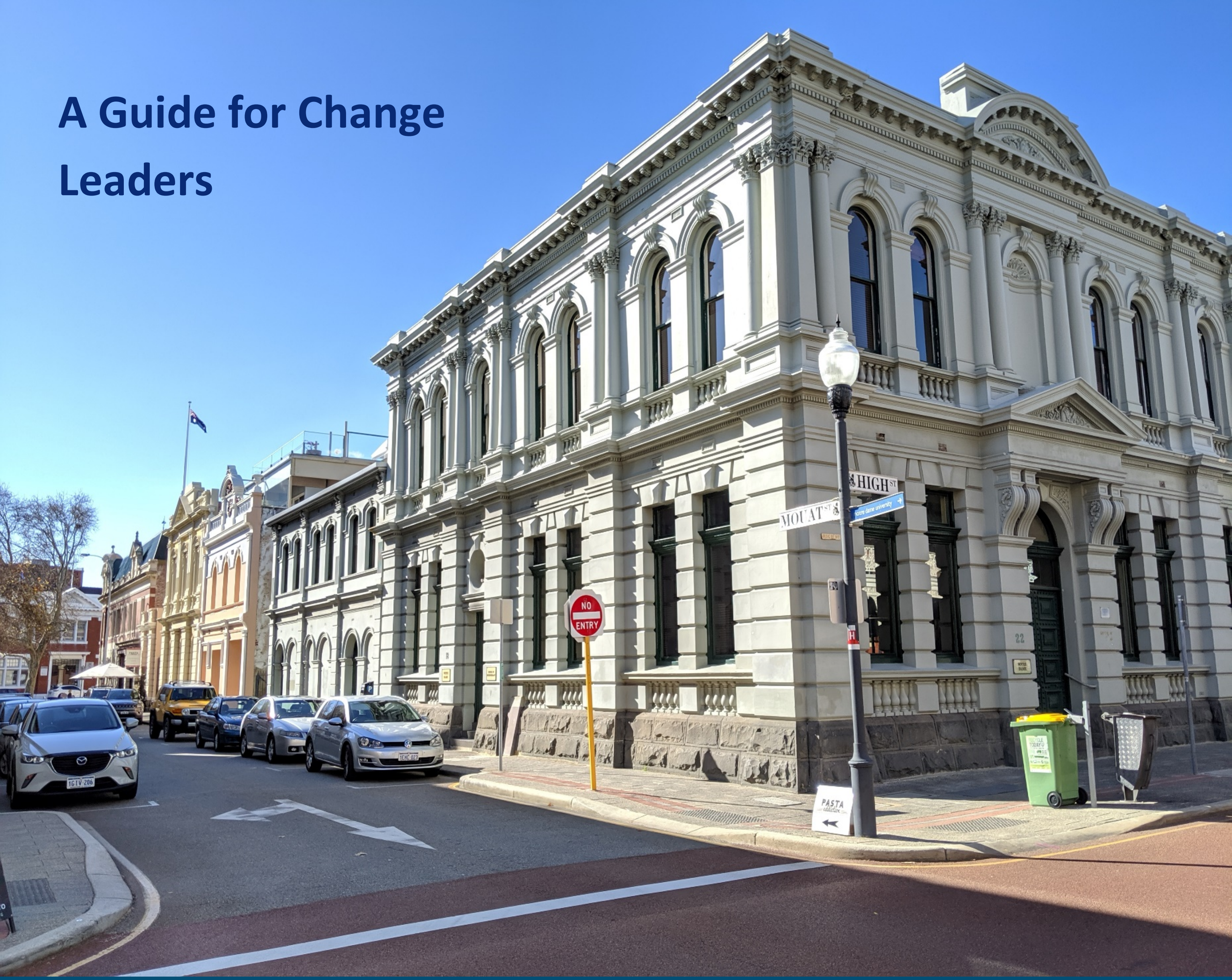
A Guide for Change Leaders



The University of Notre Dame
Developed by: People and Culture

This a guide for change leaders to identify, initiate and support organisational change.

In order to undergo change and respond to internal and external influences the University must be prepared to review the business and service delivery requirements and methodology in order to achieve continuous improvement.

As a Catholic University, our Objects will continue to reflect and enhance our traditions and practices to ensure we advance as an outstanding and desirable University.

The Objects of the University are:

a. **the provision of university education, within a context of Catholic faith and values; and**
b. **the provision of an excellent standard of -**
    i. **teaching, scholarship and research;**
    ii. **training for the professions; and**
    iii. **pastoral care for its student**

Contents

Purpose

This purpose of this is to enable change leaders to identify, initiate and support organisational change. In order to undergo change and respond to internal and external influences the University must be prepared to review the business and service delivery requirements and methodology in order to achieve continuous improvement.

The University has a relevant policy and guideline for managing workplace change however, this is an additional guide to compliment the process.

How to use this Toolkit

Why is a change management toolkit necessary?

In the 21st century we are surrounded by constant innovation, technology enhancements, and a connection to a global network, all of which has created a new normal of perpetual change. As a way of handling the increased volume of change, a plethora of proven tools and techniques have been created to aid individuals in managing change. As a result of these tools and techniques being globally socialized and tested, the necessary components for effectively managing change are known. These proven tools and techniques have been reviewed and curated into this toolkit which contains those most appropriate for use at the University of Notre Dame.

Who is this toolkit for?

This toolkit is designed for any individual responsible for leading a change initiative of any size.

How to use this toolkit?

This toolkit begins with an introduction to the importance of change management and goes over the seven components necessary to effectively manage change. It is organized into four main sections:

1. Change Management Pre-work
2. Manage Personal Transitions (resistance)
3. Develop Change Plan
4. Implement & Monitor the Change.

Each of these sections contain a collection of tools and techniques which organize the work needed for the change initiative and they are best followed chronologically. While a multitude of tools are provided, not all tools will be necessary for every change. When considering which tools to use, review the scope of the change identified.

Why Change Management?

Change management is often the key component in driving the success. As we know from our own experience, not all change initiatives are equally disruptive. Some will have a greater impact and be more challenging. Others may be barely noticeable.

Change can be bucketed into two main categories: Incremental and Transformational.

i. Incremental change is easier to implement successfully. It is often based on the current state in order to improve the existing way of doing our work. It typically involves fewer changes and affects a small number of people.
ii. Transformation change is more difficult to implement but has a greater impact on success.

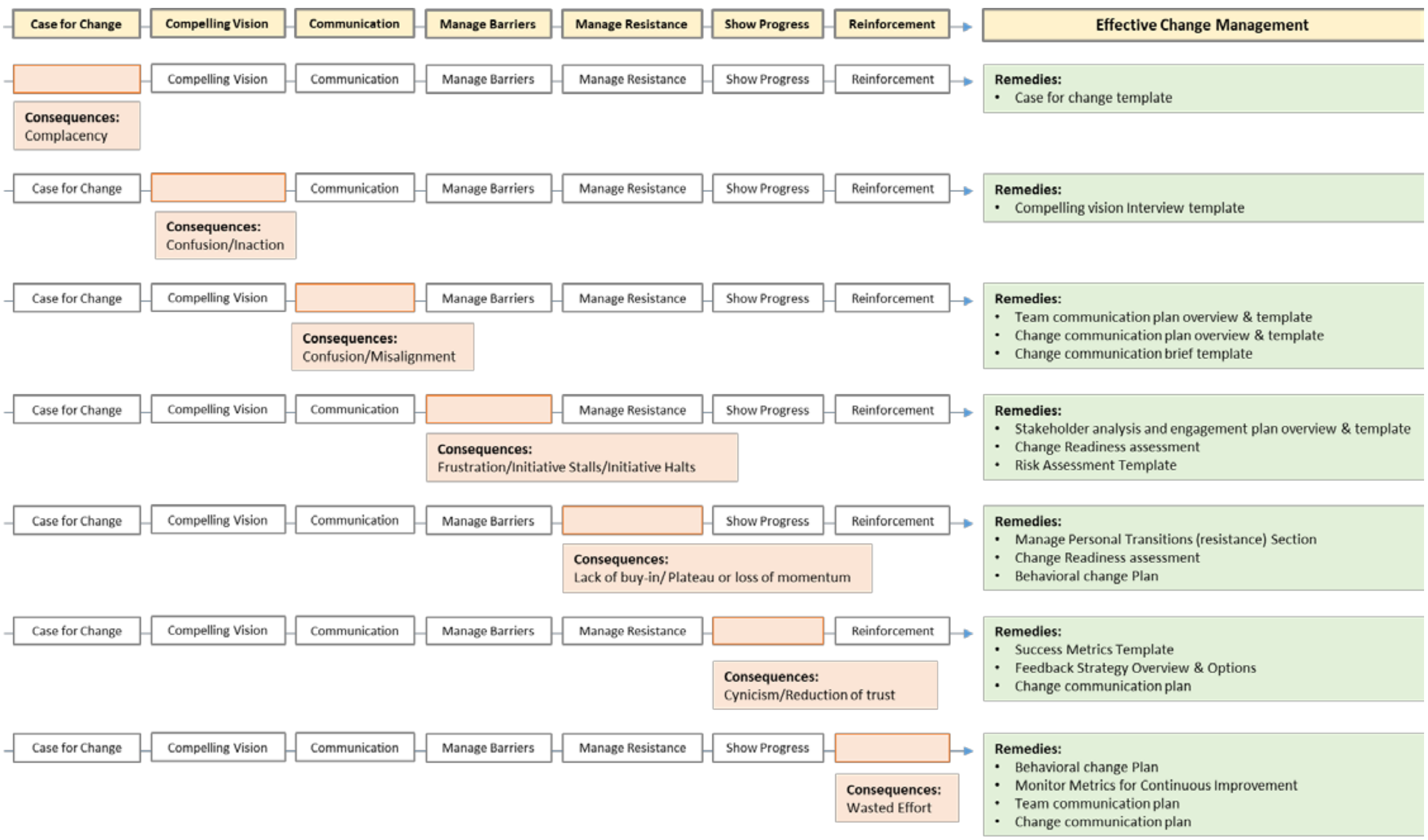
Things get more challenging when the change is transformational because it is designed from a future state and involves a fundamentally new way of doing things. This typically involves significant culture change and affects a large number. The complexity involved in culture change is often why it is easier to change the change than it is to change the culture.

