available resources?
- Who bears joint responsibility?

Answers

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Kick-off meeting and contract with the client

Task: Lead a kick-off meeting

- 1** Decide mutually, who will be case owner (client), observer and consultant in the first round.
- 2** Case owner: Shortly introduce your case (approx. 5 min.). Consultant: Prepare yourself for the discussion by going through the seven aspects of the kick-off meeting and by highlighting / adding relevant questions.
- 3** Consultant and client conduct the kick-off meeting (approx. 20 min.). The consultant takes notes of the received answers, maybe on the checklist for kick-off meetings. The observer takes notes about his observance on the following observation form.
- 4** Observer and client give feedback about how they perceived the consultant during the discussion (approx. 5 min.).
- 5** Observer and client develop a "big picture" for the case (e.g. a picture on a flipchart about the social network or conflicts of objectives etc. of the participants; the "big picture" may also be a summary of the most relevant core statements from the discussion) (approx. 10 min.).
- 6** Repeat steps 1-5 with swapped roles.

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Kick-off meeting and contract with the client

Observation form for the kick-off meeting



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Kick-off meeting and contract with the client

Observation form for the kick-off meeting



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Kick-off meeting and contract with the client

The "Big Picture" summarizes the core statements of the discussion visually or verbally

"Big Picture" of the preceding kick-off meeting



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Kick-off meeting and contract with the client

The "Big Picture" summarizes the core statements of the discussion visually or verbally

"Big Picture" of the preceding kick-off meeting



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Kick-off meeting and contract with the client

The kick-off meeting is essential for evaluation of the consulting performance

Value of the kick-off meeting

Clarification of the contract

Clarify the assignment of tasks and responsibilities at the beginning of the consulting process

Establish a basis for subsequent evaluation of the consulting performance

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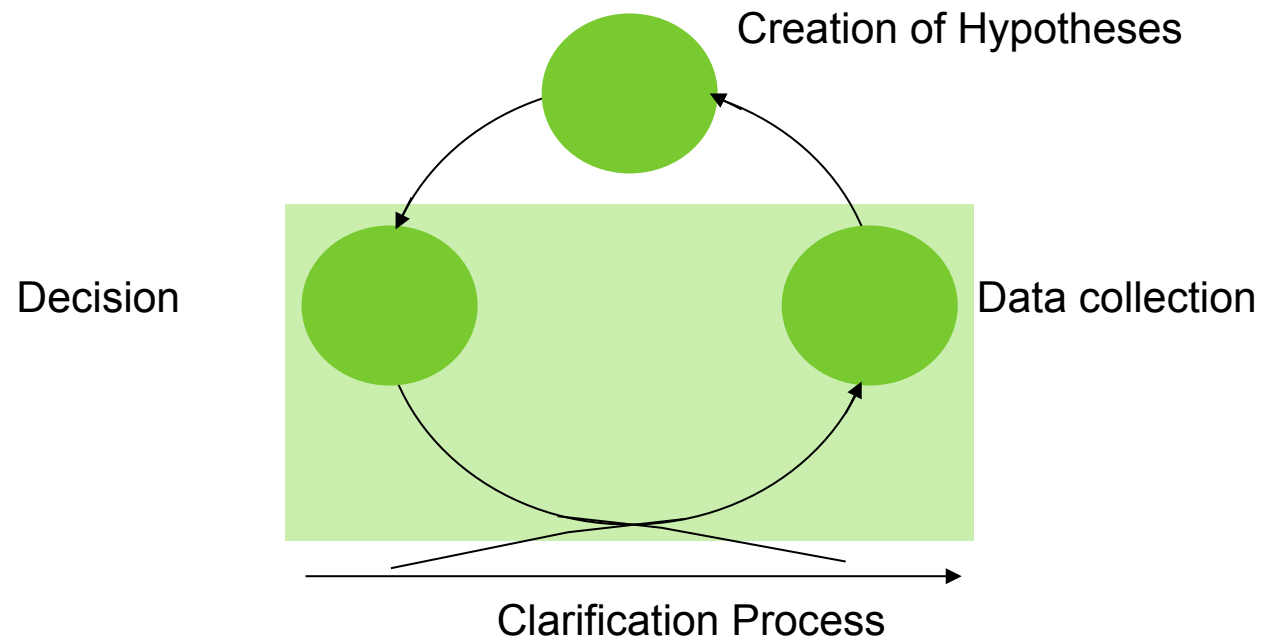
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Situation Analysis

The clarification process consists of repeated reflection loops

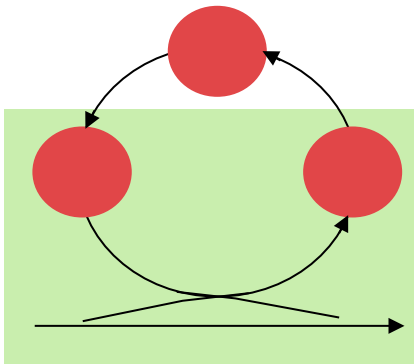


During the clarification process, you and your conversational partner run through reflection loops.

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Situation Analysis

The reflection loop consists of individual parts



Data Collection	During the discussion /interview the consultant gets/ asks for information.
Creation of Hypotheses	You interrupt the discussion (and maybe even pull out of the spacially) and develop hypotheses for the content of the discussion.
Decision	You introduce your hypotheses to your counterpart and observe his reaction.

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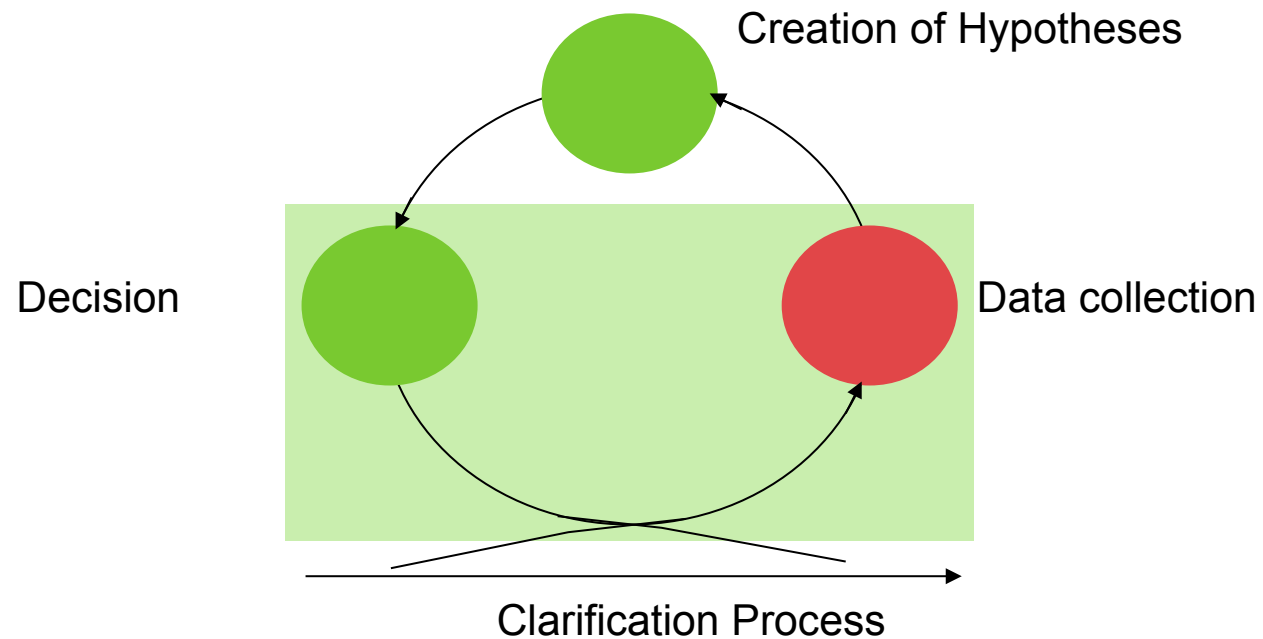
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Situation Analysis

Data Collection is the foundation of each clarification process



You gain information during the discussion/interview with your client.

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Situation Analysis

Questions are the most essential tool in the interview

Speech helps to structure reality;
Questions help to structure speech.

Good reasons for asking questions:

Consultant as well as client gain new information and perspectives about the situation. This helps to improve the transparency of the social network and dependencies and often stimulates the next step.

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Situation Analysis

Asking questions means leading! (1)

Ten useful rules for a good and open interview

1 Listening instead of talking!	If the interviewer talks more than 25 %, the interview is not good. An extreme case is if the interviewee asks whether he could say something too – here the roles are swapped.
2 Do not follow strict codes of practice!	You want to get to know something. Strict codes of practice will only give you the information you want; maybe other aspects are much more important to your conversational partner...? Unstructured practice often results in more information.
3 No reactions except for comprehension!	It is only allowed to show your counterpart that you want to understand him. It is a fatal mistake to express doubts or even disapproval. This leads to uncertainty of the Coachee and retreats in defense. Doubts and disapproval only silences children.
4 Observe the progress of the interview!	Do not interrupt the analysis, do not change the subject. The hidden appeal towards your counterpart is : “I am not interested in your opinion.” Let your counterpart change the subject whenever he wants. Do come back to the subject if it has not been covered sufficiently.

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Situation Analysis

Asking questions means leading! (2)

Ten useful rules for a good and open interview

5 Ask open, simple questions!	Do not ask questions that only have one answer (instead of: "Have you been at home yesterday?" it is better to ask "What have you done yesterday?") Open questions uncover information, closed questions obstruct the flow of information. Think of the interrogatives: why, what, which, how, about what etc.!
6 Avoid suggestive questions!	Do not indicate answers through your questions. Suggestive questions mirror your personal view of the subject. (instead of: "Did you not notice that?" it is better to ask "What did you notice?")
7 Tolerate breaks!	Do not push and do not ask confusing questions! Particularly waiting and pausing frequently uncovers an important information which the counterpart would not have said directly. Silence is an invitation to speak for the conversational partner! Never try to force an answer. The interviewee has his reasons for not taking a stand.

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Situation Analysis

Asking questions means leading! (3)

Ten useful rules for a good and open interview

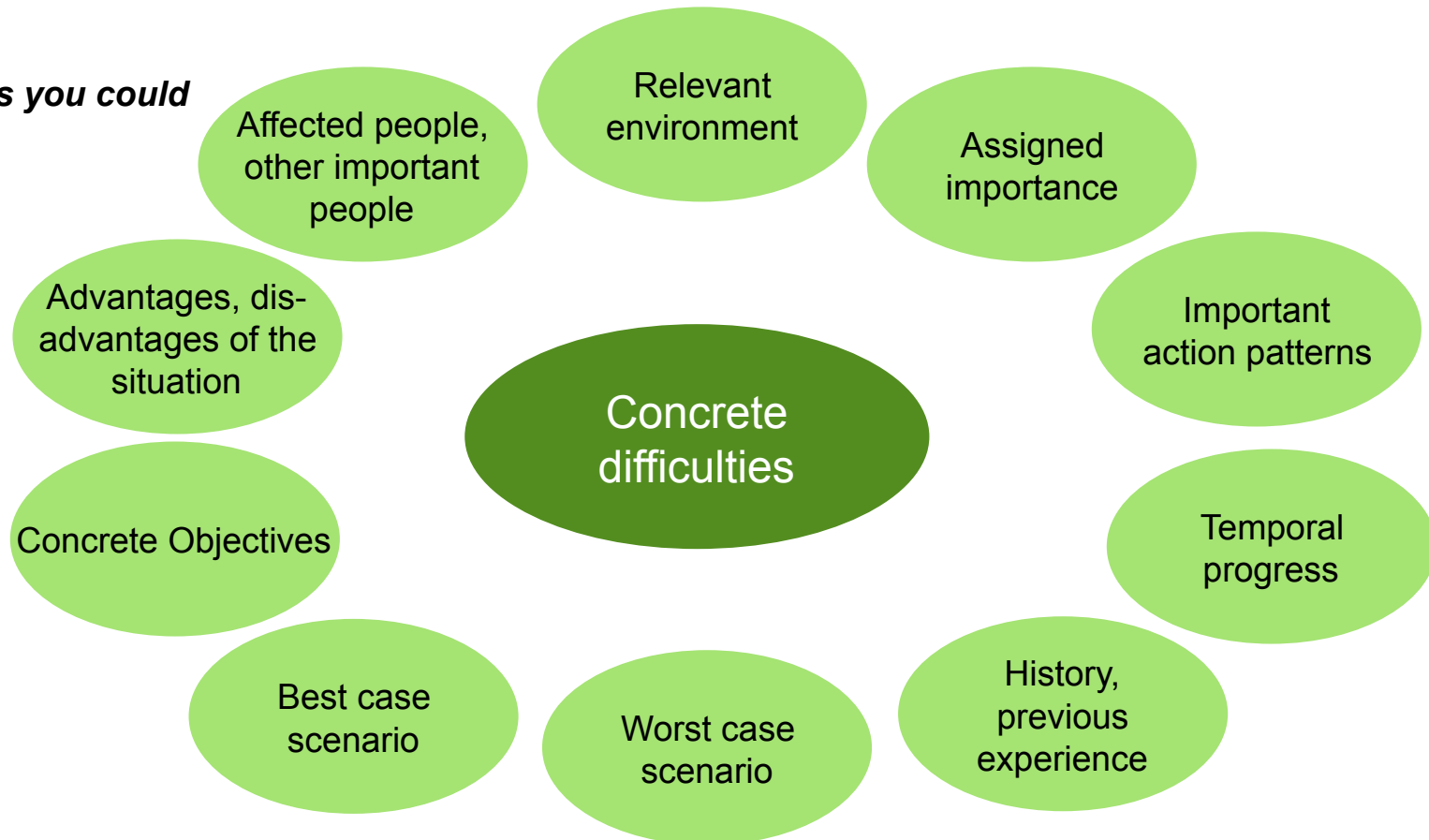
8 Do not ask for emotions directly!	<p>The answer to the question “Do you feel uncomfortable?” will surely be “No“, even if the counterpart actually feels uncomfortable. In case the interviewee does mention emotions, ask for the reason (“What makes you feel uncomfortable?“)</p>
9 Do not give up your role!	<p>Do not allow that your roles swap during the interview. If you as the coach are asked questions, try to answer as short as possible. Asking questions means leading!</p>
10 Take your time!	<p>Do not be satisfied too quickly. Keep asking questions. Let the interviewee tell you details. Ask “What else?“</p>

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Situation Analysis

During the interview you ask for different aspects of the subject

Aspects you could ask for



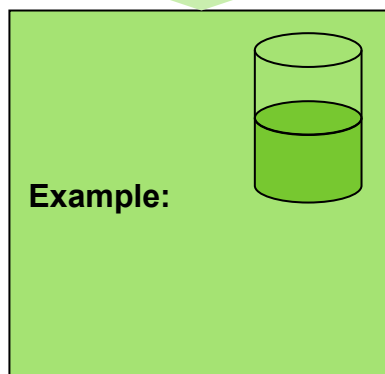
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Situation Analysis

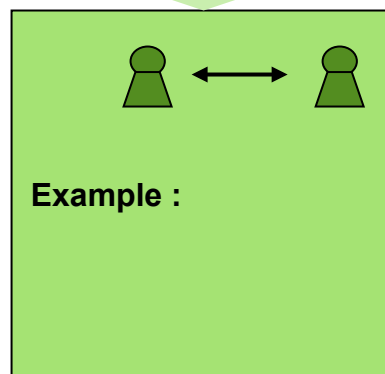
Systemic Questions open the solution horizon

Four useful types of questions

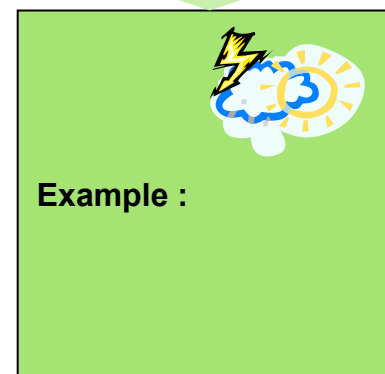
**Resource oriented
question**



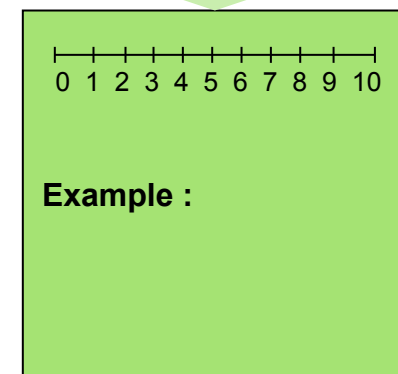
**Circular
question**



**Hypothetical
question**



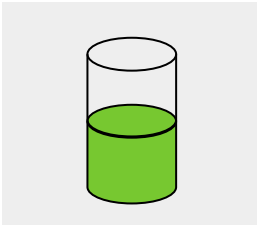
**Scaling
question**



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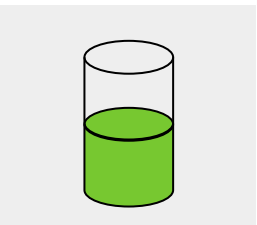
Situation Analysis

Resource oriented questions focus on strengths



Detect positive aspects of the problem, of yourself and others

- What shall remain as it is? What would you like to maintain?
- What is the positive side of the problem? Or: What would be different after the problem has been solved? What effects would that difference have?



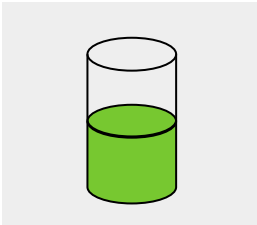
Coping Questions

- How did you cope with the current situation until now? How did you treat the problem? What was helpful? What was not? How did you manage to keep the problem as it is without getting worse? Who supported you in coping with the problem and who will in the future?
- How did others manage to keep the problem as it is without getting worse?
- Who else could be helpful? How? Concretely...

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Situation Analysis

Exception questions stimulate the problem



Breach generalization

- When do you not have the problem?
- What is the difference compared to situations in which you have the problem?
- What has to happen in order to increase the frequency of the exceptions?
- Who except for yourself could contribute to keeping the frequency of the problem lower?
- Assuming the exceptions would be more frequent, what would you perceive differently?



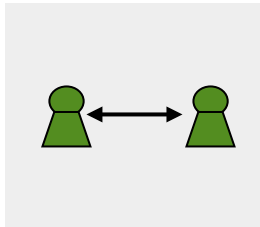
Questions regarding existing sources of help

- What have you done in order to solve the problem? What at least helped to some extent?
- How did you treat comparable problems in the past?
- What have you learned from previous experience that could be helpful in this situation?

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Situation Analysis

Circular Questions stimulate the change of perspectives



Adopt the perspective of an other person

- If your colleague would attend this interview, how would he describe the problem?
- How would other centrally affected people give account of the chain of events?
- If the interviewees say: „I am not sure. I would have to ask them first.“

What is this person likely to say?

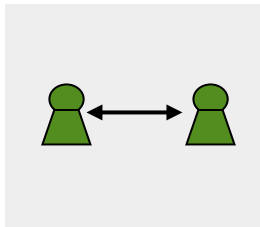
You know each other for a long time. Guess.

- What would your main competitor advise you to do?
- What effects would it have on your colleagues if you and XY would decide to change? Assuming the team would decide to change. How would the superior Y perceive this change? What would his reaction be?
What would be the effects on Z?