Culture is our values, beliefs, assumptions, and unwritten rules. These shape our behaviors and mindset as well as our performance. Individuals within an organization co-create the culture through conversations and by following behavioral norms. In addition to the overarching culture of an organization, individual subcultures often exist. Taking both of these into consideration for your particular initiative is necessary when determining how to approach a change for your area.

Since there are many complexities involved in executing a change initiative, both change management and project management components are required. Sometimes change management and project management are mistaken as one in the same…when actually they are two complimentary yet different disciplines. Both utilize formal processes, tools, and techniques to plan for the change, manage the change, and sustain the change. While change management focuses on ensuring the support of the people, project management focuses on the work tasks to be executed. Coupled together, proactive change management and project management will lead to the actualization of the benefits of the change initiative

What happens if a Necessary Change Management Component is missing?

Industry statistics show that only 30% of organizational change initiatives are successful. For a change initiative to be regarded as successful, the desired objectives of the effort must be fully realized. The reason 70% of change initiatives fail is because organizations do not engage in effective change management. There are seven necessary components of change management. If any component is neglected, the result will be a less than optimal achievement of the initiatives goals. The below graphic illustrates the seven components required for successful change management and indicates specific consequences that occur when a component is missing. To assist you in proactively addressing each component, relevant remedies from the Toolkit are provided.



Organisation Design Principles for Consideration

These section is to assist change leaders when designing or redesigning the organisational structures. Organisational Design is the formal process for integrating the direction, information, people, and technology of an organisation to ensure alignment with business strategy. It is used to match the *form* of the organisation as closely as possible to the outcomes that the organisation seeks to achieve.

Any review of the organisational structure should be based on a clear understanding of the purpose and direction of the work area: how each position contributes to the area's purpose; and the relationships between positions. Positions then need to be designed to provide outcome focused accountabilities and relationships between positions. A review may be instigated whenever there is a business opportunity or need, for example changed business directions; the introduction of new technology; responding to client/market needs; changes in government policy/funding; and a need to improve service delivery.

A review is often conducted in order to determine how the business needs to improve and best conducted in line with annual business and workforce planning processes or in response to key events (such as changes in student needs, funding, technology, processes, priorities). Depending on what aspect of the business is being improved, there is an opportunity to develop structures that improve career opportunities, decision making and communication flow.

The following are guiding principles for consideration:

1. Structure and design supports the University's Strategy (Nimble, Innovative and Entrepreneurial)

- Does the organisation's structure and design support strategy and purpose?
- Is the structure and design a vehicle to support change culture and drive future business outcomes?
- Does the structure support flexibility so that resources can be deployed according to shifting priorities?
- Is the structure financially sustainable?
- Will this structure enable critical work activities to be successfully delivered?

2. Client/Student Expectations Are Met (Customer Focused)

- Will the organisational structure help efficiently deliver quality products and services to clients?
- Does the structure support quality client service that caters for different client needs?
- Can clients and others navigate the structure to get to what they need easily?
- Does this structure prioritise the services that are beneficial to the outcome or experience of the core clients?

3. Cooperation and Support to Core Business

- Does the organisation structure facilitate cooperation with other areas of the University?
- Are dependencies and interdependencies clear and manageable?
- Are the structures allowing decisions to be made quickly and as near as practical to the point of action?
- Are the structures allowing for clearly defined accountabilities and meeting client expectations?
- Are resource decisions and structures designed to nurture and protect core business activities?
- Are these structures bringing together the most cost-effective and aligned services possible?
- Do these structures minimise duplication of services, roles and responsibilities occurring within the University?
- Have options of sourcing externally or amalgamating with other like Units been explore for specialist services that do not meet supporting core business?

4. Staff composition is manageable (Span of Control and Management Layers)

- Are business units of a size and composition that allows supervisors to provide meaningful support and feedback to support staff performance? Workgroups are recommended to consist of 8- 10 direct reports for non-academic work areas and with 20 – 30 direct reports for academic work areas (more autonomous roles by the nature of the role) depending upon the nature of the work, the people in the roles, and the established processes.
- Does the size of the business unit allow for leave flexibility and adequate budget allocation to cover critical staff-related costs such as training and development?
- Does the size of this business unit allow for efficiencies associated with being a separate organisational entity (for HR/Finance services and administrative requirements such as annual reviews etc)?
- Does the structure enable clear and well-informed decision making and communication?
- Does each level of supervision add value, or are there too many layers?

5. Structures comply with governance and legislative responsibilities (Accountability and Governance)

- Does the structure enable compliance with governance, legislative and reporting requirements?
- Does the structure and design suit the style of management and governance?
- Are accountabilities and reporting lines clear?
- Are there multiple reporting lines? If so, are these clear and manageable?

6. Structure incorporates opportunities for career progression (Career Progression)

- Does the structure support career progression for staff? Clear relationships between positions means that staff can broaden their capabilities and experience, act in vacant higher positions, or take on partial higher duties.
- Does the structure set clear relationships between positions?

7. Regular reviews are conducted (Continuous Improvement)

- Are structures reviewed regularly against these principles?
- How will the structure and design be reviewed and how will key stakeholders be involved in reviewing the structures?
- Is there a compelling business case to be developed against these principles?

Change Management Pre-Work

Case for Change Template

Compelling Vision Interview Template

Working with your Sponsor Overview

Sponsor Expectation Tool

Stakeholder Analysis and Engagement Plan Overview

Stakeholder Analysis and Engagement Plan Template

Change Readiness Assessment (Baseline)

Behaviour Change Plan

Team Communication Overview

Team Communication Plan

Case for Change Template

The *Case for Change Template* is a tool that provides the Change Manager with one place to capture all the reasons a change needs to occur. Information to complete this template will be pulled from existing documents: Scope of Work, Project Charter, and relevant background information provided by the Sponsor.

Information on this template will be used to craft communications for each relevant audience impacted by the change.

To reveal the reasons for the change answer the following questions.

Background What current problems need to be solved? How did we get here?	
Current State Where are we now? Why is what we're doing currently not working? What opportunities are being missed?	
Risks of Not Taking Action What future problems are anticipated if no action is taken? What is the impact to the organization?	
Benefits of Taking Action What are the benefits of making the change? What is the impact to the organization?	

Audience:

- ☐ Tailor the Case for Change message to the audience
- ☐ Narrow focus to 3-5 specific (most compelling) things that will resonate with that audience
    - Sponsor
    - Process Owner(s)
    - Sub-process Owner(s)
    - Directors/Managers of impacted employees
    - Impacted Employees
    - Customers

Compelling Vision Interview Template

The *Compelling Vision Interview Template* is a tool that provides the Change Manager with probing questions to discuss with the Project Sponsor. Answers to these questions will be used to craft communications for each relevant audience impacted by the change.

To discover the Sponsor's vision for the change discuss and answer the following questions.

Organizational Goal What do we hope to achieve?	
Organizational Benefits How will things be better?	
Impact to Stakeholders Expected benefits?	
Impact to Stakeholders Potential consequences or impacts?	

Audience:

- ☐ Tailor the Compelling Vision message to the audience
- ☐ Put yourself in the shoes of your stakeholders – what will be inspiring to them?
    - Sponsor
    - Process Owner(s)
    - Sub-process Owner(s)
    - Directors/Managers of impacted employees
    - Impacted Employees
    - Customers

Working with your Sponsor Overview

To ensure actively engaged Sponsorship for a change initiative it is imperative to achieve the most impactful results of a change initiative a strong and active Sponsor is imperative. To ensure a Sponsor is actively engaged they must be educated on their role. The most impactful sponsors will:

1. Serve as a champion for the change initiative
2. Review and approve the Project Charter
3. Secure resources for the project including budget and team member time
4. Regularly review project progress and performance
5. Approve necessary adjustments based on implementation performance results
6. Attend project kick-offs and closing
7. Broadly communicate: personal commitment to change, key milestone achievements, celebrate project successes
8. Review pre and post implementation metrics to evaluate realized benefits of change initiative

The below outlines how to work with the Sponsor throughout the lifecycle of a change initiative:

YOUR RESPONSIBILITIES WHEN WORKING WITH THE SPONSOR

Pre-Implementation

- Collaborate with Project Sponsor to create Project Charter and obtain go/no-go decision
- Review with the Sponsor items listed on the *Sponsor Expectation Tool* for each phase of the project and obtain their agreement for assuming these responsibilities. *Note: If the Sponsor is unable to commit to all described responsibilities, determine workarounds with the Sponsor for who will undertake these tasks (e.g. Steering Committee).*
- Discuss with the Sponsor what is most critical and what can flex for the Project Plan (scope, time or resources)
- Agree to Sponsor's preferred cadence and expected content for progress updates
- Ensure Sponsor can attend pre-implementation meeting with a personal commitment message

Note: If a project has multiple Sponsors, your goal is to ensure each Sponsor has an equal voice. To do this, conduct a meeting where all sponsors and yourself are in attendance to gain alignment of project vision, objectives and scope. Then establish ongoing working agreements with the use of a RACI which may be supplemented with Gradients of Agreement, Project Charter objectives and risk logs if necessary.

Implementation

- Refresh the Sponsor on their commitment by reviewing items listed on *Sponsor Expectation Tool* for the Implementation phase
  Note: If the Sponsor is unable to commit to all described responsibilities, determine workarounds with the Sponsor for who will undertake these tasks (e.g. Steering Committee).
- Ensure Sponsor can attend implementation kick-off to publically acknowledge the work done to date and recognize individuals who were instrumental in the project's launch
- Based on agreed upon cadence, provide performance updates to the Sponsor indicating project successes and opportunities for improvement
- Work with the Sponsor to iterate the project as necessary until desired results are achieved

Post-Implementation

- Refresh the Sponsor on their commitment by reviewing items listed on *Sponsor Expectation Tool* for the Post-Implementation phase
  Note: If the Sponsor is unable to commit to all described responsibilities, determine workarounds with the Sponsor for who will undertake these tasks (e.g. Steering Committee).
- Ensure Sponsor can attend project close-out to discuss lessons learned and provide official sign-off for project closure
- Proactively discuss with Sponsor ongoing sustainability of change initiative

Sponsor Expectation Tool

Effective project sponsorship is essential to the success of a change initiative. The executive sponsor is accountable for achieving the initiative's expected realized benefits. The project sponsor serves as the primary link between the project work team and executive leadership. This involves acquiring the necessary organizational support and facilitating strategic decision making to ensure a successful project outcome.

Throughout the lifecycle of the change initiative (pre-implementation, implementation, post-implementation) an effective sponsor must actively engage in the following activities:

Ensure Alignment + **Ongoing Communication** + **Gain Commitment** + **Arrange Resources** + **Facilitate Problem Solving** + **Provide Support** + **Build Sustainability** = Effective Sponsorship

The below outlines the responsibilities of an effective sponsorship throughout the lifecycle of a change initiative:

SPONSOR RESPONSIBILITIES

Pre-Implementation	Implementation	Post-Implementation
☐ Ensure alignment with strategic goals ☐ Assess organizational readiness based on existing commitments ☐ Create and lead Steering Committee (if needed) ☐ Contribute to Project Charter & provide sign-off for go/no-go decision ☐ Communicate expected project benefits to impacted stakeholders ☐ Delegate decision making authority as appropriate ☐ Champion project pre-implementation kick-off with a personal commitment message ☐ Serve as point person for escalated issues ☐ Approve Project Plan and secure project resources ☐ Attend regular status updates and provide feedback to prevent scope creep and course correct if needed	☐ Delegate decision making authority as appropriate if iterations are necessary ☐ Kick-off project implementation launch by publically acknowledging work done for the change initiative ☐ Receive regular status updates and provide feedback ☐ Spearhead ongoing executive level communications and Steering Committee updates ☐ Celebrate key milestones with Project Team ☐ Communicate key milestones to impacted stakeholders	☐ Broadly communicate and celebrate realized benefits and lessons learned ☐ Attend lessons learned session and provide official sign-off for project closure ☐ Sustain realized benefits by ensuring people and processes are in place for long term stability

Stakeholder Analysis and Engagement Plan Overview

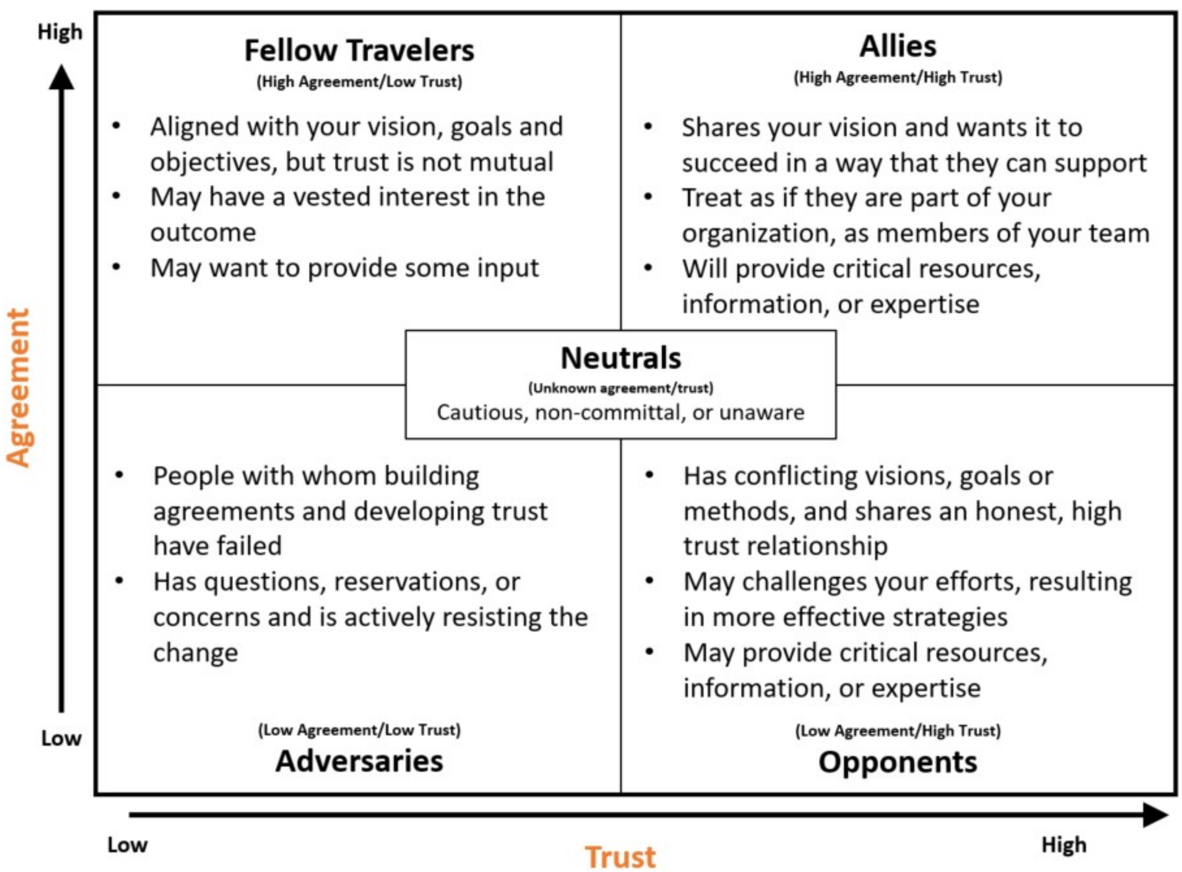
What is a Stakeholder?