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Situation Analysis

Circular questions cause a search process



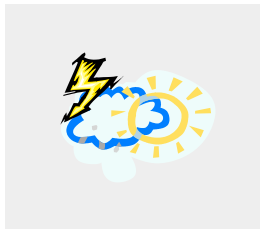
Value of circular questions

- Maintain neutrality
- Point out differences between the different perspectives
- Mention objective and relation aspects

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Situation Analysis

Hypothetical questions widen the horizon



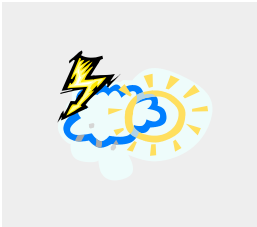
Utilize your own potentials using “fantasy”

- Let us assume you would react differently (e.g. calm and considerate) next time. What effects would that have?
- What would have to happen in order to convince XY to react differently? Who would first notice the change? What would he do/say/think?

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Situation Analysis

The wonder question addresses the positive imagination of your counterpart



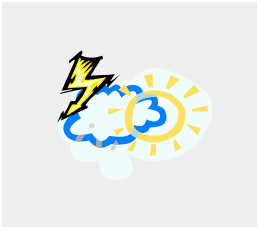
Uncover information through “fantasy“

- Imagine a miracle happened tonight and the problem would be gone tomorrow. Describe the things that changed.
- Are there already times/moments, when this applies? What exactly is different?
- What would you (others) have to do to increase the frequency of such situations?
- If we only pretend the miracle happened – can you name one or two things you would do differently?

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Situation Analysis

Paradoxical intervention uncovers information that is often concealed or forgotten



Changing the perspective in order to get information

- Let us assume you would want to deliberately worsen the situation (you obviously do not want to). What would you do?
- What would you need to think of?
- Who could “support” you?
- Whose company would be most “helpful“?

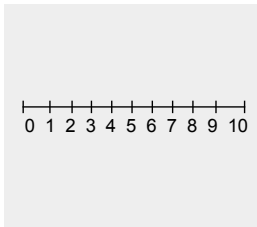


Suggestions: Would it be “helpful“ if you would do the following...?

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Situation Analysis

The scaling question requires exact statements



Gain information through estimation /scaling

- To what extent do the described objectives match your objectives/the objectives of your colleagues/the objectives of your superior?
- What is the probability for reaching the desired objective between 0% and 100%?
- Assuming I could turn the wheel of time, what do you reckon the situation will be like in (five, twenty) year(s) from now?
 - What do you think is most realistic?
 - Do you think so or is that your wish?
 - Which criteria would a good solution fulfill?

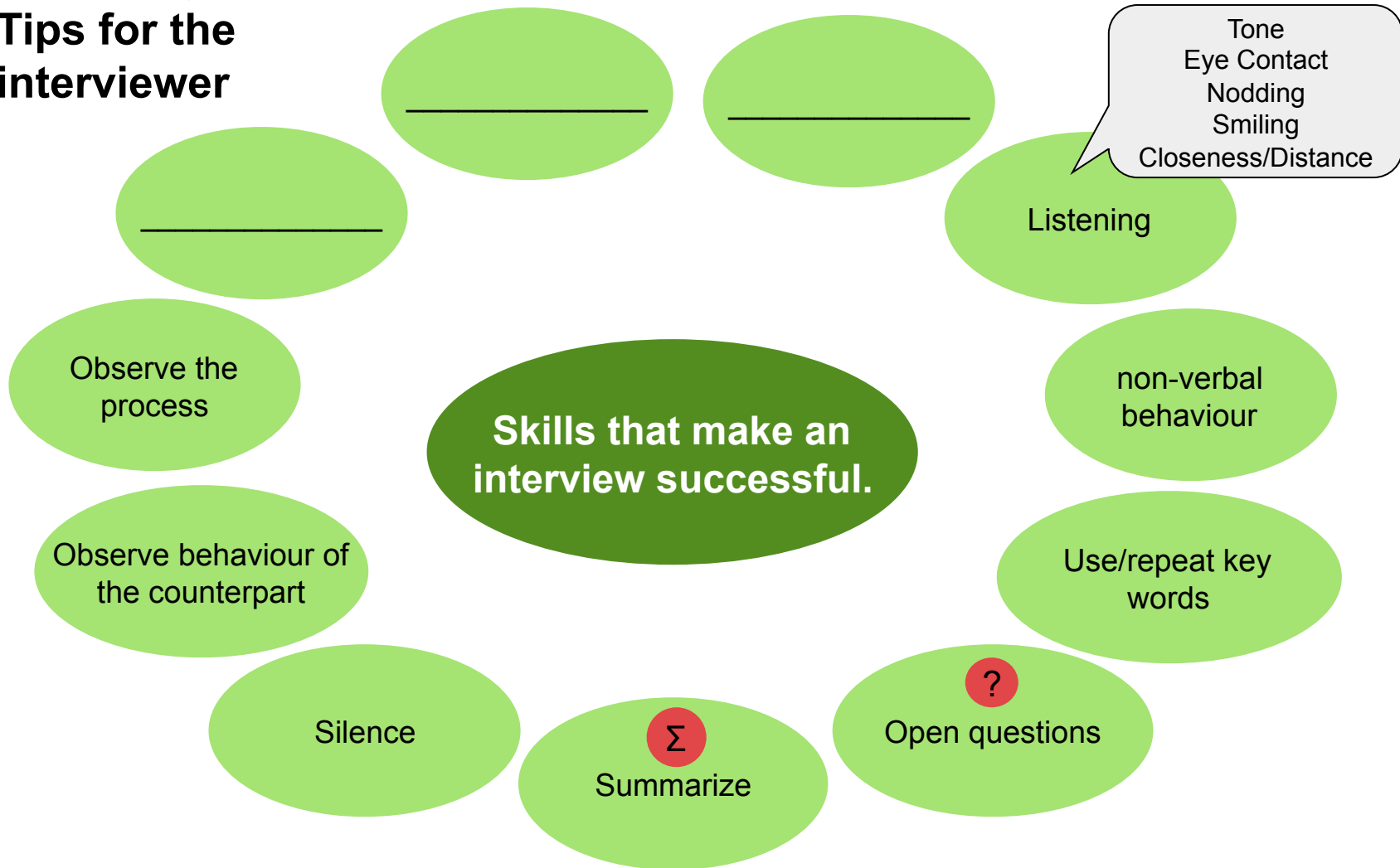
Scaling questions are particularly effective at the end of a conversation

- What would be three feasible solution alternatives?
- What are the advantages and disadvantages?
- Who of the involved people, including yourself, would have to change most? (ranking, scaling)

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Situation Analysis

Tips for the interviewer



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Situation Analysis

In the interview you gain information regarding the corporate, department or team culture

Motivation in order to get more information

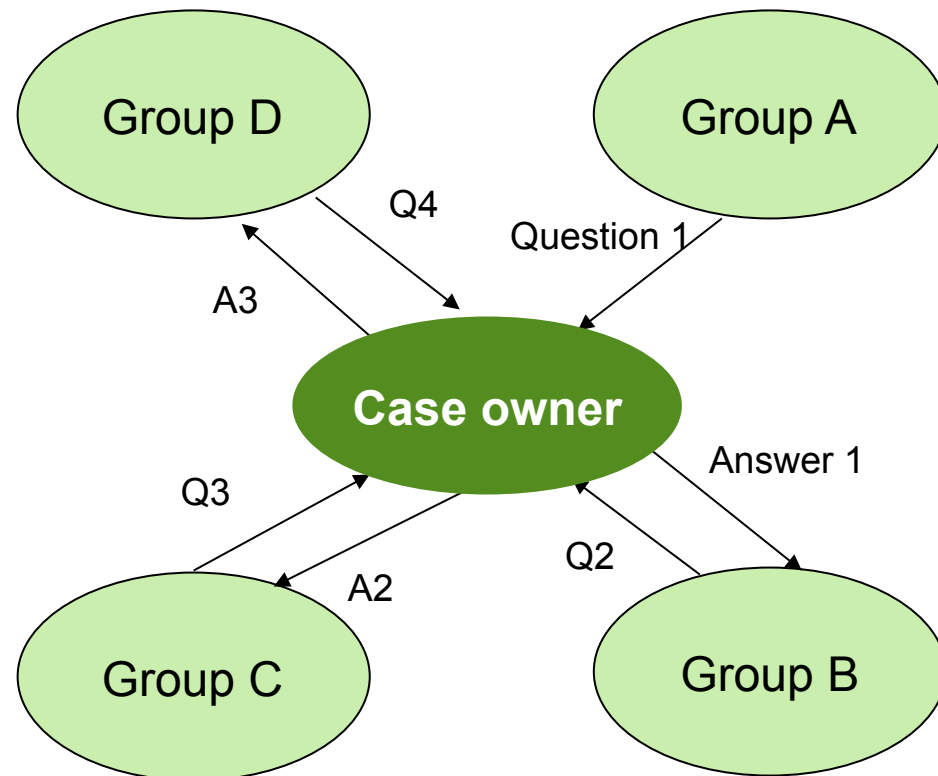
- What is the secret **motto** of your organization?
- If your team will not change, where is it going to be **in 5 years**?
- Which **unexpressed rules** do you have to follow in order to be successful here?
- Which **stories, anecdotes, jokes** about your organization or people in the organization are you aware of and which ones are best applicable?
- What is the most effective way to obstruct **innovation**?
- What do you do in your organization in case you have made a **mistake**?
- How would you describe the relationship between the **individual occupational groups**?
- Are there repeated **issues, conflicts, conceptual or strategic discussions** in your organization?

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Situation Analysis

Task: Connexion exercise using the plenum case

- 1** A case owner shortly informs the plenum about his case.
- 2** Then, four independent groups develop questions for the interview with the case owner.
- 3** The case owner is situated in the middle and answers the questions. Group A asks the first question. The case owner answers looking at group B, who will pose the next question etc.



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Situation Analysis

Preparation form for the Connexion exercise I

Resource oriented Question	Circular Question	Hypothetical Question	Scaling Question

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Situation Analysis

Preparation form for the Connexion exercise II

Further Questions



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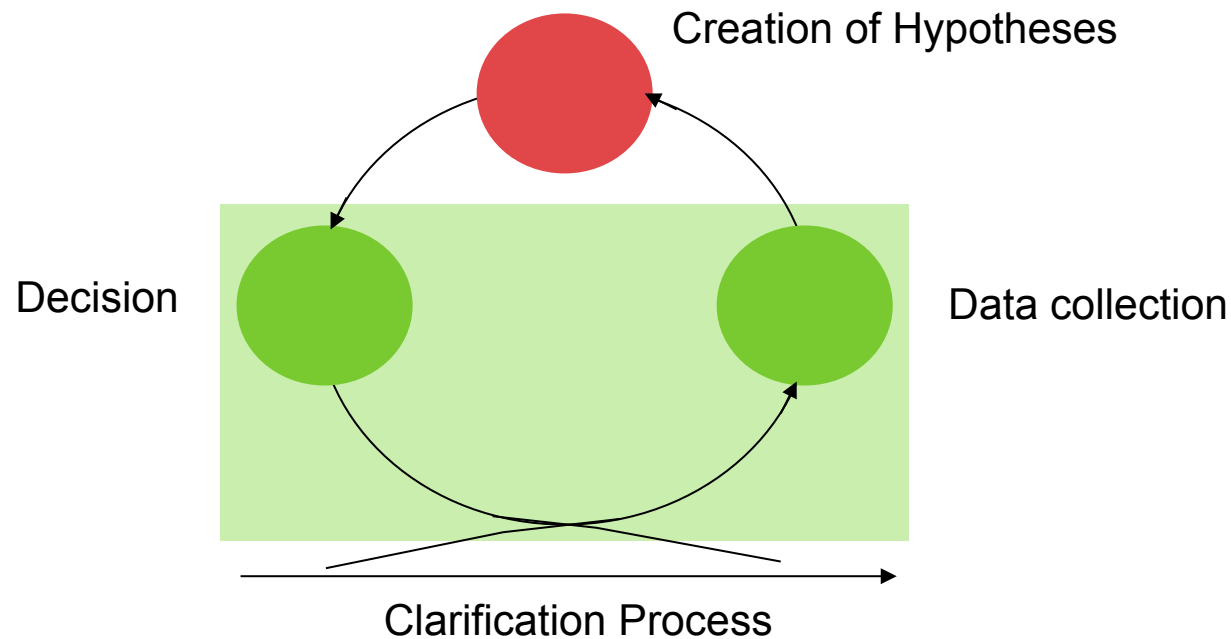
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Situation Analysis

Hypotheses accelerate the clarification process



The creation of hypotheses is a phase during the clarification and decision-making process of complex issues. The systematic construction of hypotheses allows a "Multi-perspective".

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Situation Analysis

Constructing a piece of truth through the use of hypotheses

Definition

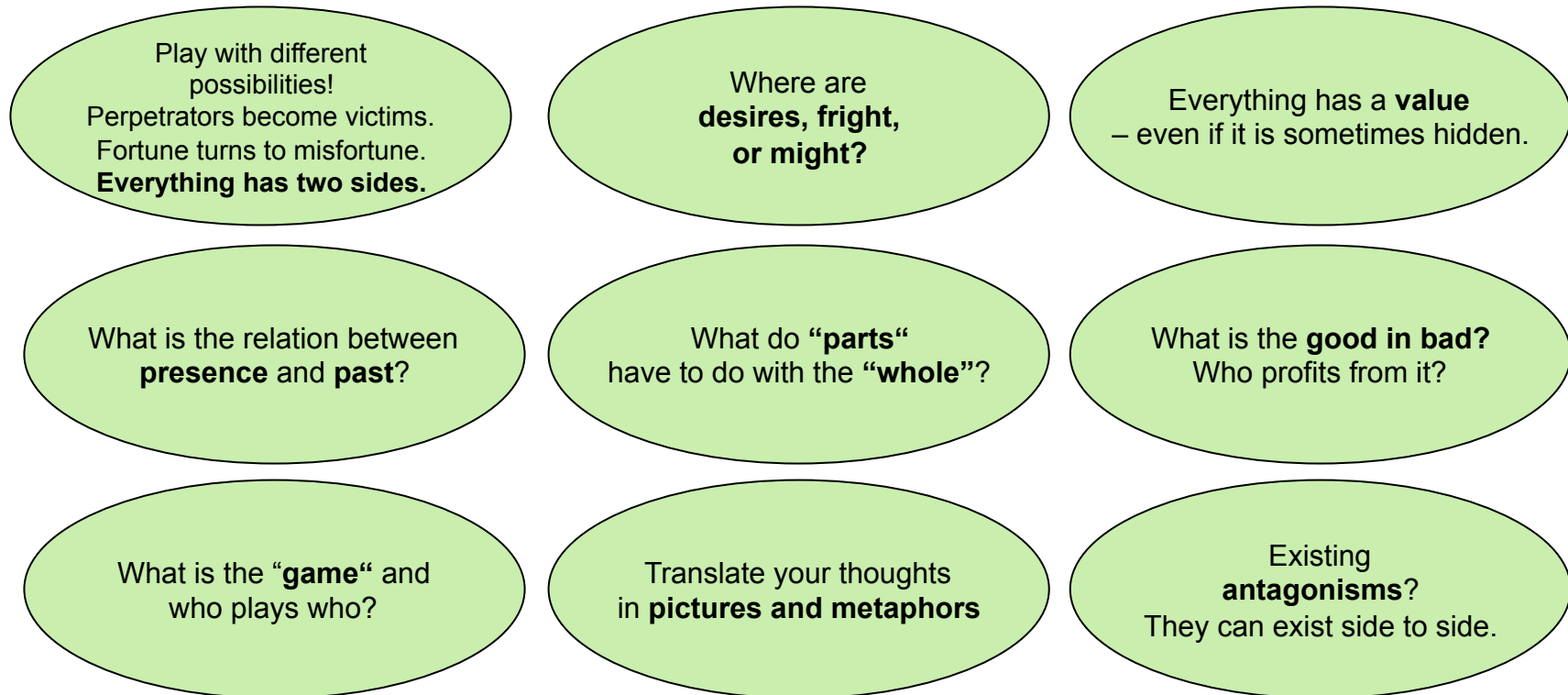
Hypotheses are assumptions about phenomena, events and observations

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Situation Analysis

Hypotheses create unconventional relations

Motivation for the creation of hypotheses



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Situation Analysis

The creation of hypotheses is a creative process

From experience it is at first hard to differentiate between a problem definition and hypotheses. It requires new ways of thinking and leaving familiar thinking patterns.

<p>Systemic hypotheses are...</p>	<p>the search for (view) possibilities, such as relevant behavior (problematic interaction) on different levels</p> <ul style="list-style-type: none">• Cognition (perception and assignment of meaning)• Emotions and behavior (verbal, nonverbal)• External context• Internal conditions and relations <p>May alternately be linked to each other.</p>
<p>They are constructed through:</p>	<ol style="list-style-type: none">1. Describing linear observations and arrange them arbitrarily. No links and no criticism yet.2. Linking the observations and causality ideas to networked ideas.3. After the hypotheses about potential coherences, new hypotheses about the change potential can be created.

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Situation Analysis

Hypotheses positively influence the solution finding

Interpersonality as a construction principle for systemic hypotheses

1

Hypotheses address interpersonal relations and include the activities of all involved persons and circumstances

Interpersonality

- Everyone contributes
- Complice principle instead of perpetrator-victim-model

versus

Single-sided perspective

- That is just the way he/she is

Example

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Situation Analysis

Hypotheses change the line of vision: from WHY to IN ORDER TO

Functionality as construction principle of systemic hypotheses

2

Hypotheses allude to the “How or What for“ of an act, thus they make assumptions about the reasons behind an act: What is the good in bad?

Functionality

- Everything has a value, even if it is hidden
- “in order that“

versus

Cause

- It had to be like this
- “because“

Example

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Situation Analysis

Hypotheses change the line of vision: from WHY to IN ORDER TO

Future orientation as construction principle of systemic hypotheses

3

Hypotheses connect past, presence and future. They open potentials for the future.

Future Orientation

- Concentrate on the issues that can be shaped

versus

Past Orientation

- He always did that

Example

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Situation Analysis

Hypotheses change the line of vision: from WHY to IN ORDER TO

Flexibility as construction principle of systemic hypotheses

4

Hypotheses allude to a defined period
(... then, when ... – as long as or until ... etc.)

Exposure to time

- Nothing applies forever and nothing is eternal

versus

Time Stability

- It has always been like that

Example

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Situation Analysis

Hypotheses change the line of vision: from WHY to IN ORDER TO

Resource orientation as construction principle of systemic hypotheses

5

Hypotheses consist of positive descriptions – they refer to the resources which come to the fore in problematic situations.

Positive evaluation and open antagonisms

- positive descriptions provide energy

versus

Deficiency Orientation

- They can not do that (instead of: they will learn it)

Example

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Situation Analysis

Hypotheses change the line of vision: from WHY to IN ORDER TO

Entirety as construction principle of systemic hypotheses

6

Everything has a background – or:
Hypotheses make assumptions about acts in their specific people-room-time-coherence.