A stakeholder is a person who has a vested interest in something and who is impacted by and cares about how it turns out. Refer to your COPIS, created during the process mapping phase of the project, as it provides a starting list of stakeholders.

Potential Stakeholders:

- People who can exert influence or pressure on your change
- People responsible for creating your change
- People who can choose to use or not use the results of your change
- People who will ultimately benefit from the work of your change

Stakeholders Types:



R

Block's Stakeholder Strategies

Identify each of your stakeholders into their appropriate types:

List Your Allies
List Your Opponents
List Your Fellow Travelers
List Your Neutrals
List Your Adversaries

Strategy for engaging each Stakeholder Type:
Once your stakeholders are identified into the appropriate type, it is a best practice to prioritize stakeholder engagement in the following order:

1) Allies,
2) Opponents
3) Fellow Travelers
4) Neutrals
5) Adversaries

This prioritization strategy ensures the highest level of ongoing support for the change effort.

Stakeholder Approaches:
Listed below are various approaches for each Stakeholder Type to either maintain or shift each stakeholders' level of commitment.

Allies (High Agreement/High Trust)

An approach for Maintaining Agreement and Trust

Goal: Affirm agreement

1. Reaffirm the quality of the relationship
2. Acknowledge any doubts and vulnerability you have with respect to your vision and project
3. Discuss their issues or concerns with your project
4. Ask them for advice and support
5. Achieve understanding on their role and responsibilities
6. Confirm their commitment to support your project

Fellow Travelers (High Agreement/Low Trust)

An approach for Maintaining Agreement and Increasing Trust

Goal: Build trust

1. Reaffirm agreement by reiterating the value and importance of their support of your project
2. Acknowledge any caution that exists
3. Make it clear you are not expecting them to get actively involved
4. Ask them how they would like to be updated on the project going forward

Opponents (Low Agreement/High Trust)

An approach for Shifting Commitment and Maintaining Trust

Goal: Build agreement

1. Reaffirm the quality of the relationship
2. Identify their particular skills and talents and how these connect to your project
3. State your position (case for change, vision for change, benefits to them)
4. State what you think their position is in a neutral way
5. Extend a personal invitation for them to get involved with your project
6. Engage in problem-solving so that you build something together
7. Confirm their commitment to support your project

Adversaries (Low Agreement/Low Trust)

An approach for Shifting Agreement and Increasing Trust

Goal: Minimize threat to your project

1. Estimate the impact on your project if this person is not on board
2. Identify individuals who can educate you about this person, their issues and concerns
3. State your position (case for change, vision for change, benefits to them)
4. Ask questions that respectfully uncover root cause of their resistance
5. State what you think their position is in a neutral way
6. Identify your own contribution to the lack of trust that exists
7. End the meeting with your plans and no demands
8. If you are going to go around them or over them, tell them your plans
9. Let go; the more you try to convert and pressure them, the more entrenched they will become in their position

Neutrals (Unknown Agreement and Unknown Trust)

An approach for Determining Agreement and Level of Trust

Goal: Educate and determine their position

1. State your position (case for change, vision for change, benefits to them)
2. Ask where they stand
3. Ask what it would take for them to support your project
4. Extend a personal invitation for them to get involved with your project

Stakeholder Analysis and Engagement Plan Template

Assess the level of commitment of each stakeholder and determine the actions needed to enhance agreement and trust.

- List all stakeholders identified above for your proposed change
- Describe your perception of their current understanding
- Place an "**X**" in the column that denotes their current Stakeholder Type
- Place a "●" in the column to denote the desired Stakeholder Type
- Describe the desired understanding you would like them to have
- Based on their current Stakeholder Type, cut and paste the approach provided in the *Stakeholder Approaches* section to develop an action plan for engaging with the stakeholder

Stakeholder	**Current Understanding** *(Describe stakeholder's current understanding of the project and any needs/concerns)*	**Neutrals**	**Adversaries**	**Fellow Travelers**	**Opponents**	**Allies**	**Desired Understanding** *(Describe the desired understanding for each stakeholder to ensure successful adoption)*	**Discussion Approach** *(List the elements of the approach you plan to use with the stakeholder)*

Change Readiness Assessment (Baseline)

Questions to Assess Change Readiness ________________________	Yes	Partial	No
(Awareness) Does your team or does your stakeholder understand…			
1. the problems inherent in the current situation?			
2. the opportunities that are being missed if the change doesn't happen?			
3. what is trying to be achieved?			
4. how things will be better?			
5. how the change will impact their area of work?			
6. what their role will be in the future state?			
(Desire) Does your team or does your stakeholder…			
1. know that management is aligned with the change efforts?			
2. feel their concerns, questions, and needs are being heard?			
3. feel hopeful about the future?			
4. see value in the change?			
5. believe a well thought out strategy is being put in place to achieve the change?			
(Knowledge) Does your team or does your stakeholder… (skills, informational, training)			
1. have the necessary information, knowledge and skills to successfully fulfill their role?			
2. know where to go for additional information about the change?			
3. know what campus resources are available to support the personal side of change?			
4. know what success looks like?			
5. have a plan to achieve success?			
6. know which behaviors will need to change?			
(Ability) Does your team or does your stakeholder… infrastructure (systems, tools)			
1. believe that the organization has provided appropriate resources (time, staff, information, etc.) to support the anticipated change?			
2. have the necessary systems, processes, and policies in place?			
3. have the ability to execute the new behaviors required for the change?			
4. know how to perform the required tasks?			
(Reinforcement) Does your team or does your stakeholder…			
1. view management as a resource for removing/overcoming barriers?			
2. have mechanisms in place to reinforce the required behaviors?			
3. have metrics in place to assess the ongoing effectiveness of the change?			
Total			

Behaviour Change Plan

To achieve successful implementation, changes in individual behaviors are required. Behavioral changes cannot be left to chance; they must be proactively planned for.

A behavioral change plan defines what success looks like, so it can be measured after the change is implemented. The most successful behavioral change plans look at the:

- Behaviors that need to change
- Systems, processes, and procedures that need to be in place to ensure success
- Other preparation activities required (e.g. training)
- Consequences necessary to sustain behavioral change

Using the questions below, a behavioral change plan is created by the team, for the team, to ensure sustained behavioral change. The leader creates an initial draft of the plan which is distributed to the team to obtain feedback. The team's feedback is then incorporate into a revised plan in order to achieve buy-in prior to implementation.

1. What behaviors need to change?
2. What does success look like? How will you measure it?
3. What knowledge, skills, and abilities are needed to ensure new behaviors?
4. What systems and tools are needed to support the behavior change?
5. What new policies, procedures, and/or processes are needed to support the behavior change?
6. What training is needed to support the behavior change?
7. What organizational assistance is available to emotionally support the employee?
8. What reinforcements/consequences need to be in place to sustain behavior change?

Team Communication Overview

To achieve successful implementation, ongoing team communication is required. Communication must be proactively planned for and scheduled.

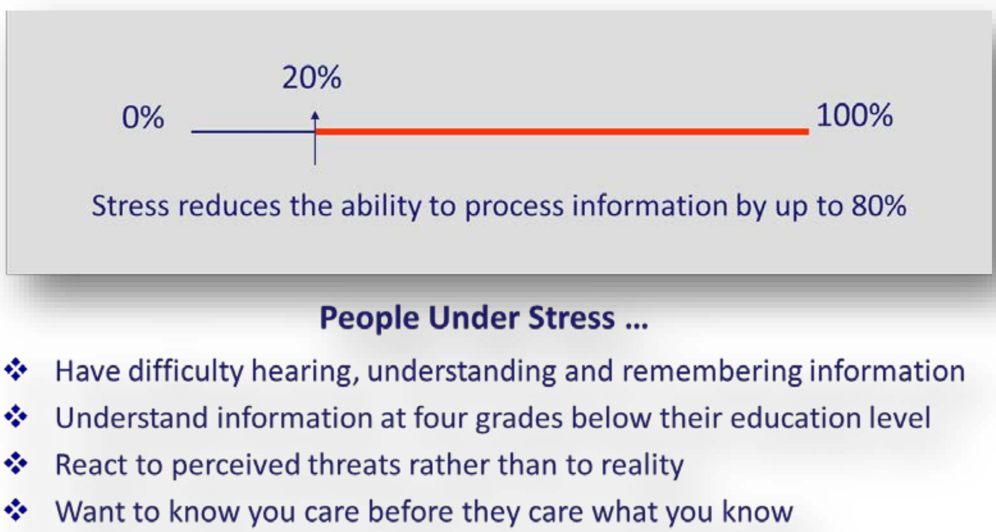
During times of change it is not uncommon for leaders to experience the following frustrating scenario:

As the manager, I feel like I have communicated clearly and frequently about the current changes, the business plan to address the changes, and the need to move forward. However, the large majority of my team seems confused about any possible changes and at least one staff member has blamed me for not giving the staff enough information.

Leaders often wonder… Why does this happen?

We know from brain imaging research, that we can't think cognitively very well when we are emotional. The deductive reasoning area of our brain actually shrinks! When anxiety and fear are cumulative, our ability to function actually becomes impaired. This is true for us and for our employees. As supervisors, not only do we need to take steps to address our own emotions around the change, but we need to provide resources, be available to our employees, and role model self-care

The reason we communicate extensively during change is to ensure that everyone is hearing the same message, understands the new direction, and how their work and behaviors will be impacted by it. Something to keep in mind is…when people are under stress, their ability to process information is reduced by 80%.



Team Communication Plan

The goal of change communication is to facilitate sustained realization of the change goal by recommitting people along the way. Keep in mind as you are communicating that people have a limited capacity to absorb information under stress. This is why you simply cannot communicate too much.

Type of Meeting	Purpose of Meeting	What to Communicate

Initial Group Meetings	• Listen and encourage dialogue specific to the proposed change
	• Deliver change message
	    o Case for change
	    o Vision for the future
	    o Explain how the team's work will be impacted by the larger organizational change
	    o What is/isn't changing
	• Address issues, concerns and ideas
	• Review initial draft of the team specific Behavioral Change Plan
	• Explain next steps:
	    o Upcoming 1:1s
	    o Creation of work team to provide feedback on Behavioral Change Plan
	• Reference *Best Practices for Communication**
		When building commitment, begin by reiterating the global organizational message about the change (both Case and Vision). Then provide specific information about how this change will impact the team's work. This helps those affected learn and understand what actions are required of them to actualize the change and achieve its desired outcomes.
		
		Throughout the lifecycle of the change, communicate constantly and continue to provide opportunities for the team to raise concerns and provide input. During times of change, leaders often feel they have communicated excessively, while employees believe they haven't received enough communication. It is critical for leaders to understand that during times of change employees are under a great deal of stress. Physiologically, stress reduces people's ability to process information by up to 80%.
		Therefore, if you think you have communicated enough, communicate 10X more and then it may actually be enough.
		
		In addition to frequent communication, it is also important to use both group and 1:1 meetings as an opportunity to ascertain each individual's level of commitment for the proposed change.
		For those who aren't fully committed, use 1:1 meetings to discover/discuss what would move the person further towards acceptance.
		
		1:1 conversations also provide an opportunity for the leader to continually assess each team member's emotional stage. Once the stage is identified, use the information provided in *The Change Process – Indicators & Strategies (Kubler-Ross)*, to provide the appropriate support needed.

Examples of techniques for team engagement

Method	Description	Benefits	Considerations
Team Meetings	Defined teams meet to discuss their ideas	• Good for when a manager needs to pass information down to their team. • Safe environment as staff know each other • Address similar issues causing anxiety • Capture joint expertise to solve an issue	• Adequate time must be allowed for group discussion • Needs to be facilitated
Online Information and Feedback Site	A website provides available information for employees. An email address or other online mechanism is provided for employees to record feedback	▪ Easy for staff to access at their convenience ▪ Employees may feel safer offering feedback this way	• Ensure feedback is acknowledged.
Group Email	An email is sent out to stakeholders	• Easy to communicate information to a large group of people	• This is only a one way communication tool. An email address or other feedback mechanism must be provided.
Surveys	A tool used to collect quantitative or qualitative information. A survey may focus on opinions, factual information or involve asking individuals questions. Survey questions are usually structured and standardised	• An efficient way of collecting information from a large number of respondents • Can be anonymous	• Will employees complete a survey? • If surveying large numbers who will collate the results of the survey?
Focus Groups	A focus group can be defined as a group of interacting individuals having some common interest or characteristics, brought together by a moderator, who uses the group and its interaction as a way to gain information about a specific issue.	• Identifying problems and engages participants in suggesting solutions • Encourages different perspectives	• Ideal number is seven to ten people • Needs representatives from a range of perspectives and work areas • Needs to be facilitated • Group discussion is conducted several times with similar types of participants to identify trends and common themes
Comment Walls	A question is put on a board, wall or paper that is in a prominent place for a certain period of time (one – two weeks). Employees can add their thoughts and comments to the wall	• Can be placed at multiple locations and sites • Enables employees to take time to consider their feedback and add to over a period of time • Is anonymous	• Ensure employees are aware of the location and purpose • Employees may be influenced by prior comments made by other employees

Manage Personal Transitions (Resistance)

To Change Behaviour - Motivate Others

<u>Ways to Motivate Others (make people feel the need for change)</u>

Find the Feeling
Knowing something is not enough to cause change. When people fail to change, it is usually NOT due to a lack of understanding. Analytical arguments don't motivate; emotions motivate. Eliciting negative emotions can motivate quick/specific actions, but eliciting positive emotions is a better approach when broadening/building actions are needed for the change effort.

Shrink the Change
When a task seems too big, or a journey too long, other can become overwhelmed and resists. Others can be easily demoralized and they need a lot of reassurance. One way to make the change less daunting is to help others create impact and feel closer to the finish line by proactively planning for quick wins and creating easy to reach milestones. Others will find it more motivating to be partly finished with a longer journey than to be at the beginning of a shorter journey. Quick wins and easy to reach milestones, create a sense of progress and immediate impact and make the change effort seem less daunting. These create feelings of hope and increase others confidence that the change can succeed. Feelings of hope and confidence are motivating.

Grow Your People
Any pursuit, event one that is ultimately successful, is going to involve failure and the Elephant really, really, hates to fail. Failure triggers a "flight" instinct. To keep others motivated, adopt a learning frame to assist a growth mindset. Lasting change is rarely a smooth journey. More often, it is experienced as three steps forward and two steps back. Create the expectation that while the overall mission will NOT fail, failures are expected along the way. Others will persevere if it expects the journey will be hard before it is easy, and if it perceives falling down as learning rather than as failing.

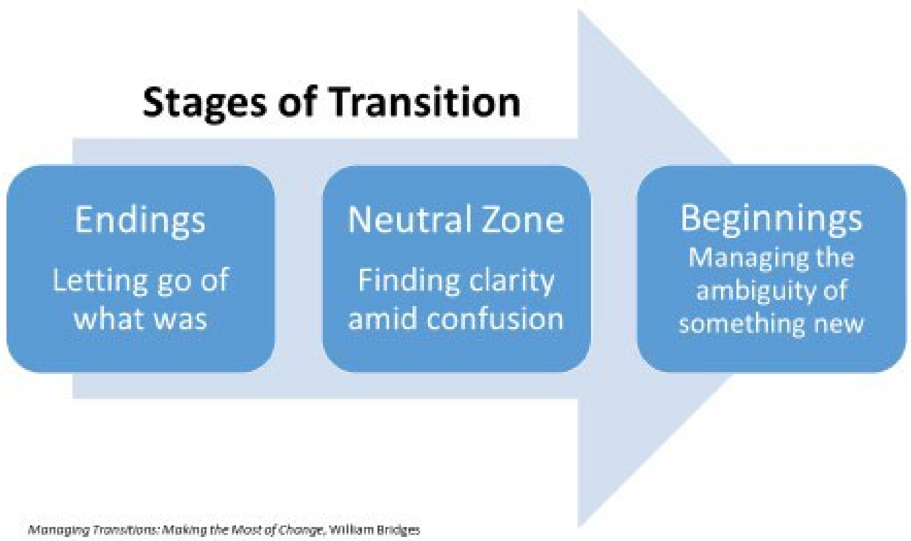
Transition Model (Bridges)

As a leader of change, it is important to recognize how change will impact the emotional experience of an employee. One way to understand change is in terms of situation and transition.