Highlight the whole context

versus

Without coherence

- It is like that (no reference to the situation)

Example

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Situation Analysis

Hypotheses change the line of vision: from WHY to IN ORDER TO

Unconventionality as construction principle of systemic hypotheses

7

Hypotheses are not bound to compliance with “normal“ scientific, psychological and sociological conventions, paradigms. Discrepancies can be useful.

Unconventionality

- A new view provides new ideas

versus

Conventionality

- We are used to it like that

Example

Hypotheses are assumptions about value coherences

The functions of hypotheses

Provide orientation in complex situations

Support circular thinking

Detect patterns and extend action potentials

Simplify system distance

Support self-reflection (How did I think of this hypothesis? What is the connection to me?)

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Situation Analysis

Exercise: Create hypotheses using the plenum case

- 1 Create 2 to 3 hypotheses using the plenum case in teams of 4 people (see Connexion exercise)**
- verbally, picture, sketch etc.
- 2 Present your hypotheses in the plenum**

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Situation Analysis

Exercise: Create hypotheses using the plenum case

- 1 Mutually agree who will be the case owner (subsequent client), observer and the consultant in the first round.
- 2 Case owner: Shortly present your case (5 min.)
- 3 Consultant: Lead an interview with the client.
- 4 The observer asks the client how he felt during the interview; the observer gives a short feedback to the interviewer.
- 5 Observer and consultant discuss the situation and create hypotheses (verbally, picture, metaphor, story, sketch etc.). The client follows the discussion.
- 6 Consultant and observer: present your hypotheses to the client.
- 7 The observer asks the client what effects the hypotheses have on him and which hypotheses caused the most significant effect. The case owner answers.
- 8 The participants swap the roles and repeat steps 1 to 7.

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Situation Analysis

Exercise: Reflection and hypotheses about our group in the practice workshop

- 1** **Answer the following questions on moderation cards in teams of two people**
 - What works reasonable well in our group?
 - What obstructs us most?
 - What are our strengths/resources?
 - If this group was a person, how would it look like? (picture on flipchart)

- 2** **Present your answers to the plenum**

- 3** **Create 2 to 3 hypotheses about the group**

- 4** **Present your hypotheses to the plenum**

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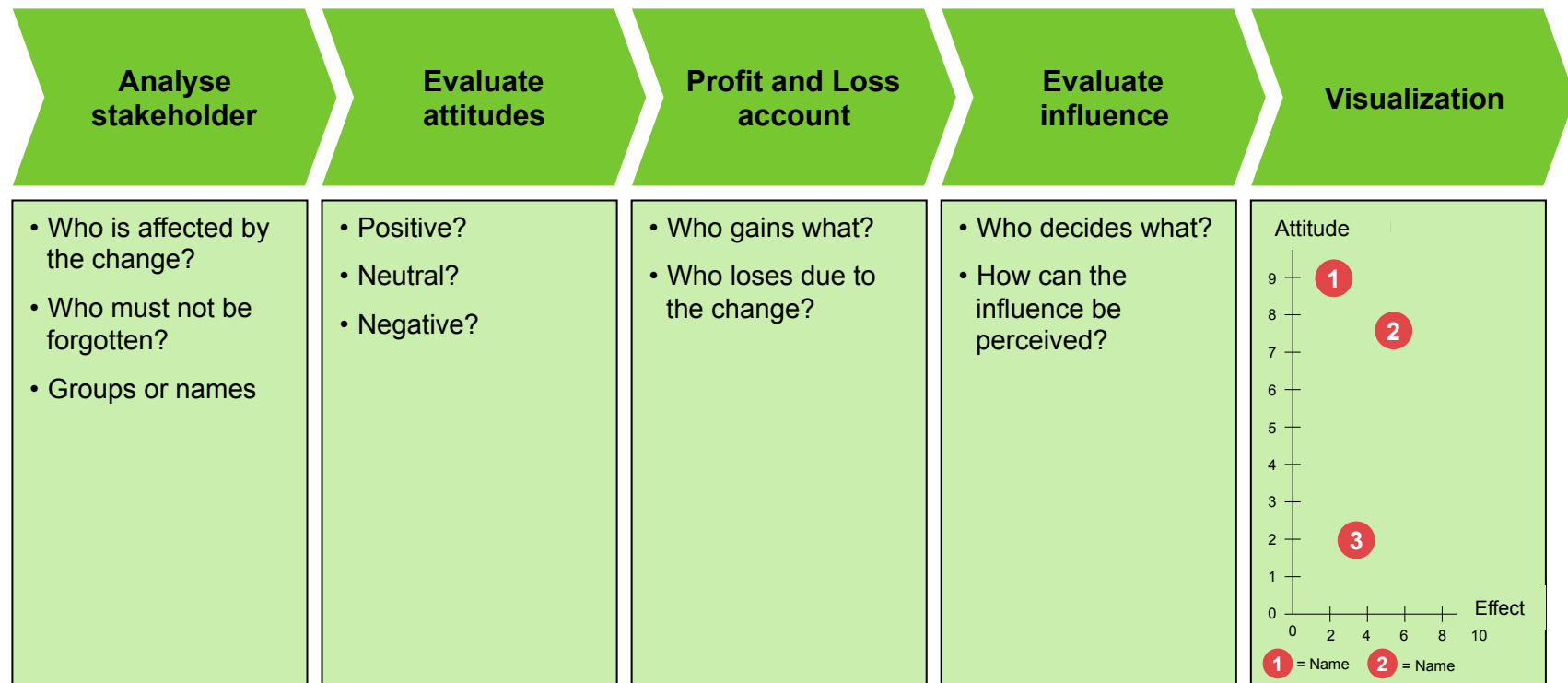
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Analysis of the interest periphery

The stakeholder analysis reveals attitudes and influence of important interest groups in the change project

The analysis consists of 5 steps

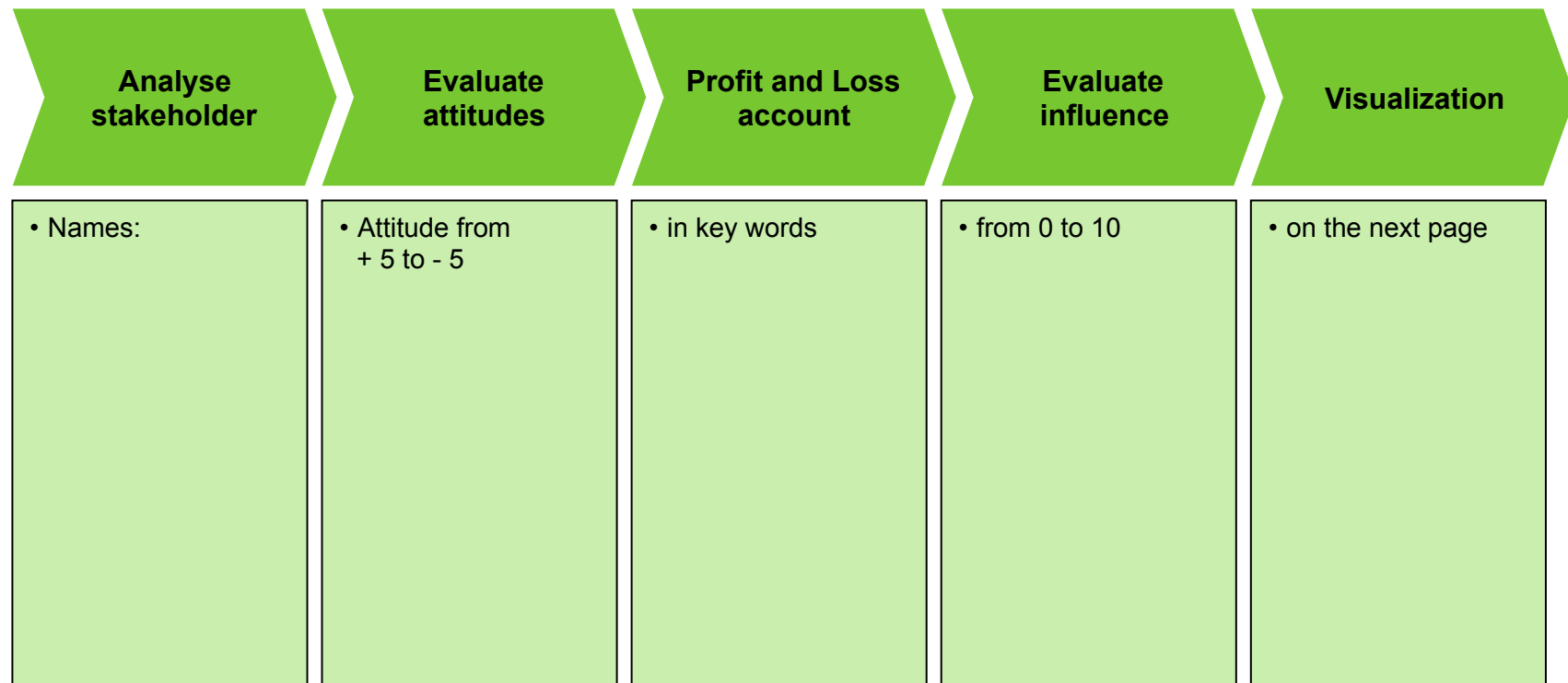


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Analysis of the interest periphery

The stakeholder analysis supports the development of measures and fosters your empathy for the affected people

Examples from your own change process



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Analysis of the interest periphery

Develop an overall picture of all stakeholders

Examples from your own change process



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Analysis of the interest periphery

The affected people support the change more if they recognize chances and value for themselves

A change process can only be successful if the employees recognize the chances of the change and therefore actively support the process. Thus, it is the task of the executives to motivate the employees for the process.

In this context, motivation is to be understood as highlighting the value of the change process.

Therefore, you motivate if:

- you manage to articulate the value of the change process clearly to every affected person or team,
- you manage to articulate the potential disadvantages if the process would not be implemented or would fail,
- you manage to positively define the processes within the company from other alternatives.

Important

- **The value for the organization may differ from the value for the team or the individual.**
- **Your arguments are more likely to convince your employees the higher the perceived advantages are in comparison to the perceived disadvantages.**
- **In case of individual employees it might be suggestive to initiate a dialogue and to develop the personal advantages and disadvantages together (MA, FK).**

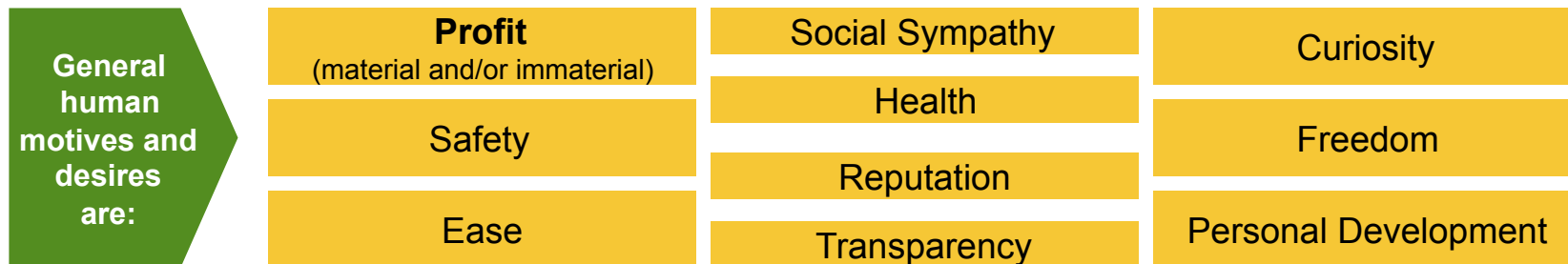
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Analysis of the interest periphery

Verbalization of values address motives and desires

Basic human motives and desires

In order to be convincing as an executive or change force, you have to put yourself in the position of your conversational partner. Try to understand his motives for deciding in favor or against an issue. Construct your arguments based on the concrete motives and desires of the employees.



The following applies for an effective verbalization of values:

- Employees base their decisions on personal gain.
- Value is not an objective issue.
- Value is subjectively experienced and perceived depending upon the motives and desires as well as the respective satisfaction of needs.
- Motives and desires and offered value have to be congruent.

Verbalization of values answer the question: „What do I gain?“

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Analysis of the interest periphery

Tutorial verbalization of values for teams and individual employees

The following transitions (“translation formula”) allow a value presentation for the employees according to the described schema:

- ... that means for you ...
- ... that reduces your ...
- ... that safeguards your ...
- ... that improves your ...
- ... that fosters your ...
- ... that activates your ...

Characteristics/Benefit	Translation Formula	Gain for the affected person
<ul style="list-style-type: none"> • “Personnel reduction in organizational entity XY” 	<ul style="list-style-type: none"> • "... that means for you..." 	<ul style="list-style-type: none"> • "Reduction of the division to a the competitive core competences" • “Protection of existing employment" • “thus protection of your own job "
<ul style="list-style-type: none"> • “Change of structures and processes” 	<ul style="list-style-type: none"> • "... that safeguards your ..." • "... that reduces your ..." 	<ul style="list-style-type: none"> • “Increasing the effectiveness and productivity" • “extra work so far" • “stress and aggravation" • “moreover long term protection of employment"

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Analysis of the interest periphery

The translation formula connects characteristics and value

Examples from the own change process

Characteristics/Benefit	Translation Formula	Gain for the affected person
	<ul style="list-style-type: none">• "... that means for you ..."• "... that safeguards your ..."• "... that reduces your ..."	

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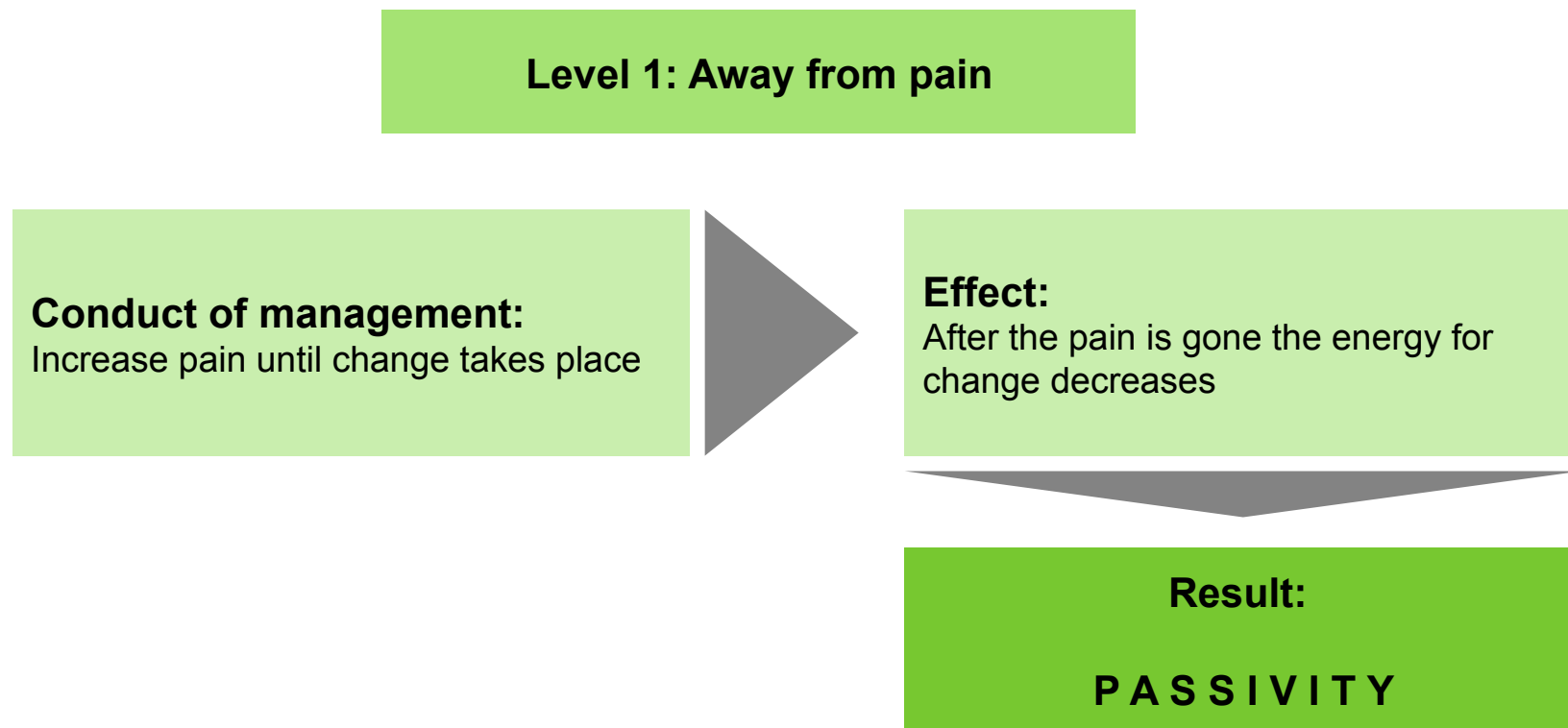
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Analysis of the interest periphery

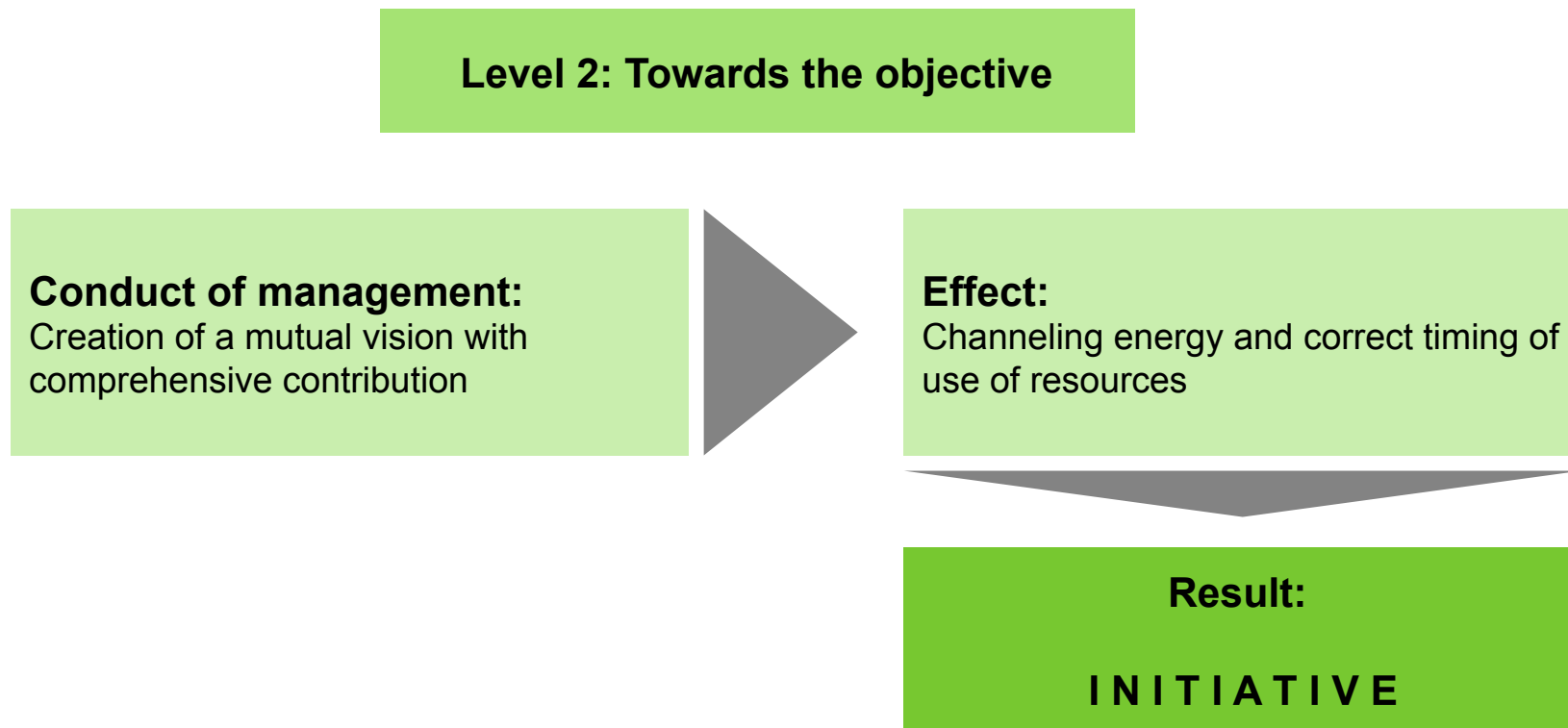
Two different motivational levels affect change processes (1)