Change is situational. It is a disruption of expectations (e.g. new worksite, manager, roles, policy, processes, technology, etc.). Every change, even the most longed for, requires leaving something behind and letting go.

Transition is psychological. It is the process people must go through to come to terms with the new situation. It requires letting go of something, grieving in some way, experiencing feelings of loss and processing those effectively in order to move forward. This requires time and, since it is experienced internally, it may be invisible or hard to observe in others.

The transition process has three stages:



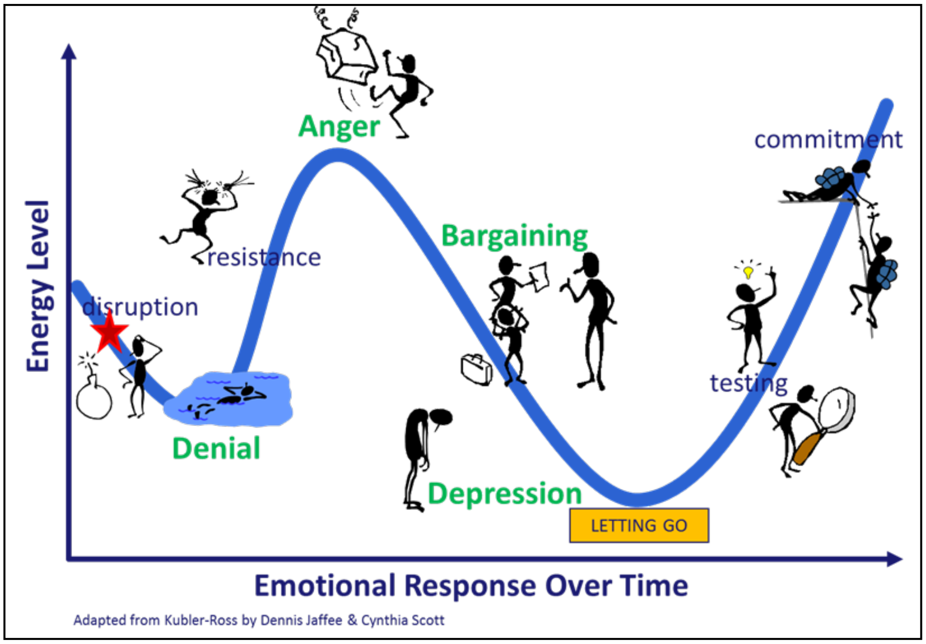
The work of **Endings** is letting go of the way things have been, including acknowledging what will end and what will be retained in the new.

The work of the **Neutral Zone** is finding clarity amid confusion. This is the space between the old familiar way and the future state. It is filled with both danger and opportunity. It feels like being between trapezes, where there is nothing to hold onto.

The work of **Beginnings** is managing the ambiguity of starting something new. It requires understanding why the old way had to change, having a picture in mind of the future state, a plan for getting there, and a role in the new state.

Change Process Model (Kubler-Ross)

Another way to understand change is Elizabeth Kubler-Ross' Grief Cycle Model (1969) illustrated here. This model, originally used to explain an individual's bereavement change journey, is also widely used to explain the emotional responses people experience during other forms of change.



The model identifies an individual's emotional journey over time. As a leader, you must support people differently at each of the different emotional stages. The stages of change are...

- Denial
- Anger
- Bargaining
- Depression
- Acceptance

While the journey appears sequential, in real life people move through the stages at different rates. Some individuals go through the stages in a rather linear fashion. They seem to zip right though the resistance parts of the journey, moving rather quickly straight to acceptance.

Others may get stuck for a period of time at a particular stage. They have trouble "letting go" causing them to get stalled along the way.

When multiple changes are staggered or simultaneously occur in an organization during a short period of time, it is not uncommon for an individual to revert back to an earlier stage as the next wave of change hits.

Interestingly, all individuals tend to go through the same emotional journey whether they perceive the change as a positive (something they've chosen) or as a negative (something that has been thrust upon them). People often wish they could skip the resistance part of the journey; they can't. They must go through each of the stages in order to let go of the past and move forward into the future.

Change Process Model – Indicators & Strategies (Kubler-Ross)

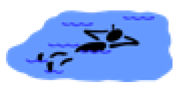
As a leader, you will notice your employees moving through the stages of change at different rates. To set your team up for success, it will be necessary to be attentive to the emotional stage each individual is experiencing and adjust your support accordingly. In addition to being a resource for your team, you will want to use the strategies below to provide support yourself as well.

Listed below are behavioral indicators along with various strategies to use at each stage to help you generate a plan to provide individual support. Recognizing and proactively responding to the needs of each employee at each stage will help mitigate resistance and provide momentum to move employees forward through the change journey.

Denial Stage

You See:
- Indifference
- Disbelief
- Going through the motions
- Avoidance/Withdrawal

You Hear:
- Silence
- "It's OK"
- "It will never happen"
- "It won't affect me"
- "All we need to do is…"



Strategies:
- Provide frequent, consistent information about the change; explain what to expect and actions to adjust
- Clarify what is changing and what is not
- Place change in broader context
- Address rumors and misinformation; confront without threatening

Resistance (Anger/Bargaining/Depression) Stage

You See:
- Anger/Hostility
- Complaining
- Glorifying Past
- Skepticism
- Accidents
- Lack of concentration

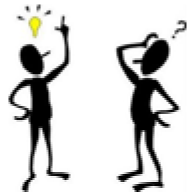
You Hear:
- It's unfair"
- "It doesn't make sense"
- "I'm leaving"
- Asking for more detail

Strategies:
- Acknowledge and legitimize feelings, don't justify the need for change now
- Clarify case for change
- When old issues resurface, don't choke or punish them
- Give more information about the change; tell people where they stand
- Establish firm expectations
- Determine knowledge/skill gaps to prepare for the change
- Provide exposure and opportunity to influence participation

Testing Stage

You See:

- Exploring options
- Risk-taking
- Tentativeness
- Impatience
- Activity without Focus



You Hear:

- Enthusiasm
- Optimism
- "I've got an idea"
- "Let's try…"
- "What if…

Strategies:

- Focus on short –term goals and priorities
- Encourage personal stock-taking and goal setting, and exploring options
- Encourage risk-taking
- Encourage new skills to be acquired
- Reinforce desired behaviors
- Celebrate successes and endings
- Provide opportunities for participation and contribution
- Acknowledge efforts and the struggle

Acceptance Stage

You See:

- Acceptance of the change
- Future orientation
- Initiative
- Self-efficacy
- Confidence

You Hear:

- "How can I contribute?"
- "Let's get on with it"
- "We can do it even better"
- "I'm prepared whatever comes up"

Strategies:

- Provide guidance, support, and recognition
- Provide frequent feedback on progress
- Establish "performance levers" to sustain new behavior
- Provide leadership: less information, more inspiration
- Be careful not to overload or burnout
- Enroll as advocate to assist others

Best Practices for Leading Change – What to do

Provide information, what you know, what you don't, when to expect updates. – Employees need all available information to make realistic assessments and effective plans. Share what information you have when you have it: what is changing, what is not, what is known, what is unknown, when to expect updates.

Display a positive attitude – As the leader, you are in a positon of great influence. In a sense you are your team's North Star. Even if you are not yet fully onboard with the change, display to your team an attitude that is unbiased and welcoming of feedback.

Stay connected to your team – Focus on team goals, foster support, monitor functioning, and celebrate achievements.

Re-recruit people – Reiterate to each team member their value, and your desire to have them remain on the team and support the change.

Surface issues and concerns – Show empathy; help employees reframe their personal response to the change so they can effectively manage their own personal resistance

Provide more structure – Define short-term objectives, time frames, priorities, and standards to help your team regain its equilibrium

Protect quality and customer service – Service standards must remain high.

Delegate – Continue delegating work tasks while remaining mindful of each employee's emotional stage and providing them relevant support.

Empower – As appropriate, give employees more influence in day to day decisions. Determine the appropriate level of authority to assign by considering an employee's current emotional stage, level of experience, capability, and the task itself.

Raise the bar – Provide challenging assignments and coach employees to grow and develop their skills

Recognition – During change it is especially important to show appreciation and provide acknowledgement for work well done.

2-way communication – Be honest about what you can't say or don't know, and be open to hearing feedback.

Inform/update higher management – Provide candid feedback on the change as it relates to the work and its impact on the people. This ensures leadership has the information needed to make informed decisions

Practice the 4 Vs:
This is not a change strategy by itself, rather a piece of a larger strategy, or a tool, to use at the very moment the change goes live.

- **Visibility** – Be visible, available and interested in your employees during this time. Brief check-ins will leave employees feeling supported and valued.

- **Variability** – Allow for varying personal reactions (see Kubler-Ross grief cycle model, pages 17-19) and give employees more flexibility at work to take care of themselves.

- **Ventilation** – allow opportunities (both formal and informal) for employees to tell their stories, compare their reactions, and express their feelings. Productivity may decrease initially; however, allowing ventilation can expedite getting back to a focus on work.

- **Validation** – say thank you and acknowledge employees for their contributions. Special recognitions and verbal encouragements go a long way in challenging times.

Best Practices for Leading Change – What NOT to do

Don't censor information or hold back until everything is known
Employees need all available information to make realistic assessments and effective plans. Share what information you do have, when you have it even if the information you have is not complete.

Don't express cynicism
Employees look to you as a role model and need your support and constructive guidance.

Don't be unrealistically positive
Don't be Pollyanna… acknowledge when things are difficult.

Don't isolate yourself
Employees need access to you to feel supported. Use employees' cues to know when to become more involved and when to back off.

Don't expect employees to all react the same way at the same time
Employees respond to the same situation differently (see Kubler-Ross grief cycle model, pages 17-19).

Don't enable resistance
Enabling is an action you take that protects the employee from consequences of his/her actions and actually helps the employee to not move through the change process. Examples of enabling include:

- Covering Up

Providing alibis, making excuses or even doing someone's work for them rather than confronting the issue that they are not meeting expectations.

- Rationalizing

Developing reasons why the person's behavior is understandable or acceptable.

- Withdrawing/Avoiding

Avoiding contact with the person whose behavior is problematic.

- Blaming

Blaming yourself for the person's continued challenging behavior or getting angry at the individual for not trying hard enough to improve their behavior or to get help.

- Controlling

Taking responsibility for the person by significantly changing their environment or trying to minimize the impact by moving them to a less important job.

- Threatening

Saying that you will take action (i.e. formal disciplinary action) if the employee doesn't improve, but not following through.

Develop Change Plan

Shape the Path

Implementation Strategies

Risk Assessment Template

Success Metrics Overview

Success Metrics Template

Feedback Strategy Options

Change Communication Plan Overview

Change Communication Plan Template

Change Communication Brief Template

Shape the Path

To motivate the team, it is important to shape the Path by focusing the situation and its surrounding environment. Without a specific plan there is no clear path to get things done. Being specific narrows the focus, so the team are more likely to stay traveling together toward the goal. Often, ***what looks like resistance is actually lack of direction.***

<u>Ways to Shape the Path – Make the Required Changes Specific</u>

Tweak the Environment
What looks like a person problem is often a situation problem. Simple environmental tweaks may make the journey easier which can lead to dramatic behavioral changes because less self-control is required to achieve the result. Take a look at the situation and determine ways to make the right behaviors a little bit easier (those that support the change) and the wrong behaviors a little bit harder (those that maintain the status-quo).

Build Habits
Think of habits as behavioral autopilot. Habits allow behaviors to happen without the Rider having to take charge and exert self-control. Since self-control is an exhaustible resource, the more behaviors that can occur without tapping into it the better. Behavioral habits can be stitched into the environment through the use of action triggers. An action trigger initiates a preloaded decision to engage in a certain behavior. When people pre-decide, they turn the control of their behavior over to the environment, and an instant habit is created.

One type of action trigger is linking two behaviors together. For example, a person who drinks coffee each morning can connect this behavior to writing a to-do-list for the day. A more elaborate action trigger is the use of a checklist. It educates the Rider on what's best and indicates the ironclad right way to do something. In complex environments, it can help individuals avoid blind spots and provide insurance against over confidence that can lead to mistakes.

Rally the Herd
In ambiguous situations, individuals look to other people for cues about how to behave. People are incredibly sensitive to the norms and expectations of the communities they are in, and instinctively try to fit in with their peer group. The Elephant looks to the herd for cues about how to behave especially in unfamiliar or ambiguous situations. Because behavior is contagious, publicize situations where the herd has embraced the right behavior and intentionally create language to articulate what is different and better about the change. These steps will serve to unleash the change by rallying the support of early adopters in swaying others in the community to get on board.

Implementation Strategies

When implementing change there are three strategies to consider: Pilot, Big Bang, or Phased Big Bang.

Pilot: Choose a Pilot implementation, if you are testing a new innovative idea, possible growth strategy, or very risky core business operation. By implementing a pilot this will help the project team to analyze results, determine ROI and identify areas of risk and/or improvement before a full implementation roll-out. Ultimately, the reason for pilot testing is to test quickly and iterate as necessary.

Big Bang: Choose a Big Bang implementation for initiatives that align to strategic business priorities driven from the highest levels of leadership. A Big Bang is best used for rolling out a new system or strategy that requires campus-wide adoption and is effective immediately. The implementation typically occurs all at once, and mass communications are used to update and inform employees.

Phased Big Bang: A Phased Big Bang approach is used to chunk the implementation roll-out into cohorts. This approach aims to reduce operational risks associated with ramp up time or scalability and gives the project team the opportunity to iron out any difficulties identified. Groups who are selected for the first cohort must be willing to provide necessary feedback and be strong adopters of the strategy. As each new cohort rolls-out, implementation is expected to get easier as it gains more positive employee traction.

Example:
Cohort 1: *Roll-out – January 1*
Cohort 2 *Roll-out - March 1*
Cohort 3 *Roll-out – June 1*

Characteristics of each Strategy

	Pilot	**Big Bang & Phased Big Bang**
Timeframe *How long will this project run?*	Lasts less than 3 months	More than 3 months
Risk *Associated risk of execution*	Low Risk	High Risk
Cost *Capital cost, 3rd party resources etc.*	High initial cost	Low cost over time
ROI *Return on Investment*	Volatile return	Faster return
Disruption to Operations *Ramp-up period, CM etc.*	Minimal; However employees may lack buy-in to test	Moderate; Organization will need ramp- up time
Next Steps for Implementation *Go forward as-is or iterate*	Requires go/no-go decision	Always a "go" decision; with Sponsor approval

Risk Assessment Template

The purpose of risk assessment is to identify potential problems before they occur. This is to ensure risk mitigation activities can be planned and implemented as needed across the lifecycle of the change initiative. Use the following *Risk Assessment Template* to identify and address any issues that may hinder the projects desired outcomes.

How to use the *Risk Assessment Template:*

1. List and describe the risk associated with the change initiative

2. Indicate the risk category:
   - Compliance - Adheres to laws, regulations, and policies
   - Efficiency – Proficiently achieving the objectives of the process
   - Financial – Efficient stewardship of funds
   - Health & Safety – Promotes a healthy community and safe working environment
   - Information – Supports accuracy and reliability of data
   - Operational – Productive use of resources
   - Reputational – Impacts university's brand
   - Security – Protect and secure information to prevent exploitation, corruption, or loss of data
   - Strategic – Supports a campus, unit, or collaboration level objective

3. Use the below *Risk Assessment Matrix* to identify the appropriate risk approach

Risk Assessment Matrix

		What are the chances the risk will occur?		
		Unlikely	*Possible*	*Very Likely*
How bad could the impact be?	*Very*	**Mitigate** Create risk plan	**Mitigate** Create risk plan	**Avoid** Unacceptable level of risk
	Somewhat	**Mitigate** Create risk plan	**Mitigate** Create risk plan	**Avoid** Unacceptable level of risk
	Not Very	**Accept** Proceed; no formal risk plan needed	**Accept** Proceed; no formal risk plan needed	**Mitigate** Create risk plan

4. For each risk identified with an approach of either *Mitigate* or *Avoid* indicate how the risk will be addressed.

Risk Assessment Template

1. Risk Description	2. Risk Category	3. Risk Approach	4. Risk Plan
Sample: *Vendors used for roll-out of change initiative may violate U.S. federal laws and regulations*	*Compliance*	*Avoid*	*Ensure vendors' contracting terms include UCB's right to monitor and audit*

Success Metrics Overview

When implementing a change in the workplace, it is imperative to have success metrics. Success metrics can be defined as the metrics that help leadership to assess the overall health and achievement of the change. Success metrics are useful across all levels of the organization as they evaluate, indicate, and measure performance based on the objectives set forth by the change initiative. From a leadership standpoint, they help leaders understand the initiatives overall impact. Many of these metrics include specifics on how many employees are affected and how the change has impacted their engagement.