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Analysis of the interest periphery

Two different motivational levels affect change processes (2)

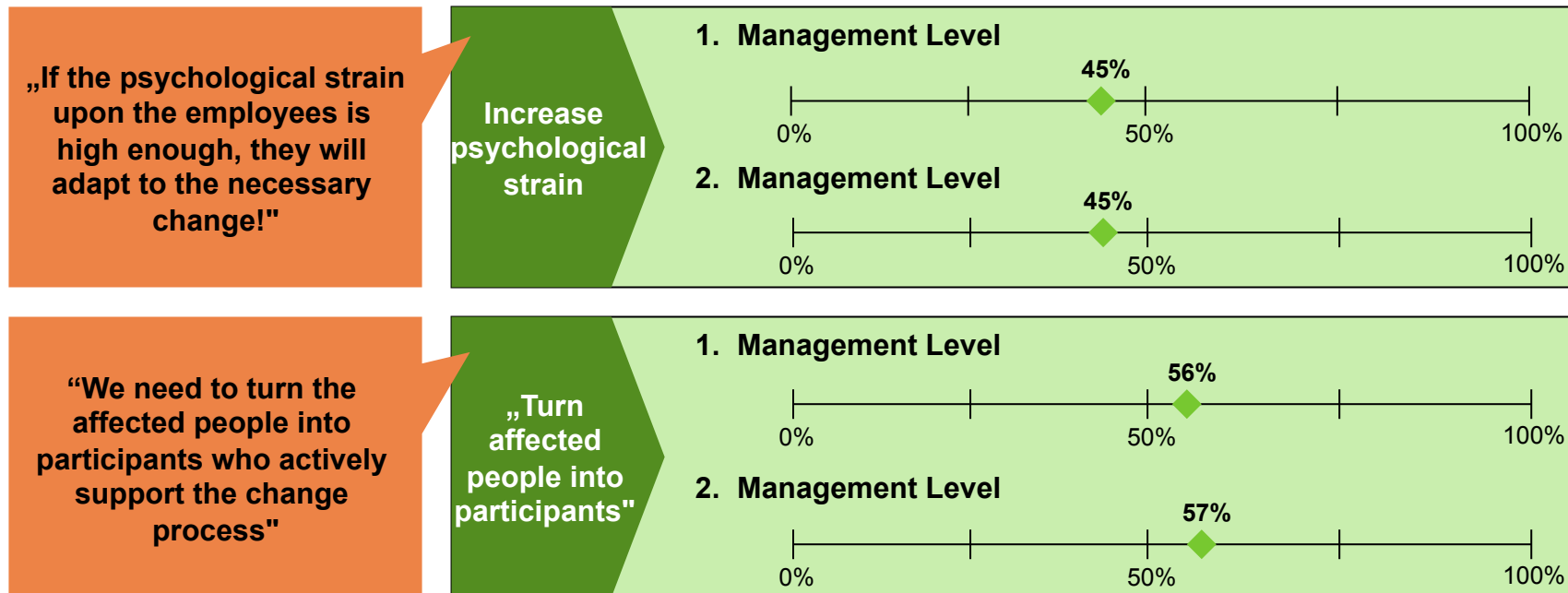


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Analysis of the interest periphery

There are two types of executives: "Tough Dogs" and employee oriented managers

Attitude tendencies regarding change processes*



The personal attitudes of the individual actors significantly determine how the change can be actively structured

* The value was calculated as arithmetic mean using relative frequencies of the individual answer categories.

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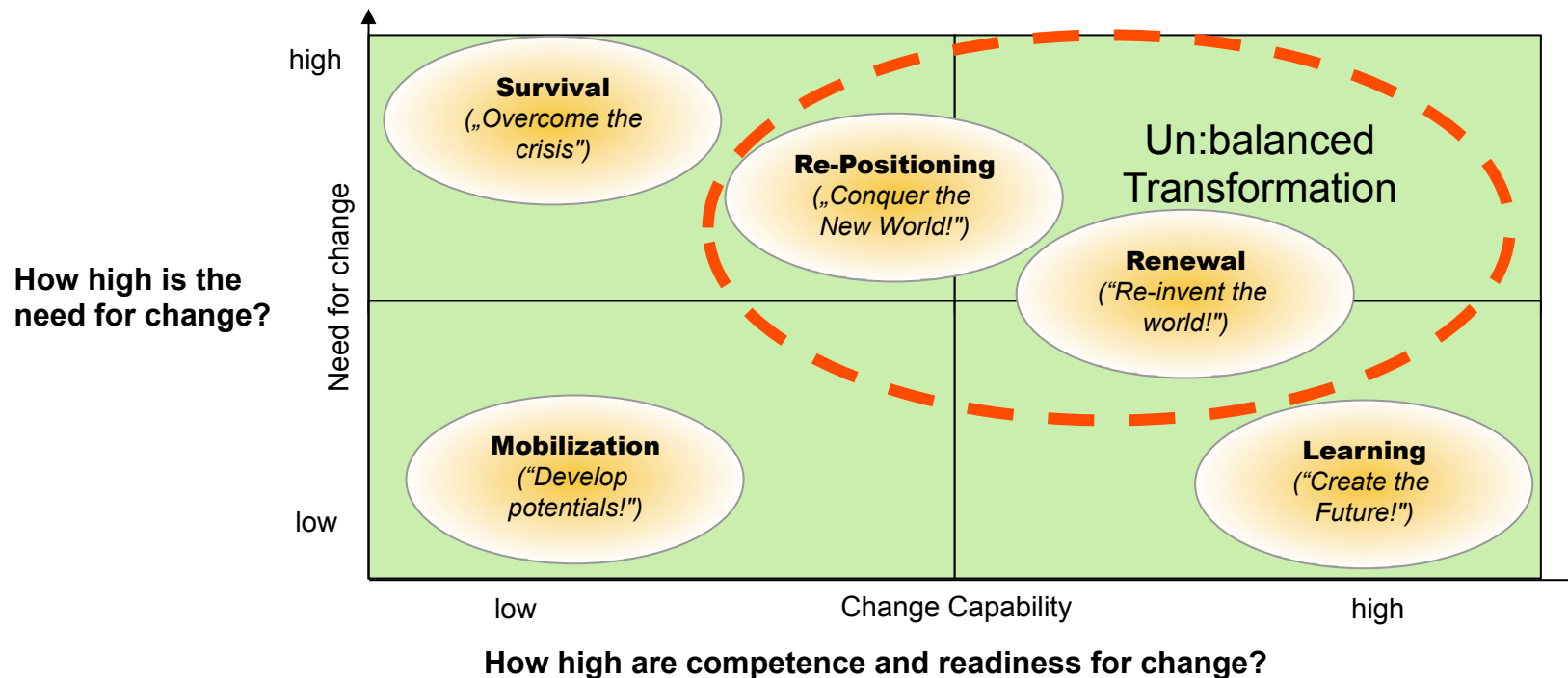
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Analysis of the interest periphery

The change map* indicates the basic adjustment of change processes



In which situation is the BU/Function/are the regions/are the departments on both dimensions of the change map?

* from: Harte Schnitte Neues Wachstum; Dr. Barbara Heitger and Dr. Alexander Doujak

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Analysis of the interest periphery

The change map clarifies diverse ways of change processes

Change Concept	Priorities	Management Approach	Success Factors
<p>Survival („Overcome the crisis“)</p>	Drastic cuts (reduction, focus, stabilization)	Top-down-management with targeted information and intensive communication	Development and adherence of a positive picture of the future (vision)
<p>Mobilization (“Develop potentials!“)</p>	Increased transparency about objectives, general conditions and required accomplishments	Program with top-down-/ bottom-up-cascades and training impulses	Clear and visible commitment of the management
<p>Re-Positioning („Conquer the New World!“)</p>	Consistent restructuring, courageous investments and drastic cuts	Top-down-strategy and integration of realization projects	Quick success, consistent controlling and active support by the executives
<p>Renewal (“Re-invent the world!“)</p>	Start initiatives, discuss strategic variants and design innovations	Management through fundamental judgments and fostering impulses for innovative activities	Readiness of the decision-makers to let go of “still” successful approaches (creative destruction)
<p>Learning (“Create the Future!“)</p>	Integrate innovation and continuous improvement in day-to-day business	Management through training and education of employees through internal networking	Appreciation of proven and long term “reasonable” change speed

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Difficult cutbacks and new growth – concepts for change

Severe cuts and new growth running parallel and simultaneously

	Difficult cutbacks	New growth
Aims	Short-term financial operating figures, efficiency	Long-term potential for success, investment, knowledge
Leadership	Top Down – tight, clear, direct, linear, according to a programme – „planned change“	Contextual control (images of the future, incentives), Bottom-Up , crosslinking – “emergent change“
Content	Reducing costs – Focus on processes, structure, systems, potential recruitment	innovation (products, markets, business concepts) involvement, innovative culture
People	= costs	= funds , resources, “entrepreneurs“
The logic of emotions	A lengthy working process is necessary (mourning, distrust, aggression, disappointment, taking farewell – generally a new commitment), feelings of loss/ losers	Necessary concentration and need for togetherness (teams), elation, challenges, reliability as basic instincts, break – ups and a mixture of discipline and adventure (pioneering spirit)

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Difficult cutbacks and new growth – concepts for change
Severe cuts and new growth running parallel and simultaneously

Architecture	The core team manages the process of the cuts – intensive involvement of HR and line managers in the transformation	Future images, autonomous initiatives and/or supporting structures with experiments – separated from line and daily business (protection until maturity)
Dynamism	Internal and orientation towards the past – need for stabilisation and renewal of the contract between employees and businesses	Future orientation and outside-in orientation – The need to ignore and overcome the status quo
Leadership	Producers, ambassadors and convertors of bad news – The situation relies on their presence as convertors, coach, communicator and crisis/transition experts (security, orientation)	Architect, „enabler“ and promotor of innovation – the situation is dependent on letting go and strengthening autonomy, encouraging ‘revolutionaries‘ (break -up, new pastures)

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Analysis of the interest periphery

Exercise: Utilization and application of the change map

The change map as “portfolio map”, in order to compare ongoing change projects in the organization - discussion

1

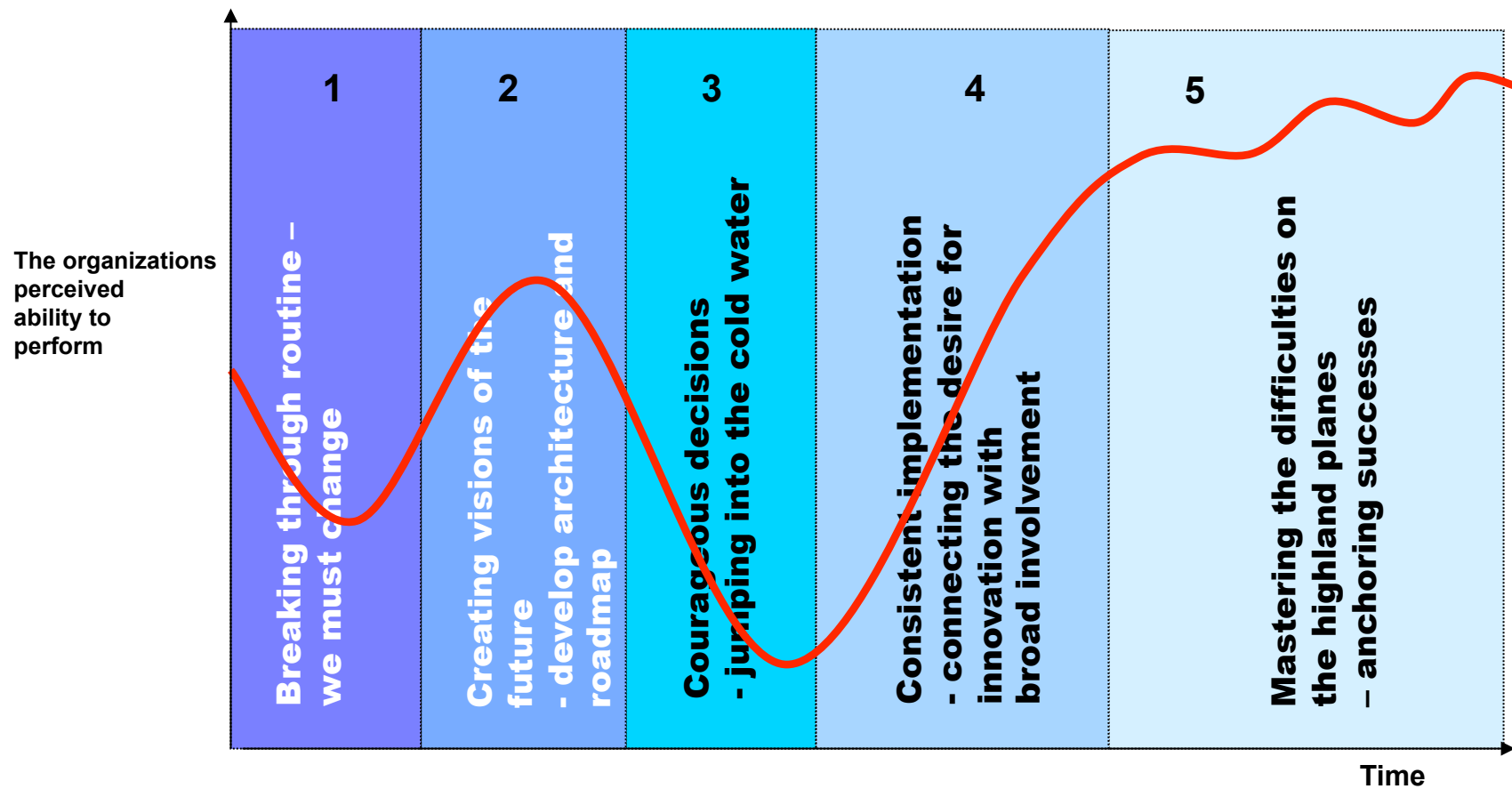
Are there any ongoing change projects at your BU, Function and the regions?

2

Where are the ongoing change projects of your BU, Function and the regions located in the change map?

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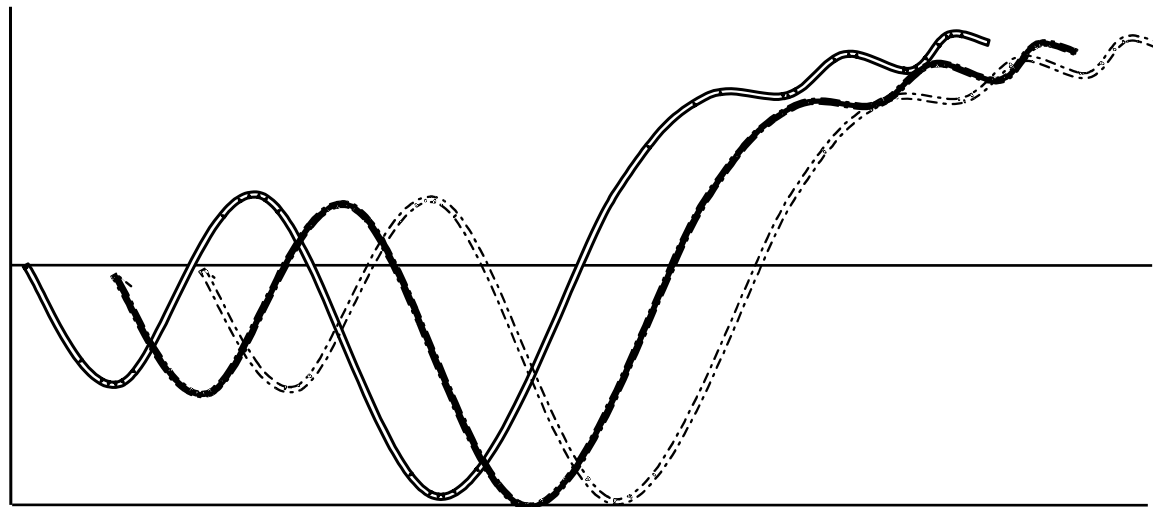
5 Phases of successful organizational change processes



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5 Phases – non-simultaneity of perspectives

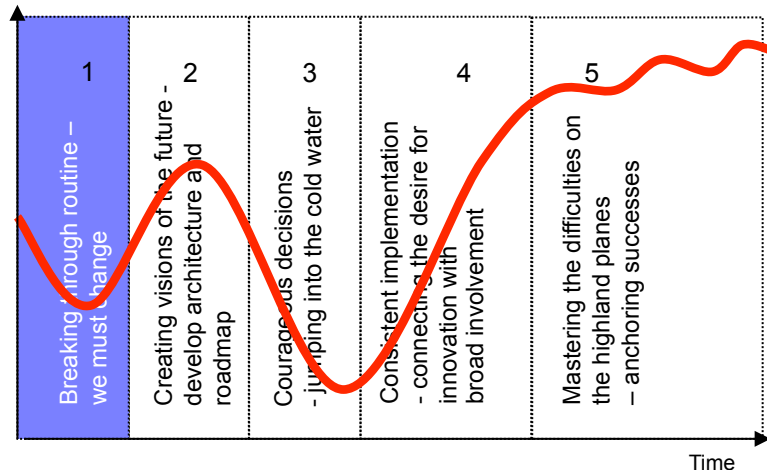
The members of the organization do not enter and go through these phases in parallel. There are time lags.



- == Top-Management and directly involved persons
- Middle-Management, Project organization
- - - - Employees, value adding partners

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5 Phases – Phase 1



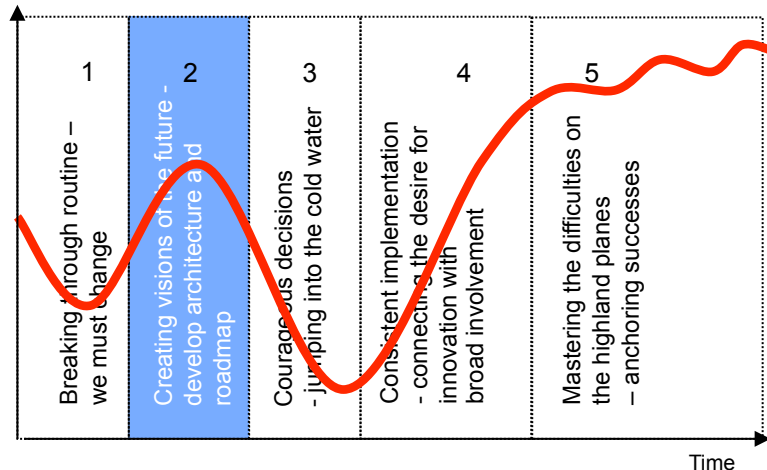
• **Typical situation and dynamics**

- Diversity of perspectives and views concerning situation and future developments
- Energy for change varied
- Contradictory signals from stakeholders
- Doubts about information quality
- Ambivalent collective mood: routine vs. increasing interest in renewal vs. fear/ blockades

- **Breaking through routine – we must change**
- Disrupting routine:
„Change starts with me.“
- Evaluating the need for action:
„From outside to inside“
- Assessment of the willingness and ability to change:
„Let’s test ourselves!“
- Communicating by shaking up: *„Opening up – taking a position – sending signals“*
- Identifying the key players:
„Finding the best people“

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5 Phases – Phase 2



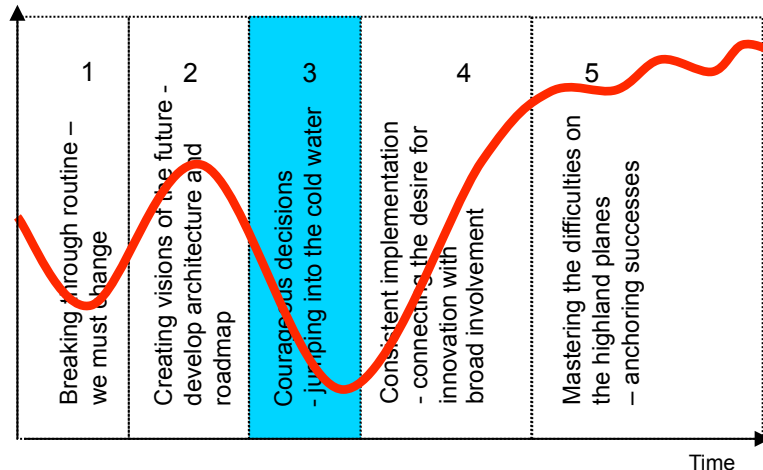
• **Typical situation and dynamics**

- First concepts and ideas about possible future
- Concepts too vague to get implemented on a 1:1 basis
- Unclear: who will be concerned, degree of commitment, details of implementation
- Only key people are involved
- Perceived performance increases, potential threats are felt less
- Collective emotional level: interest is predominant, those who are directly involved feel spirit of a new era

- **Creating visions of the future - develop architecture and roadmap**
- Work on the vision: „*We are creating a (fitting) future.*“
- Develop strategy and master plan : „*Big picture of drastic cuts and new growth*“
- Decide architecture and teams: „*Containment due to process stability and trust*“
- Communicate seriously and transparently: „*That’s there we want to go and how we get going*“
- Deepen and broaden change management know-how: „*About the art of change*“

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5 Phases – Phase 3



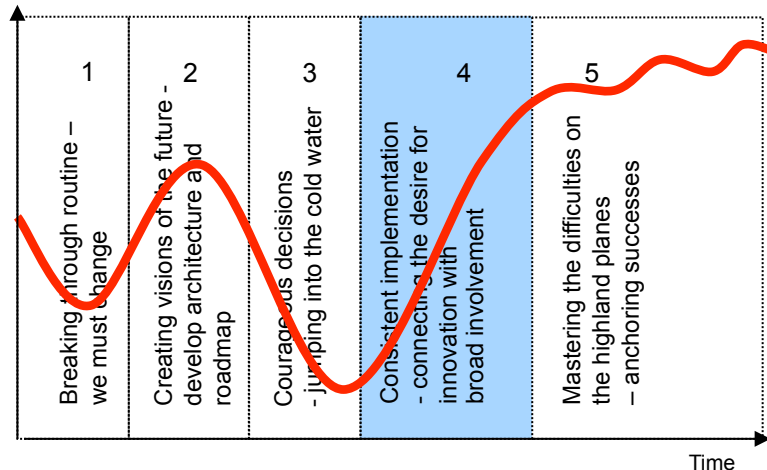
• **Typical situation and dynamics**

- First implementation steps: try out big things „en miniature“
- Initial euphoria
- Subsequent disillusionment: „misunderstandings“, „misinterpretations“
- Resistance: reactions out of fear, sometimes aggressive
- Collective emotional level: “Defending the former identity” vs. “Conquering new territories”

- **Courageous decisions**
- - jumping into the cold water
- Plan and implement pilots and quick wins: „Taking advantage of the trampoline“
- Cost-cutting and decisions about people „Challenging the unpleasant aspects first – with support measures“
- Promote growth and innovation: „Incentives and scope for freedom“
- Deal with resistance: „Work with the resistance – not against it!“
- Use evaluation as a motor: „Broad, stimulating – with consequences“

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5 Phases – Phase 4

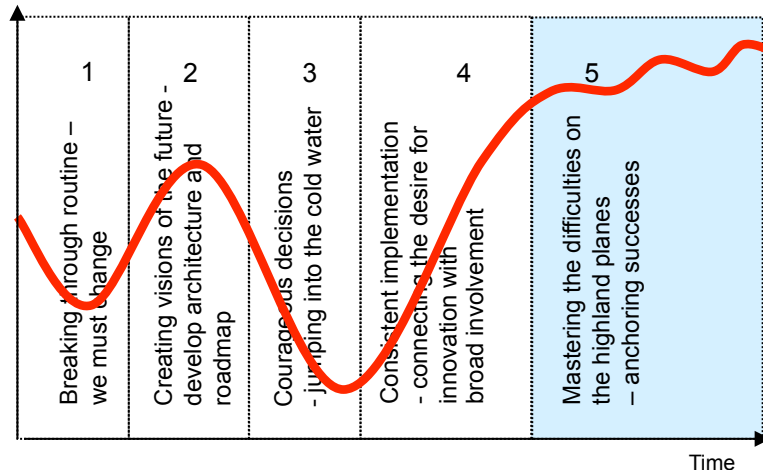


- **Typical situation and dynamics**
- Initial euphoria has worn off by now – the setbacks have hit home
- „Should we stop or continue“
- Middle-management are at the centre of change as mentors and multipliers responsible for implementation
- Change process becomes broader, more and more projects are completed
- Top-management impatient, middle-management overloaded with work, many people who will be affected are not yet involved

- **Consistent implementation - connecting the desire for innovation with broad involvement**
- Speed up implementation activities and projects consistently: „*Pulling yourself out of the swamp.*“
- Adapt architecture continuously: „*Nothing is forever*“
- Winning over undecided and sceptical individuals: „*From the team to the organization*“
- Adapt systems step by step: „*Good systems save energy*“
- Continue to learn and build up skills for transformation: „*Looking behind the backdrop and creating skills*“

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5 Phases – Phase 5



• **Typical situation and dynamics**

- Longest and most decisive phase – albeit not the most exciting one
- Clear project orientation and broad implementation,
- Systems integration and in-depth anchoring: slowly but surely – all systems, all staff members
- Transformation is becoming second nature to people

- **Mastering the difficulties on the highland planes – anchoring successes**
- Harmonizing leadership systems: „*Integration at all levels.*“
- Cultural change: integrate behavior, norms, values into day2day-business: „*Awareness creates new possibilities*“
- Continue training on a broad basis: „*Practice, practice, practice!*“
- Increase outward orientation: „*Happiness lies on the back of a horse*“
- Bring leadership into the focus of attention and finish the transformation: „*With enthusiasm towards new efficiency*“

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Interventions and actions for the creation and regulation of change processes

"Intervention Architecture" addresses the planning process as well as result

Architecture	<ul style="list-style-type: none">• Rough planning of all interventions in chronological order, regarding the incorporated target groups.
Inter-ventions	<ul style="list-style-type: none">• Interventions are defined as conscious, targeted communication between two or more systems (e.g. executive and team) aiming at controlling and moving the change process in the desired direction.• Uncertainty aspect: the objective is clear but not the effect. The target group usually decides autonomously how they will deal with the impulse (see reflection loops).
Examples	<ul style="list-style-type: none">• Situation analysis in form of an interview (also represents an intervention!)• Big events• Team workshop• Trainings• Creation and work of a control group

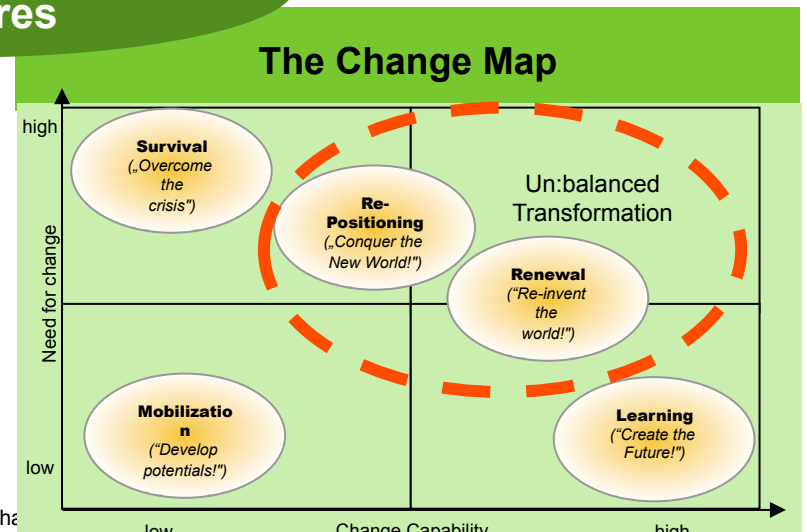
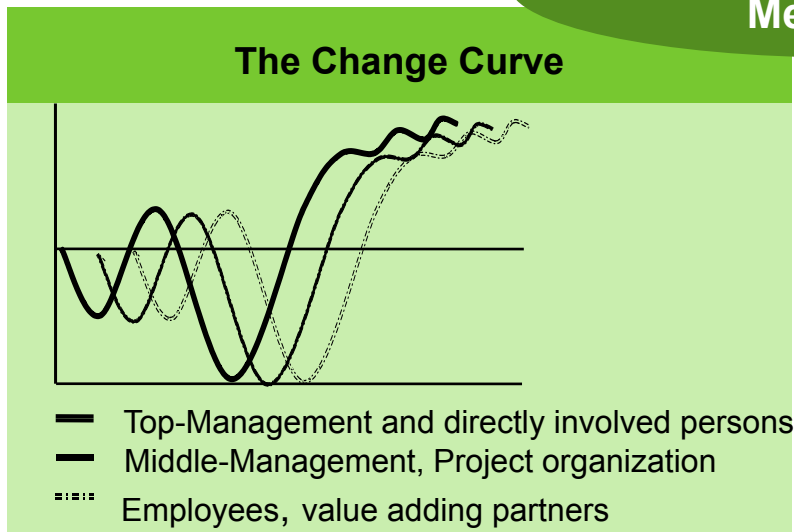
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The application of several principles lead to selection and structuring of intervention architectures

Results of the Situation Analysis	Stakeholder Analysis	Motivational levels of the change forced
<ul style="list-style-type: none"> • Cultural aspects • Belief phrases • Potential barriers • Potential resistance 		<ul style="list-style-type: none"> • Increase psychological strain • Turn affected people into participants

Interventions/ Measures

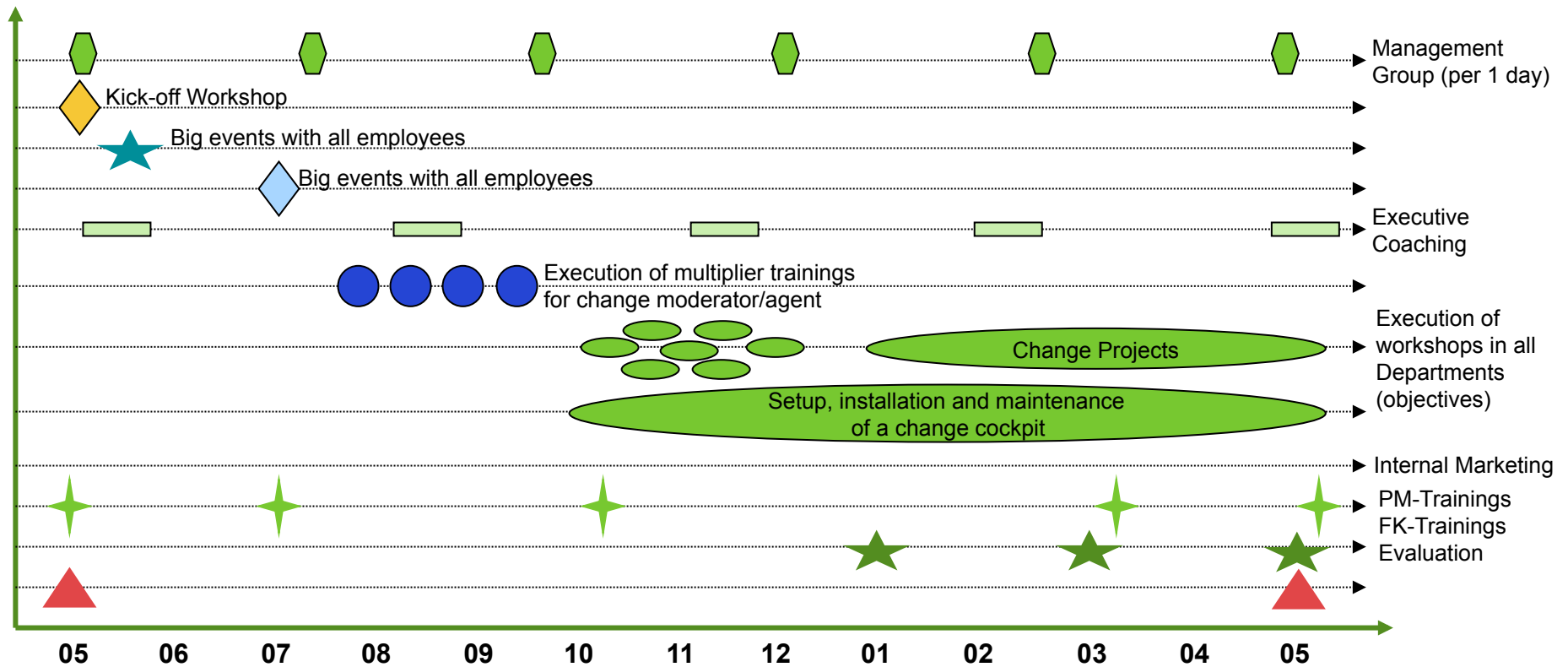


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Visualization of the intervention architecture simplifies planning and control of activities

Example



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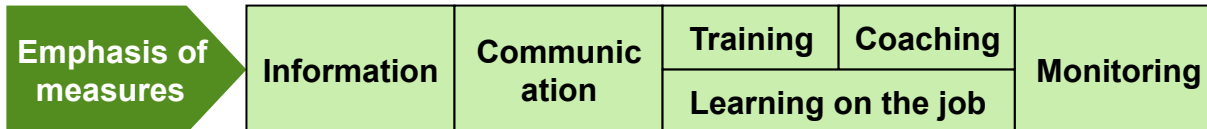
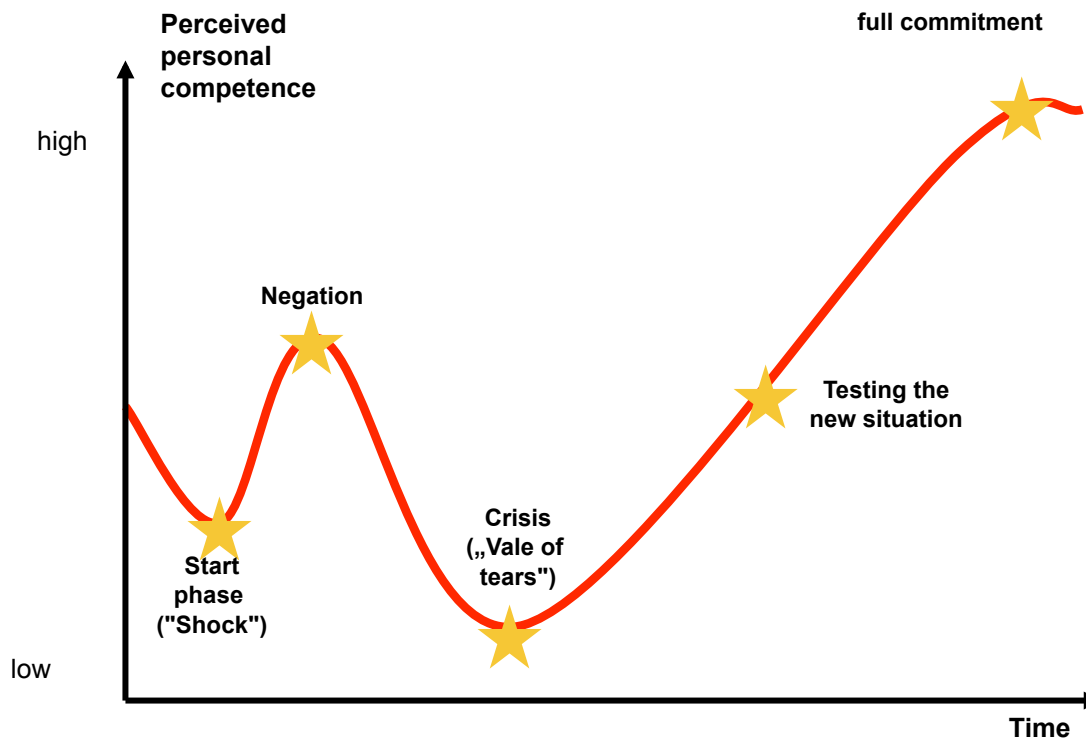
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Interventions and actions for the creation and regulation of change processes

The emphasis differs across the change phases



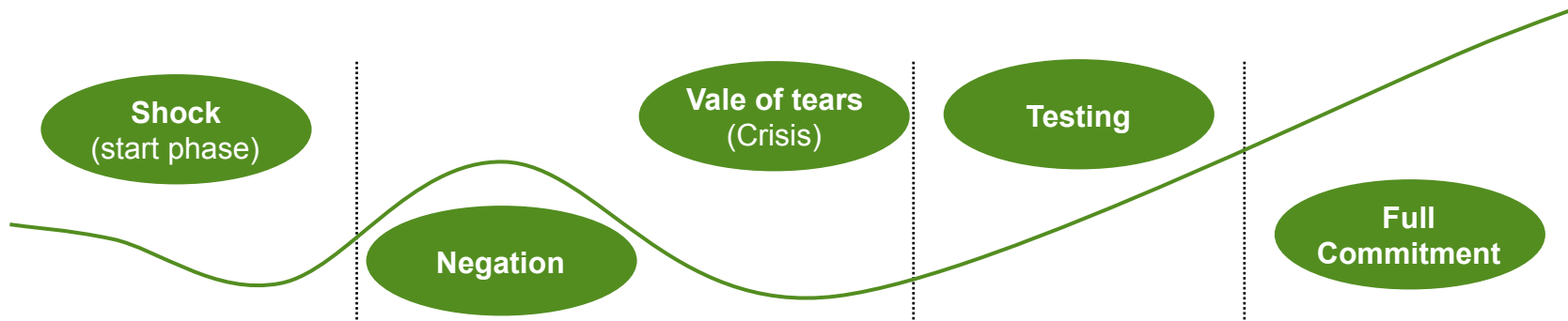
Different intervention potentials are distributed across the change curve.

- During the start phase emphasis must be placed on the communication of the urgency for change. Thus the emphasis during this phase is „information“.
- In the phase “Testing the new situation” the contact with the altered processes is trained. Therefore, the emphasis is placed on “training” and supportive measures such as “learning on the job”.

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Every change phase has particular characteristics and aims


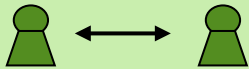
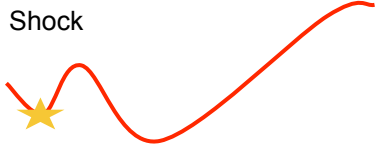
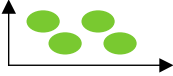

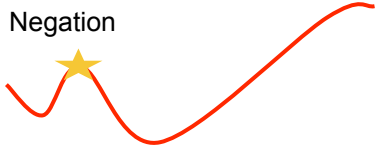





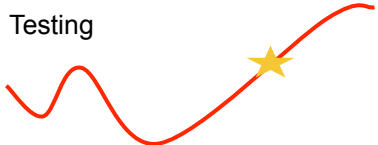


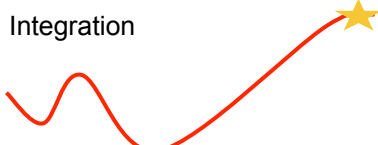



Information	Communication	Coaching/Training	Monitoring
<ul style="list-style-type: none"> • Break routines: inform about change • Present consequences and reasons • What remains? What will be new? • Addressee-compatible! • Detect multipliers • Set signals 	<ul style="list-style-type: none"> • Quick wins • Project-accompanying (how, what, why?) • Vision • Value rationale (addressee-compatible) • Effects of the change for individual groups and persons • Address barriers, resistance, fears • The good in the bad • Safety through process stability and trust 	<ul style="list-style-type: none"> • Strengthen own responsibility • Methodic, personal and professional qualification (e.g. leadership, moderation, presentation) • Multiplier trainings / Train the Trainer • Team building • Personal aims • Leadership competence • Role definition 	<ul style="list-style-type: none"> • Consistent implementation • Success/Improvement in different aim dimensions • Pro/Contra • Change cockpit

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Overview Change Competence Box: Intervention potential on the change curve for individual employees and teams

Phase								
<p>Shock</p> 	<ul style="list-style-type: none"> • Change Schedule  • Interviews for the actual analysis 	<ul style="list-style-type: none"> • Change of perspective <table border="1" data-bbox="1854 639 2011 710"> <tr><td>on me</td><td>Perspective</td></tr> <tr><td>Effect</td><td></td></tr> <tr><td>on team</td><td></td></tr> </table> • Question technique Diamant  	on me	Perspective	Effect		on team	
on me	Perspective							
Effect								
on team								
<p>Negation</p> 	<ul style="list-style-type: none"> • A group defines itself  • Conflict moderation 	<ul style="list-style-type: none"> • What if?  • Conflict dialogue 						
<p>Vale of Tears</p> 	<ul style="list-style-type: none"> • Gemeinsame Bilanz  • The good in the bad  	<ul style="list-style-type: none"> • Guideline division discussion • Situation analysis/barrier/solution <table border="1" data-bbox="1839 1002 2033 1098"> <tr><td>Sit.</td><td>Urs.</td></tr> <tr><td>Barr.</td><td>Lös.</td></tr> </table> 	Sit.	Urs.	Barr.	Lös.		
Sit.	Urs.							
Barr.	Lös.							
<p>Testing</p> 	<ul style="list-style-type: none"> • Change cockpit  • New drive 	<ul style="list-style-type: none"> • Problem solution cycle  • Analysis Pro/Contra 						
<p>Integration</p> 	<ul style="list-style-type: none"> • Lessons Learned  • Celebrate success 	<ul style="list-style-type: none"> • Employee/Boss-Profile • Management by walking around 						

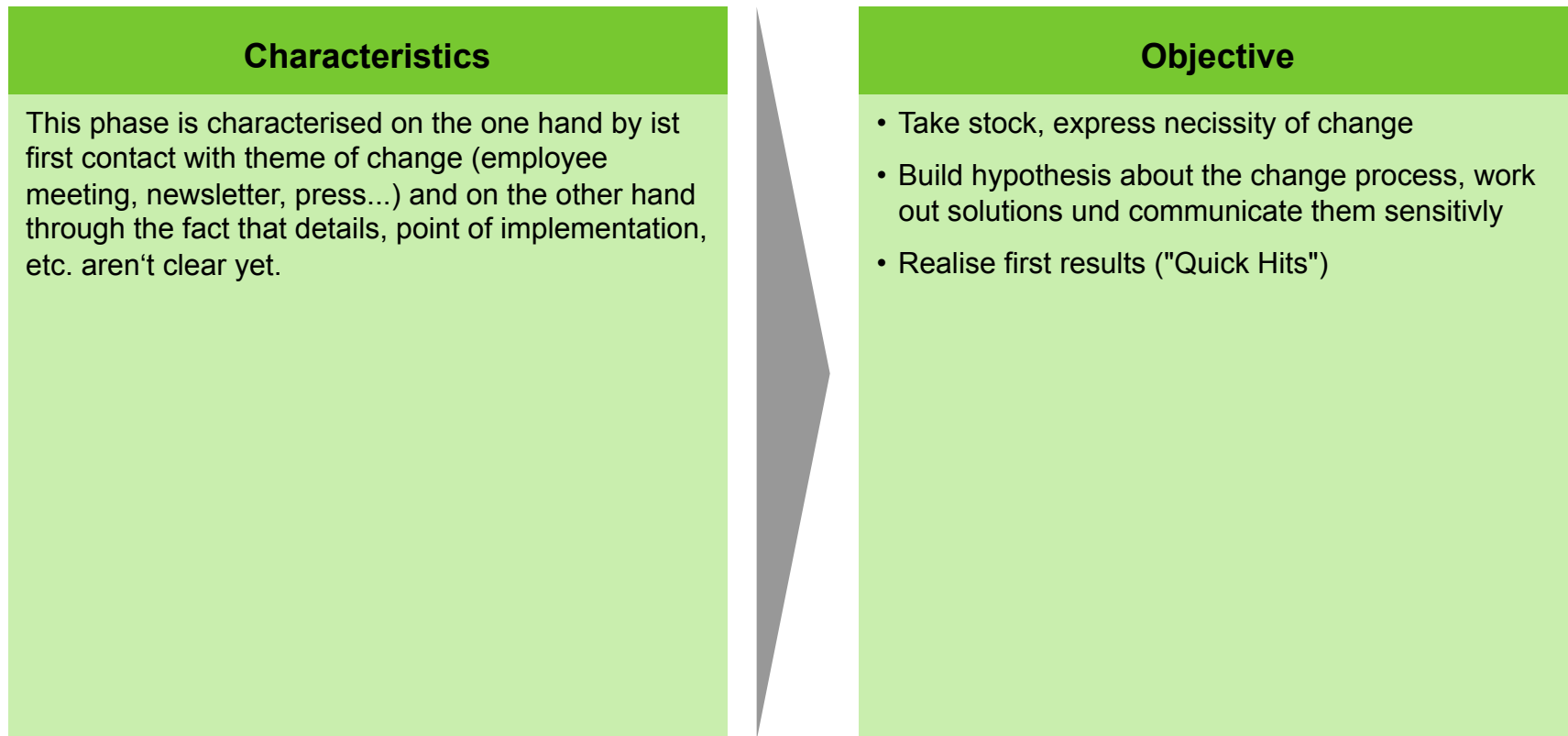
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The “Start Phase” in the Change Competence Box (1)

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Start phase: characteristics and objectives



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Start Phase: Requirements and Risks

Change Requirements	Potential Failure Sources	Correction of Failures
<ul style="list-style-type: none"> • Take stock; focus on change requirements • Create hypotheses about change process; develop and carefully communicate solutions; determine power promoters • Realize first success ("Quick Hits") 	<ul style="list-style-type: none"> • Underestimation of the challenge, scare employees in die actual situation. The effect of own efforts are usually overestimated. • Insufficient patience („Enough preparations. We have to move on!"); underestimation of accurate planning • Potential negative consequences result in palsy: possible risks are minimized and the actual condition is retained • Project plans, programs and excessive procedure instructions; ambiguous conveying of aims • The conception of the future is too vague or complicated • Disregard of first success 	<ul style="list-style-type: none"> • Sufficiently discuss actual and potential chances and risks • Openly communicate "bad news"; this leads to decreased attractiveness of the status quo • The responsible person of the affected department must be the key figure and advocate of the change • Development of a concrete vision for the future that is communicated to all employees and that can be understood easily by all participants (share-/stakeholder) • Change program corresponds with the vision • First and partial success are being made transparent

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Start Phase: Intervention Points

	Organisational Units/Teams	Employees
Complex/ time-intensive methods and procedures	<p>Interview about the actual analysis: Example Interface Optimization</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> Analyze the actual situation of the department Sound optimization potential of the team and their interfaces <p><u>Content:</u></p> <ul style="list-style-type: none"> Determine objectives/target groups Develop interview guidelines Execute interviews Evaluate interviews and draw consequences 	<p>Change of Perspective</p> <p><u>Objectives :</u></p> <ul style="list-style-type: none"> Develop positive perspective for change measures Overcoming shock symptoms <p><u>Content :</u></p> <ul style="list-style-type: none"> Clarify employee perspective Develop alternative positions together with the employees Sound possible adoption of alternative position by the employees
(Individual) Techniques	<p>Change Schedule</p> <p><u>Objectives :</u></p> <ul style="list-style-type: none"> Visualization of individual projects of the change process Tuning and coordination of projects of the change process <p><u>Content :</u></p> <ul style="list-style-type: none"> Collection/coordination of relevant measures and partial projects Structuring and chronological scaling of measures and partial projects on a pin board 	<p>Question Technique - Diamant</p> <p><u>Objectives :</u></p> <ul style="list-style-type: none"> Gradual clarification of the actual situation by the employees themselves Focus on the core of the change problem <p><u>Content :</u></p> <ul style="list-style-type: none"> Description of the situation by employees; extension of perspectives through opening questions Subsequently gradual containment of relevant problem fields

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Start Phase: Intervention Example “Change of Perspective”

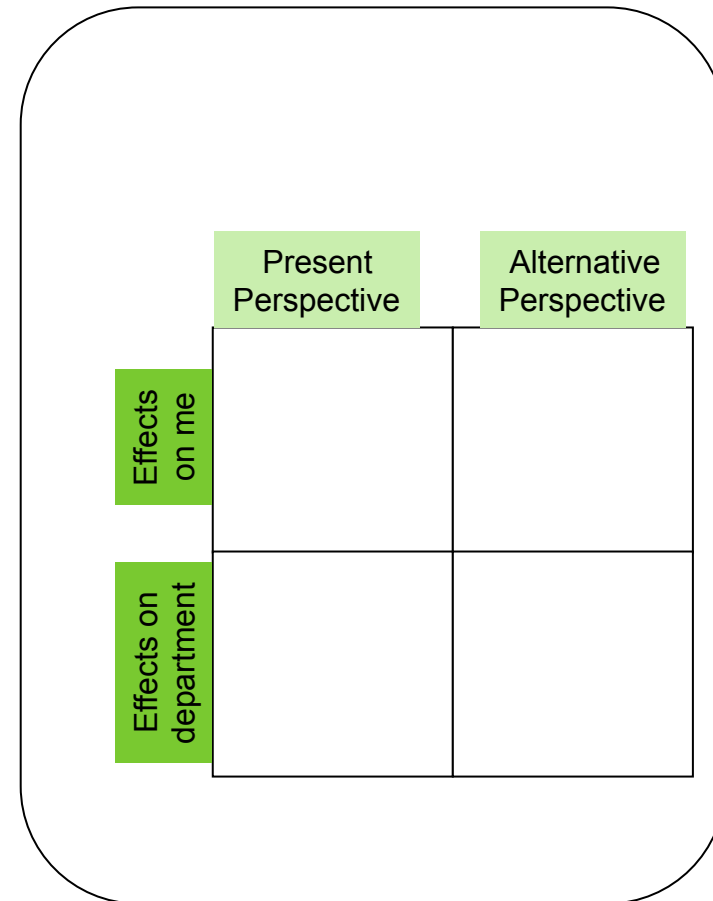
Change of Perspective		Procedure (Part 1)
Phase:	“Start Phase”	<p>Initial situation Employee misconceives kind and scope of the change. These misconceptions are possibly the trigger for a shock-like condition.</p> <p>1st Step Let the employees describe their view of kind and scope of the change. Visibly note the arguments on a piece of paper or on a flipchart.</p> <p>2nd Step Supplement or correct the list together with the employee. Explain potential corrections and answer possible questions of the employee.</p> <p>3rd Step Ask the employee to explain the effects of the collected change measures on (a) himself and (b) the own department (s. illustration). Information is collected in the column “Present Perspective”.</p> <p>4th Step Develop alternative positions together with the employee for all arguments in the column “Alternative Perspective”. Clearly explain objectively wrong expectations.</p>
Target Group:	Individual Employees (MA)	
Degree of Complexity:	Complex/time-intensive methods and procedures	
Objective:	<ul style="list-style-type: none"> • Develop positive perspective for change measures • Overcome shock symptoms 	
Required time:	approx. 60 min.	
Means/rooms:	<ul style="list-style-type: none"> • quiet, undisturbed seminar room • possibly moderation toolkit and flipchart 	
Notice:	The procedure helps to identify and dispel unrealistic ideas of individual employees regarding the change process	
Source:	unknown	

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Start Phase: Intervention Example “Change of Perspective”

Procedure (Part 2)
<p>5th Step Let the employee express his views regarding the alternative perspective. In the individual case test whether a counter position is acceptable. Possibly question why the alternative perspective is not shared by the employee.</p>
<p>6th Step Depending on the degree of compliance agree on the next steps.</p>



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The „Negation Phase“ in the Change Competence Box (2)

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Negation Phase: Characteristics and Objective

Characteristics

Objectively the change approaches. Additional information substantiate the upcoming change subject. However, a number of relevant details, such as schedules, the circle of affected people, the consequences for particular organizational entities and processes. Frequently rumours and half-truths circulate. On one side the affected people do not completely close themselves towards the subject but perceive additional advice as uncomfortable, disturbing or even vaguely threatening. The consequence: The subject will be neglected and the own consternation is denied as much as possible.

Objective

- Detect and work on resistance; create insight in the necessity of change
- Think "catastrophic fantasies" through; positive future scenario / build up a vision for the future
- Objectification of the discussion; convincing argumentation

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Negation Phase: Requirements and Risks

Change Requirements	Potential Failure Sources	Correction of Failures
<ul style="list-style-type: none"> • Detect and work on resistance; create insight in the necessity of change • Think "catastrophic fantasies" through; positive future scenario / build up a vision for the future • Objectification of the discussion; convincing argumentation 	<ul style="list-style-type: none"> • The executive pursues everyday business and neglects the change process • The executive does not tolerate negative arguments • Executive does not take a position or he describes the future unrealistically 	<ul style="list-style-type: none"> • Executives hide messages about the future orientation in everyday business (e.g. solution suggestions for routine problems already incorporate the vision of the future; during the performance evaluation of the employees die the usefulness for the future vision is already incorporated; in the framework of the executive circles the subject "activities for the implementation of the future vision " is made a central theme) • Executives symbolize the new corporate culture in their behavior and acting; arguments and behavior must be in correspondence with future vision (executive shows responsibility for costs, foregoes privileges, etc.)

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Negation Phase: Intervention Points

	Organizational Units /Teams	Employees
Complex/ time-intensive methods and procedures	<p>Conflict Moderation</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Negotiating alternatives and agreements, in case 2 teams have a conflict • Improve cooperation between 2 teams (e.g. sales and service) <p><u>Content:</u></p> <ul style="list-style-type: none"> • Limitation of conflict between 2 teams • Harmonization of the positions • Bindingly agree on a solution 	<p>Conflict Discussion</p> <p><u>Objectives :</u></p> <ul style="list-style-type: none"> • Focus on conflicts • Reveal different standpoints • Develop a solution for the conflict <p><u>Content :</u></p> <ul style="list-style-type: none"> • Clearly mention conflicts • Develop solutions with the employees • Bindingly agree on a solution
(Individual) Techniques	<p>A group defines itself</p> <p><u>Objectives :</u></p> <ul style="list-style-type: none"> • Clarification of self-conception and the respective expectations <p><u>Content :</u></p> <ul style="list-style-type: none"> • Abstracting self-conception of group • Focus on commonalities/differences • Draw conclusions for the practice 	<p>What if?</p> <p><u>Objectives :</u></p> <ul style="list-style-type: none"> • Overcome mental blockages • Enable creative alternatives • Develop new alternatives <p><u>Content :</u></p> <ul style="list-style-type: none"> • Think through every alternative – even the worst case scenario • Test developed variants with regards to their probability; possibly develop new, positive alternatives

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Negation Phase: Intervention Example "A group defines itself"

A group defines itself		Procedure (Part 1)
Phase:	„Negation Phase“	<p>Central Question: How does the group view itself with regard to the organizational unit (self-conception)?</p> <p>1st Step Individual work Every group member illustrates the difference between the actual and the desired condition using to pictures.</p> <p>2nd Step Members of the group place their pictures on the floor in the middle of the circle consecutively and explain them (e.g. "We are the locomotive of the train: fairly slow in the actual condition; agile in the desired situation.") Ideas are presented; questions are allowed.</p>
Target group:	Teams, groups (approx. 8-16 persons)	
Degree of complexity:	Individual technique	
Objective:	<ul style="list-style-type: none"> • Clarification of self-conception and the respective expectations • Develop the difference between actual and desired situation 	
Time need:	approx. 1-2 Stunden	
Tools/ rooms:	<ul style="list-style-type: none"> • Moderation toolkit • Paper, pens 	
Notice:	<ul style="list-style-type: none"> • Desired and actual situation of the group regarding the whole process is made vivid • Through analogue presentation, roles within the team are made transparent 	
Source:	Referring to Königswieser & Exner (1999)	

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Negation Phase: Intervention Example “A group defines itself”

Procedure (Part 2)

3rd Step

After having talked through all illustrations and scenes, the group discusses the question : “What is the influence on our self-conception? Do they show a difference between actual and desired situation? What else needs to be discussed? What do we experience with each other?”

4th Step

Question: What are the consequences? Are there any?

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The “Crisis” in the Change Competence Box (3)

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Crisis: Characteristics and Objectives

Characteristics

This phase concentrates on the reality of change. The objectives and contours were defined and communicated. The effects on the affected people were defined. No neglect possible. The situation requires an active argumentation.

In order to achieve an effective management by the executives the affected people need to be incorporated.

Objectives

- Question existing values and procedures; do not stick to familiar procedures
- Develop new values; try out new approaches

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Crisis: Intervention Potentials

	Organizational Units /Teams	Employees
Complex/ time-intensive methods and procedures	<p>Joint result <u>Objectives:</u></p> <ul style="list-style-type: none"> • Clarify the situation of the employees in the change process <p><u>Content:</u></p> <ul style="list-style-type: none"> • Communicate new roles of the employees within the team • Discuss advantages and disadvantages; draw balance • Develop solutions for potential difficulties • Agree on measures 	<p>Guideline for Dismissal Discussion <u>Objectives:</u></p> <ul style="list-style-type: none"> • Adequately and professionally lead dismissal discussions <p><u>Content :</u></p> <ul style="list-style-type: none"> • Conduct preparatory measures for the dismissal discussion; develop discussion strategy • Implement strategy during the dismissal discussion • Processing consecutive steps
(Individual) Techniques	<p>The good in the bad <u>Objectives:</u></p> <ul style="list-style-type: none"> • Stimulate the situation by viewing the problem from the other side • Dedramatize the situation • Gain new energy <p><u>Content :</u></p> <ul style="list-style-type: none"> • Identify negative statements and perspectives • Develop and communicate counterpositions • Discuss and adopt counterpositions 	<p>Situation Analysis <u>Objectives:</u></p> <ul style="list-style-type: none"> • Analysis of the situation of the employee and development of possible solutions • Support the employee by asking new questions during the analysis <p><u>Content :</u></p> <ul style="list-style-type: none"> • Isolate problems; identify causes Ursachen ermitteln • Develop possible solutions and identify barriers

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Crisis: Intervention Example “The good in the bad”

The good in the bad		Procedure (Part 1)	
Phase:	„Crisis“	Basic question: Consider both sides of the coin in order to stimulate a deadlocked situation.	
Target group:	Teams, groups (approx. 8-16 persons)	1st Step (approx. 10 min.) Input of the moderator/the executive about the potential to consider both sides of the problem (extend the perspective by using comparisons, e.g. “the cup is half-full instead of half-empty”). Already the hint that a problem might be viewed optimistically instead of pessimistically might lead to new perspectives.	
Degree of complexity:	Individual technique	2nd Step (approx. 10 min.) Participants shall rate the problem on a scale from extremely negative to extremely positive (on a flipchart or by positioning in the room). The participants with the most negative opinion form a discussion group; the other participants observe the discussion.	
Objective:	<ul style="list-style-type: none"> • Stimulate a situation by considering the downside of the problem • Dedramatize the situation • Gain new energy 	3rd Step (approx. 20 – 30 min.) The participants of the discussion form a circle and develop the negative aspects of the situation. The observers note and develop the positive side of the arguments.	
Time need:	approx. 1 hour		
Tools/ rooms:	<ul style="list-style-type: none"> • 1 chair per person • Pen and paper 		
Notice:	<ul style="list-style-type: none"> • Break the usual perception pattern of the problem • Can result in new perspective and action potentials 		
Source:	Referred to Königswieser & Exner (1999)		

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Interventions and actions for the creation and regulation of change processes

Negation Phase: Intervention Example „A group defines itself“

Procedure (Part 1)

4th Step (approx. 10 min.)

The notes are read out loud one after another.

5th Step (approx. 10 min.)

The participants describe their reaction to the notes. Think about the impressions.

6th Step (approx. 5 min.)

Agree on next steps (e.g. subject is put on the agenda for the next meeting)

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“Try out a new situation” in the Change Competence Box (4)

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Interventions and actions for the creation and regulation of change processes

Try out a new situation : Characteristics and Objectives

Characteristics

The affected persons have overcome the crisis and start to think about the new structures and processes with a certain degree of goodwill. In this phase it is helpful to agree on defined practical phases and if the process is continuously supported by monitoring and feedback. Experience shows that the participants turn from retentive to positive during this phase. The group dynamics can also prove to be helpful: open-minded group members can affect retentive participants.

Objectives

- Initiate/stabilize learning process
- Get feedback

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Try out a new situation: Requirements and Risks

Change Requirements	Potential Failure Sources	Correction of Failures
<ul style="list-style-type: none"> • Initiate/stabilize learning process • Get feedback 	<ul style="list-style-type: none"> • Passively hoping for success instead of being active • Negative perspective: instead of concentrating on the positive side („We have already achieved XY! „ instead of „We still have to do XY!“) • Being content with singular success; performance improvements are not structurally and procedurally protected • Alleged success and improvement is misconceived; no open feedback about the change 	<ul style="list-style-type: none"> • Plan controlling of the performance improvements • Realize and utilize all efforts for the realization of the objective and improvement plans • Explicit denomination and gratification of all participants • Broad communication of short-term success • Get and evaluate feedback of clients, suppliers, executives, etc.

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Interventions and actions for the creation and regulation of change processes

Try out a new situation : Intervention Potentials

	Organizational Units /Teams	Employees
Complex/ time-intensive methods and procedures	<p>Change Cockpit</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Focus on the significant change dimensions • Clarify change progress using indeces <p><u>Content:</u></p> <ul style="list-style-type: none"> • Determination of relevant dimensions • Determination of significant indicators and indeces • Conduct a comparison between actual and desired situation 	<p>Problem Solving Cycle</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Evaluate learning progress • Gradually improve results by continuous application of problem solvin cycles <p><u>Content:</u></p> <ul style="list-style-type: none"> • Communicate objectives and develop solution measures • Select and realize measures • Evaluate success of measures and countersteer in case of deviations
(Individual) Techniques	<p>New Drive</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Generate new energy for stagnated projects • Focus on success <p><u>Content :</u></p> <ul style="list-style-type: none"> • Highlight the most important aspect of the project • Evaluate success in the team • Initiate counter measures for the protection of the success 	<p>Analysis of the pros & cons</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Turn negative perspectives into constructive criticism • Identify next steps after a practical phase in order to enable problem solving as early as possible <p><u>Content :</u></p> <ul style="list-style-type: none"> • Mutually determine positive and negative aspects of the project settlement • Agree on measures for change

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Interventions and actions for the creation and regulation of change processes

Try out a new situation : Intervention Potentials "New Drive"

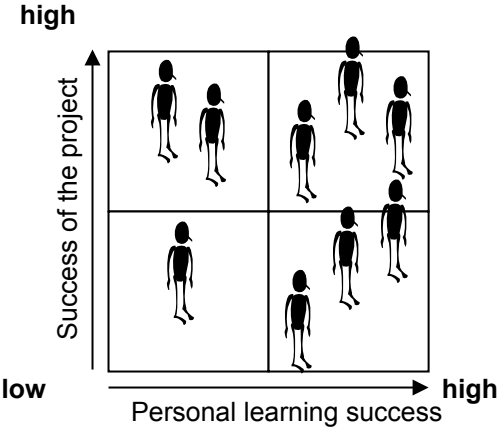
New Drive	
Phase:	„Try out a new situation“
Target group:	Teams, groups (approx. 8 – 16 persons)
Degree of complexity:	Individual Technique
Objective:	<ul style="list-style-type: none"> • Generate new energy for stagnated projects • Focus on success
Time need:	approx. 3 hours
Tools/ rooms:	<ul style="list-style-type: none"> • Moderation toolkit • Material for analogue illustration (pen and paper, etc.)
Notice:	<ul style="list-style-type: none"> • Particularly applicale for projects and/or groups, that have existed for a lon time • Applicable as phase/ agenda item in a workshop
Source:	Referred to Königswieser & Exner (1999)

Procedure (Part 1)
<p>Basic Statement: Visualize achievements within the project in order to stimulate impulses for next steps.</p> <p>1st Step (individual or group exercise) Every participant/group develops the most important aspect of the ongoing project /task/measure (e.g. “higher productivity creates employment”) and create an illustration with other means (e.g. as picture, collage, sketch, newspaper report, pantomime, etc.) (approx. 45 – 60 min.).</p> <p>2nd Step Present the results to the plenum.</p> <p>3rd Step Discuss the results in the plenum without instructions since this exercise is only about exchanging personal experience.</p> <p>4th Step Every participant summarizes the results. If necessary missing points are complemented by the plenum.</p>

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Interventions and actions for the creation and regulation of change processes

Try out a new situation : Intervention Potentials "New Drive"

Procedure (Part 2)	Procedure (Part 3)
<p>5th Step Visualization of the evaluation of the project/measure by positioning in the room.</p>  <p>Every participant positions himself in the quadrant that best represents his position (alternative: Notes on a flipchart).</p> <p>The moderator/executive leads random interviews about the positioning.</p>	<p>6th Step Participants discuss the results in the plenum; measures for stabilization of the success and countermeasures against failure are discussed.</p> <p>7th Step The measures are fixed in an action plan (who is responsible for what? In cooperation with who? Until when?).</p>

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„Full Commitment“ in the Change Competence Box (5)

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Full Commitment: Characteristics and Objective

Characteristics

The change is clearly perceivable and already deeply rooted in the conscious of the affected persons.
It gradually stabilizes and has turned into the new status quo. This status is no longer questioned. Critical comparisons with the past situation may still arise. The persons do however not want to go back to the past situation.

Objective

- Integration of new learning and behavior
- Stabilization of new structures and processes

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Try out a new situation: Requirements and Risks

Change Requirements	Potential Failure Sources	Correction of Failures
<ul style="list-style-type: none"> • Integration of new learning and behavior • Stabilization of new structures and processes 	<ul style="list-style-type: none"> • Success is celebrated too early; behavior and performance improvements prove to be instable fading initiative, due to misconception of reality; change process stagnates; old habits arise again • Supporters and antagonists of the change unite; antagonists see the change to obstruct further change • Connections between performance and result are not sufficiently presented (e.g. success is attributed to a charismatic leader; employees do not regard themselves part of the process) 	<ul style="list-style-type: none"> • Utilize the credibility as a result of short-term success in order to tackle bigger problems • Utilize previous experience in order to stimulate acceptance for the duration of the change process • Intensively communicate connections between new processes and behavior and corporate results • Promotions are realized with attention to the new philosophy • Executives must exemplify the new philosophy through their actions

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Try out a new situation : Intervention Potentials

	Organizational Units /Teams	Employees
Complex/ time-intensive methods and procedures	<p>Lessons learned</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Identify strengths and weaknesses of the change process in retrospective • Provide experience for others <p><u>Content:</u></p> <ul style="list-style-type: none"> • Determine positive/negative aspects of the project • Determine suggestions for improvement • Prepare a final report and provide it to the affected circle of persons 	<p>Employee/Executive Profile</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Elaborate profiles for key positions • Identify fostering and inhibitory characteristics and/or behavior • Identify own strengths and weaknesses <p><u>Content:</u></p> <ul style="list-style-type: none"> • Determine force of the change process • Determination of the ideal profile using these persons • Possibly determine own need for development
(Individual) Techniques	<p>Celebrate Success</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Reward success • Foster team spirit and sense of belonging • Set incentives for further commitment <p><u>Content:</u></p> <ul style="list-style-type: none"> • Determine framework of the celebration • Determine motto for the celebration • Plan details of the celebration • Realization of the celebration 	<p>Management by Walking around</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Personally test the change • Get informal additional information by the employees • Get information about potential resistance <p><u>Content:</u></p> <ul style="list-style-type: none"> • Regularly frequent workplace of the employees • Ask/observe employees about their tasks; ask questions

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Interventions and actions for the creation and regulation of change processes

Try out a new situation : Intervention Potentials "New Drive"

Lessons learned	
Phase:	"Full Commitment"
Target group:	Teams, groups (approx. 5 – 15 persons)
Degree of complexity:	Complex/time-intensive methods and procedures
Objective:	<ul style="list-style-type: none"> • Identify strengths and weaknesses of the change process in retrospective • Provide experience for others
Time need:	approx. 3 – 4 hours
Tools/ rooms:	<ul style="list-style-type: none"> • Moderation toolkit • 1-2 pin boards
Notice:	<ul style="list-style-type: none"> • "Lessons learned" should be conducted at the end of each change project • Possibly consider it as phase/agenda item in a final project report
Source:	unknown

Procedure (Part 1)
<p>Basic Stement: Corporation are in a constant stae of change nowadays: one change process follows the other. Thus it is advisable to use past experience and utilize it for the next project. "Lessons learned" has an important implication on this process.</p> <p>1st Step Collect positive and negative points in retrospective regarding the realization of the change project or the introduction of the measure (participants note the points on moderation cards; cards are pinned to a pin board). Summarize content cards to superior subject..</p> <p>2nd Step Develop measures how negative experience may be avoided during the next project and how positive aspects may even be improved.</p> <p>3rd Step Provide a final report to all participants at the end of "Lessons learned". Possibly provide a review to the whole company for upcoming projects.</p>

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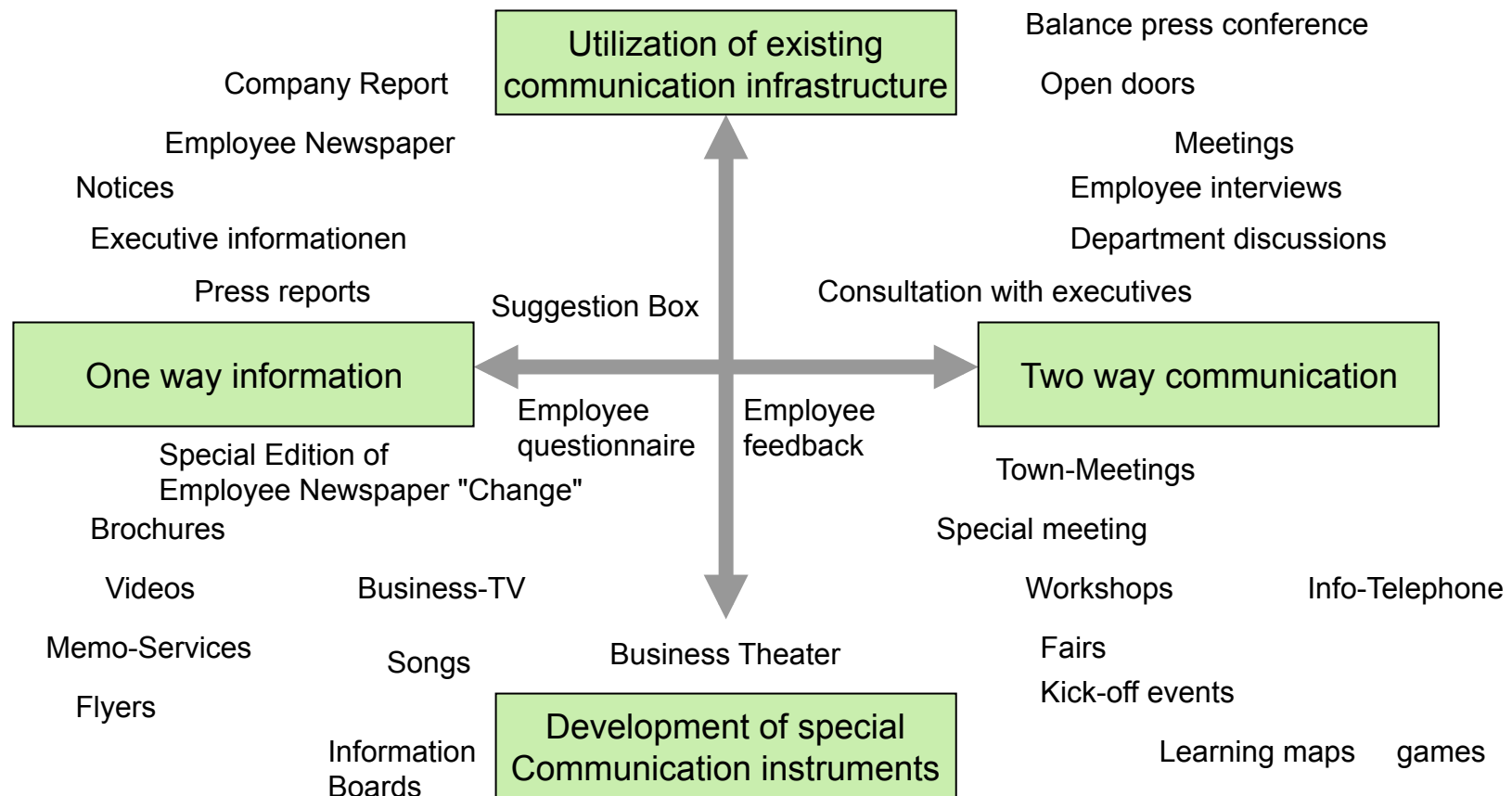
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Interventions and actions for the creation and regulation of change processes

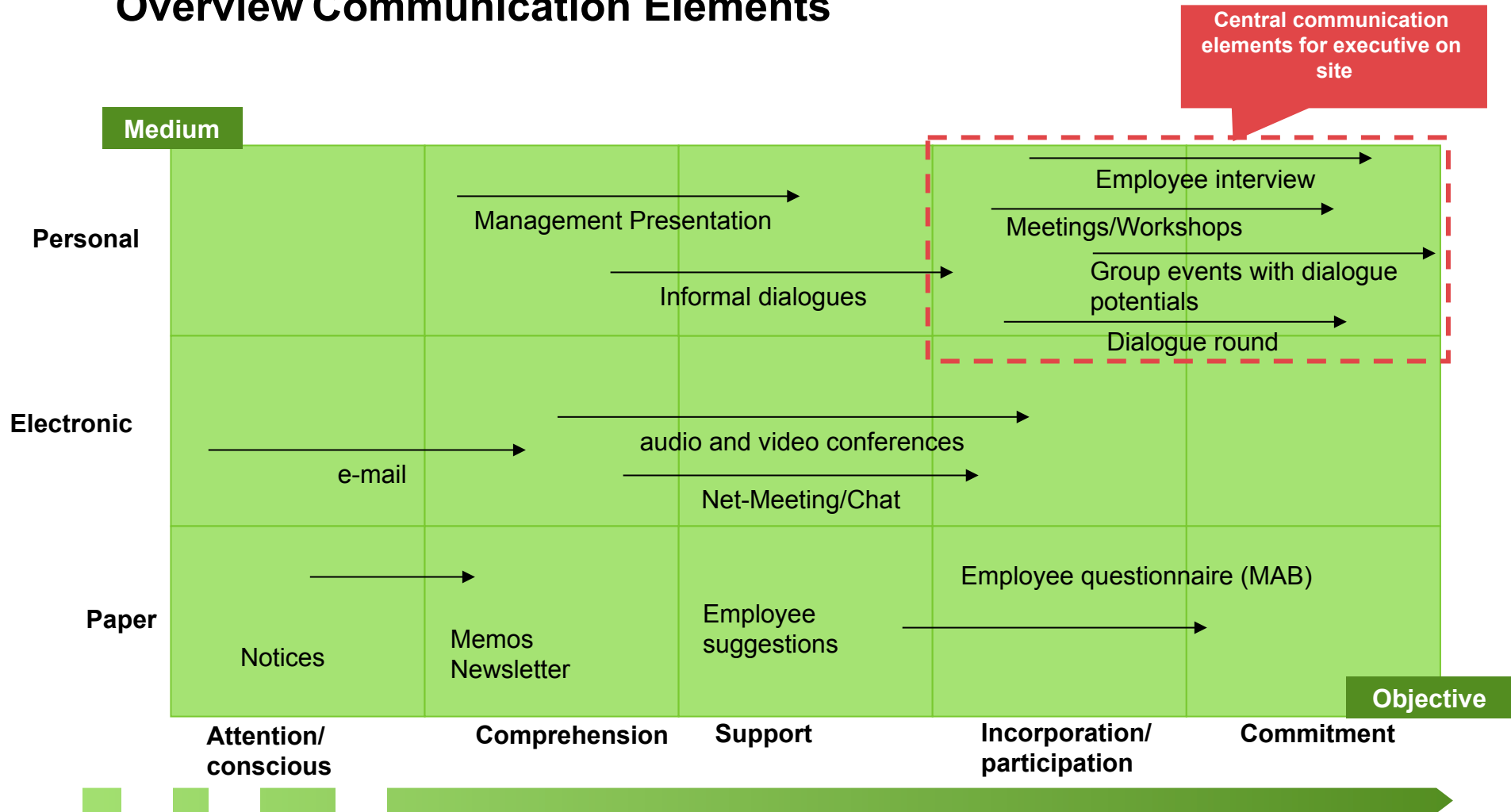
Frequently there is a broad communication spectrum on organisational level



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Overview Communication Elements



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Tips for the Development of a Communication Strategy

7 Steps for the communication strategy

1. Take stock of the existing/previous communication activities
2. Set measurable communication objectives
3. Counteract flood of information and disorientation with regulated subject management
4. Adjust communication to target group
5. Provide communication with clear process description; assign responsibilities
6. Determine means and media for communication objectives
7. Adjust means and media to communication objectives
8. Continuous monitoring of communication effects

"Dos" and "Don'ts"

- Start early; proactive rather than reactive
- Communicate personally, whenever possible
- Not everything at once, but only as much as the employees need to know
- Limit the communication to two to three core statements
- Create personal reference: „What does XY mean for me?“
- Communication must be precise, convincing and credible
- Repeat statements via different channels
- Create “basic noise“; set new impulses ever 4 to 6 weeks
- Think in processes rather than products
- Assign equal time to planning, definition of statements, receiving and evaluating feedback

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Exercise: Stakeholder Analysis/Position on the Change Curve/ Change Map/Intervention Architecture

Examples from own Change Process

1

Refer to your visualized stakeholder analysis

2

Determine the position of the three most important stakeholder on the change curve

3

Determine the position of your change project on the change curve

4

Based on these three steps determine a rough intervention architecture in visualized form (like the example)

Questions:

- What is the objective of the project?
- What is particularly important during the realization?

5

Keep record on a flipchart for the presentation of your results

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Content

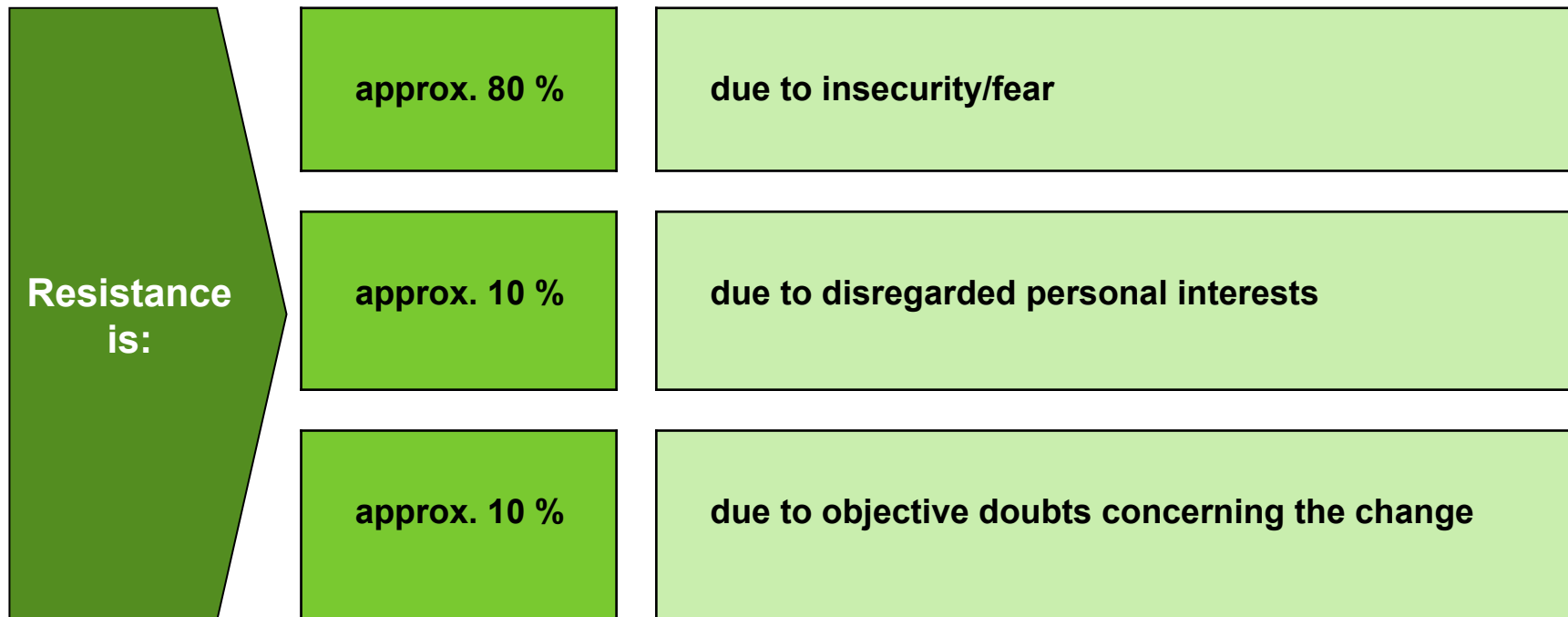
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Exposure to resistance

The causes for resistance are usually emotional

Rule of thumb



The most frequent reaction to resistance by the executives are increasing psychological strain and factual argumentation.

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Exposure to resistance

Speech makes resistance visible

Typical questions by affected persons

“What is the reason for this?” (→ reason and aim)	“Can I do this?” (→ Qualification)	“Do I want this?” (→ value, personal interests)
<ul style="list-style-type: none"> • What is the reason behind the change and is it plausible? • Are all aspects of the change transparent, or are aspects concealed? • Does it have to be this change? Are there more important problems? 	<ul style="list-style-type: none"> • Can I handle the upcoming challenges? • Can I manage the additional tasks? • What are my chances for good results? 	<ul style="list-style-type: none"> • What is the value? • Is my task sufficiently respected? • Which people will I be in contact with? • What do I lose due to the change?

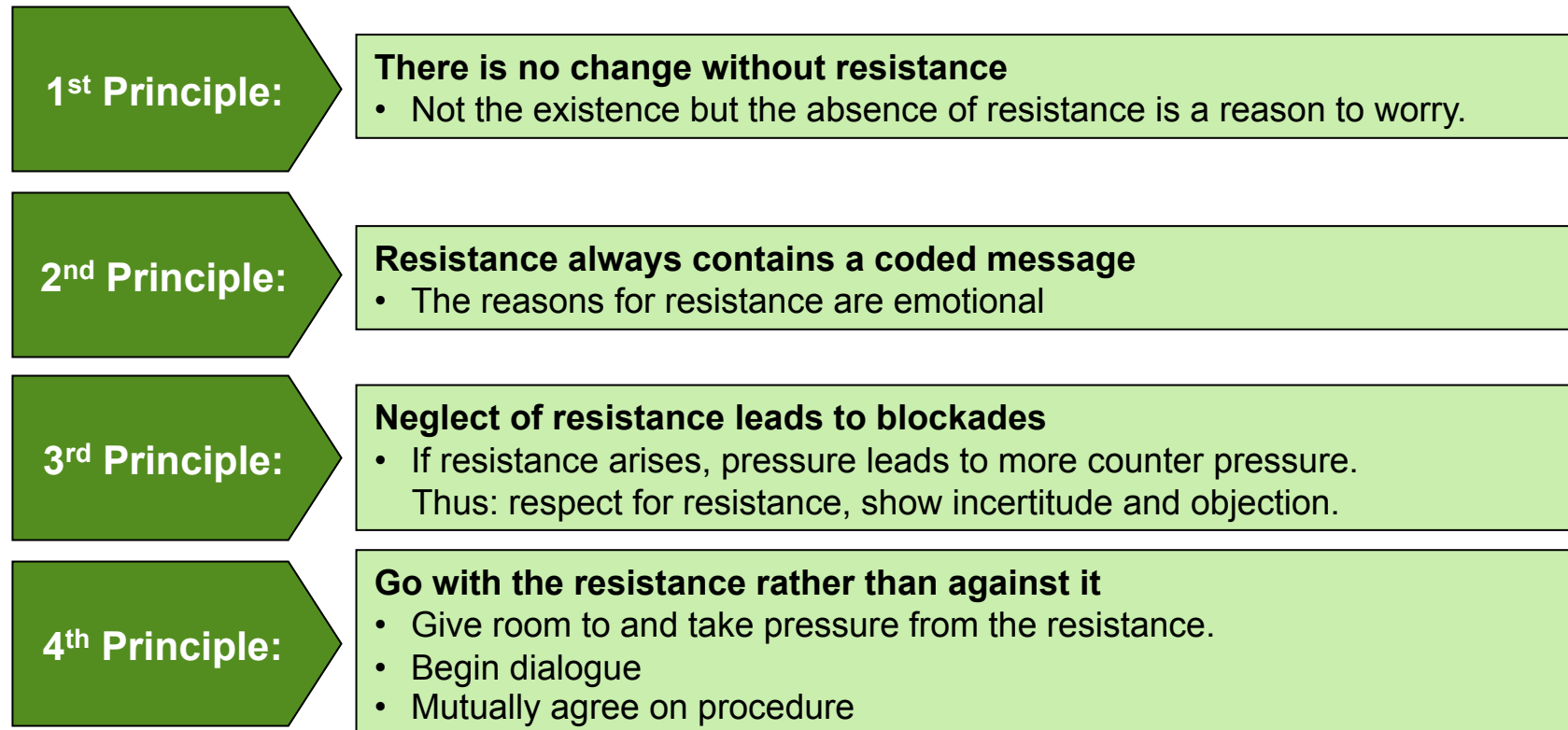
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Exposure to resistance

The symptoms for resistance show in various behaviors

	verbal: talk	nonverbal: behavior
aktive: offense	Disagreement <ul style="list-style-type: none"> • Counter argumentation • Accusation • Threats • Polemic • Strict formalism 	Agitation <ul style="list-style-type: none"> • Unease • Fight • Intrigues • Rumors • Creation of cliques
passive: defense	Evasion <ul style="list-style-type: none"> • Silence • Trivialize • Fool around • Making someone/something ridiculous • Talk about unimportant subjects 	Weariness <ul style="list-style-type: none"> • Inattention • Fatigue • Absence • internal emigration • Sickness

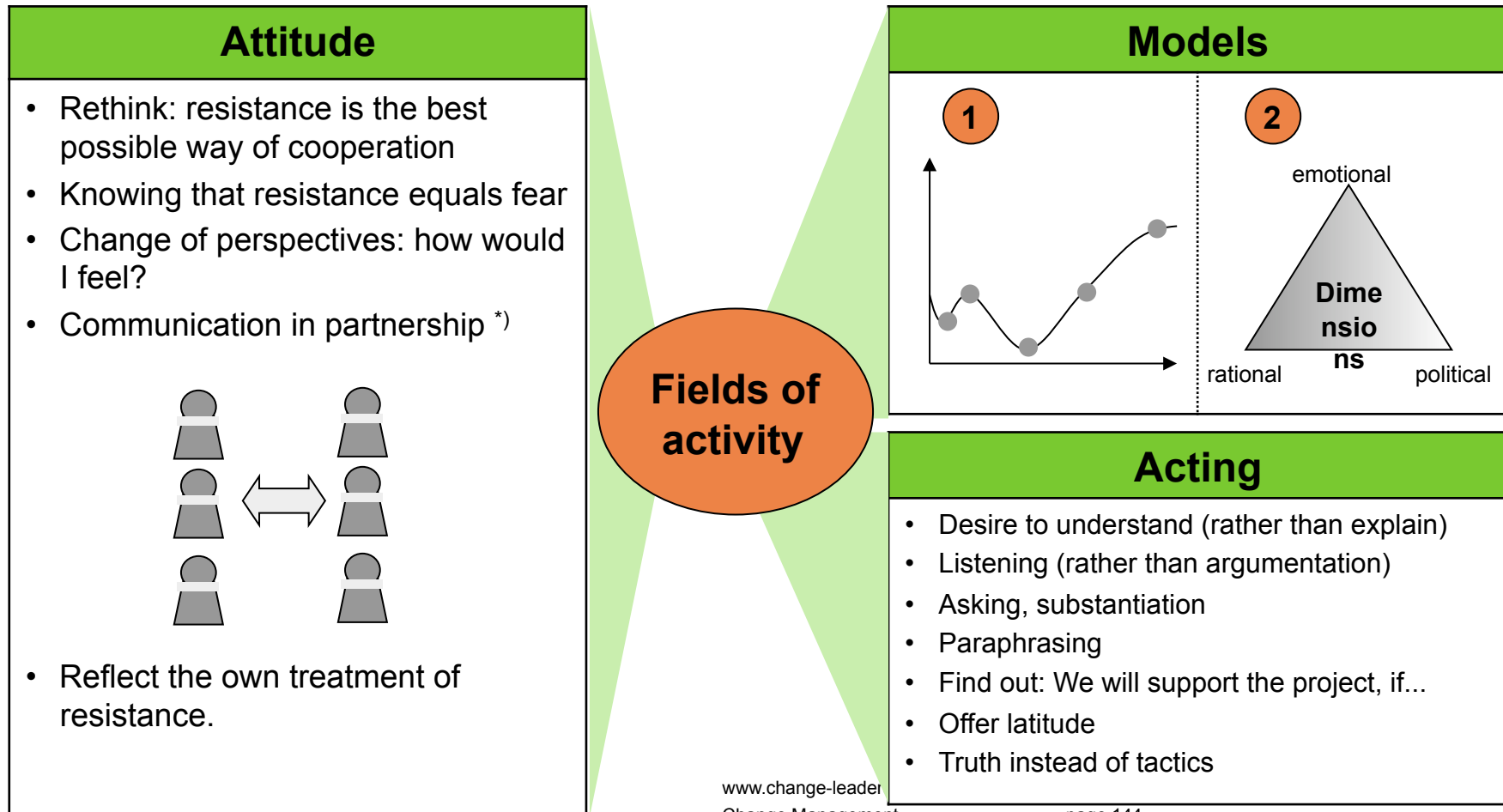
Four Principles for exposure to resistance



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Exposure to resistance

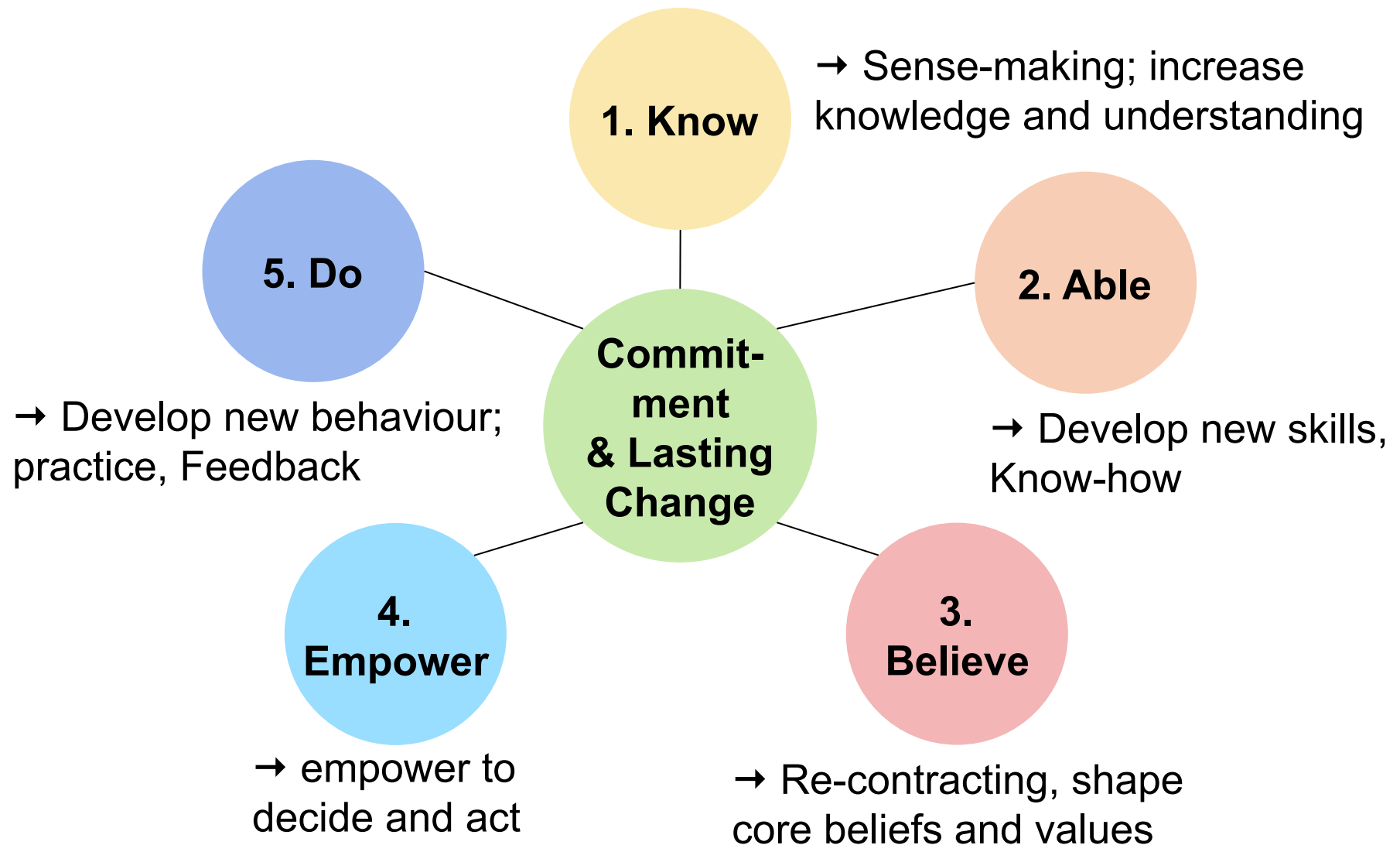
Your attitude, your acting and seismic models are helpful for the treatment of resistance



*) Explanatory model of the transaction analysis

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Involvement leads to commitment



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Final Exercise(1)

1 *Form teams of three persons and answer the following questions:*

<p>What do I enjoy about being a member of the change team/change scout?</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p>Where do I feel safe?</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p>What am I attracted to? What am I not attracted to?</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p>What is my ethos?</p>	<p>.....</p> <p>.....</p> <p>.....</p>

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Abschluss

Final Exercise(2)

2 Prepare feedback for both of your colleagues about your impressions of the workshop

What was your effect on me?	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
What are your strengths?	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
What could you improve?	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>

3 Sit together in groups of three persons and exchange your feedback. Conclude by giving your own evaluation.

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Appendix

The study regarding the subject Change Management by CGEY is based on a written questionnaire of executives

- 91 corporations including 9 DAX30-companies
- 55 % of the companies are located in Germany, 25 % in Austria, 20 % in other countries (50 % have their headquarters in Switzerland)
- Two thirds of the participating companies achieve a sales volume of over 1 billion Euro.
- Half of the companies employ more than 5000 people.
- The study covers a broad spectrum of industries of the economy.
- The questionnaire was processed by the responsible change management experts.