The below graphic shows the cycle of determining and tracking success metrics for the change initiative.

Success Metrics are quantitative data obtained from:

- Customer Satisfaction
- Financial Performance (e.g. cost, revenue)
- Operational Performance (e.g. rework, lead time, handoffs)
- Product and/or Service Quality (e.g. quality, defects, volume, frequency)
- Public Outreach (e.g. number of people impacted)
- Supplier Performance (e.g. reliability, durability)

Feedback is qualitative data obtained from:

- 1:1 Meetings
- Team Meetings
- Focus Groups
- Surveys
- Open Comment Box *(Live URL available 24/7)*
- Incentivized feedback

Success metrics and feedback are used to understand the current landscape of the change effort through all stages of the initiative. Quantitative data can be disseminated via metrics reporting. Qualitative data must be combined and grouped into common themes in order to bubble up relevant information. For transparency, all impacted employees must be provided the outcome of the metrics and feedback provided to leadership.

- **Pre-Implementation – gather success metrics**
  Use the time before implementation occurs to hypothesize possible success metrics tied to the change objectives. These metrics should be defined before Day 1 of the Pilot, Big Bang, or Phased Big Bang kick-off.

- **Implementation – Pilot, Big Bang, or Phased Big Bang Kick-off**
  The first three months is the learning curve period. During this time, expect many of the metrics to be volatile. Typically, after 3 months the data will start to normalize and a true pattern of the strategy's performance will emerge.

- **Post Implementation – monitor, control success, and promote continuous improvement**
  By the end of the testing period the change strategy should now be evergreen in your department. To ensure its continued success, monitor and keep all success metrics visible to the users at hand. Update these metrics with a particular cadence (weekly, bi-weekly, etc) and have conversations around achievements or improvement opportunities as they arise throughout the year. Refer to *Monitor Metrics for Continuous Improvement*.

Employees have a responsibility to the campus to be accountable for the changes made year over year. Ongoing monitoring of metrics ensures a feedback loop for continuous improvement. This feedback helps leadership to understand that no one process is forever optimal. By maintaining the conversation of metrics, we can collectively celebrate success while continually exploring improvements together.

Success Metrics Template

Determine the metrics that speak to the change initiatives objectives and are critical to sustaining success.

What is changing?	What is the measure?	Success metrics data category	Currently exists as a metric? (Y/N)	Data owner?	Frequency (Wkly, Mnthly etc.)

Success Metrics Data Categories:

Financial Performance (e.g. cost, revenue)	Operational Performance (e.g. rework, lead time, handoffs)	Product and/or Service Quality (e.g. quality, defects, volume, frequency)
Customer Satisfaction	Public Outreach (e.g. number of people impacted)	Supplier Performance (e.g. reliability, durability)

Feedback Strategy Options

When obtaining feedback there are various self-service or in-person methods to choose from. Use the tables below to select the strategies that best apply:

Self-Service Feedback Strategies

Description		Advantages	Pre-Implementation	Implementation	Post-Implementation
	**Surveys/User Polls** ***(Survey Monkey, Qualtrics, etc.)*** Used to obtain the overall pulse of the change. It is best to use no more than four surveys during the lifecycle of the project to avoid survey fatigue. *(requires vetting of questions and testing of tool selected prior to use)*	• easy to use • reach large numbers of people • anonymous (optional)	1 survey to understand current state	1 pulse survey sent one week after go-live date	Used periodically for continuous improvement
	**Open Comment Box** An open text box that lives on a dedicated project specific web page or a department's intranet. This mechanism is best suited for post-implementation where the feedback goes directly to the process owner for continuous improvement. *(may require ongoing monitoring)*	• live URL available 24/7 • anonymous (optional) • may leave open indefinitely for ongoing input	n/a	Ongoing throughout implementation period	Ongoing for continuous improvement purposes
	**Incentivized Feedback** Use work appropriate incentives to increase feedback participation (e.g. raffle, gift cards, event tickets, etc.). *(consider any potential impact the incentive may have on the data being collected)*	• elicits • creates excitement that increases individual participation and leads to word of mouth marketing	n/a	n/a	Collect feedback over 2-weeks
	**1:1 Meetings** Utilize 1:1 meetings to learn how the change is being received *(requires safety and trust)*	• comfortable setting • enables vulnerability • gathers individual in-depth feedback	Discussion topic at each 1:1 meeting	Discussion topic at each 1:1 meeting	Discussion topic at each 1:1 meeting until change fully realized

In-Person Feedback Strategies

	Description	Advantages	Pre-Implementation	Implementation	Post-Implementation
	**Team Meetings** Allows employees to surface feedback on the change in their current team environment. *(requires strong facilitator)*	• creates transparency • raises group issues	2-3 meetings to collect/share information	Bi-weekly meetings to collect/share information throughout implementation period	2-3 meetings to collect/share information
	**Focus Groups (5-12 participants)** Allows the Project Team to solicit specific feedback from key contributors. *(requires strong facilitator and real-time transparency of information captured)*	• shared experience • participants react together and build off of each other’s comments • option to curate audience	1-5 sessions	n/a	n/a
	**Townhalls** Use to summarize findings, celebrate successes, and address opportunities related to the change across all key audiences *(requires strong facilitator and prepared agenda)*	• reach large numbers of people • creates transparency • solicits community input	1 – 2 meetings to provide key information	n/a	1 – 2 meetings to provide key information

Change Communication Plan Overview

The *Change Communications Plan* is a tool that provides the Change Manager with a high level messaging plan for informing important stakeholders throughout the lifecycle of a change project. These communications are used to create awareness and provide key information to keep stakeholders updated appropriately.

Messaging around a change is often complex. There can be numerous stakeholders with varying interests requiring messages to be framed differently. For this reason, it is important to have the right people in the room when drafting the *Change Communications Plan* to ensure a holistic approach when determining: the audience (who), messaging (what), and communication delivery method (how).

Instructions for *Change Communications Brief Template*:
There are often numerous stakeholders with varying interests that require messages about the change initiative to be framed differently. The Change Manager will use the completed *Change Communications Plan* to create *Change Communications Briefs* for each determined communication.

Additional supporting templates

- Presentation pack
- Managing Workplace Change Proposal
- Fair Work Best Practice Guide: Consultation and Cooperation in the Workplace

Change Communication Plan Template

Project Title: ____

Project Description:

Combine Case for Change and Compelling Vision wording obtained from Project Charter.

SECTION 1: Determine Stakeholders

Read through the list of Stakeholders below and place a checkmark next to any that will require messaging for your project

CAMPUS LEADERSHIP

☐ Vice Chancellors
☐ Pro Vice Chancellors
☐ Provost
☐ Chief Financial Officer

STAFF

☐ People and Culture
☐ Payroll
☐ Affected Staff Members

FACULTY

☐ Heads of School
☐ Deans / Deputy Deans

EXTERNAL STAKEHOLDERS

☐ NTEU

SECTION 2: Identify Channels of Communication

Check all tools that you are interested in using for your project communications. Most audiences require multiple communication channels to be reached effectively.

TOOLS

☐ Email Message
☐ Presentation PowerPoint
☐ Education Tools (eg. FAQ's, Manuals, Infographics)
☐ Meetings (eg. 1:1, Staff Meetings)
☐ Online Media (Website, Newsletters, Social Media)
☐ Print Media (Brochures, Fact Sheets, Posters)
☐ Events
☐ Post Implementation Feedback (Surveys, Focus Groups)

SECTION 3: Draft High Level Plan

Project Title: ____________________________________ Date Drafted/Revised: ______________________________

Audience *Who needs to know?* *(See Section 1)*	**Message** *Information to communicate*	**Messenger** *Who should deliver the message?*	**Method of Communication** *How will the message be delivered?* *(See Section 2)*	**Communication Date**

Communication Brief Template

Name: ______________________ **Project Title:** ______________________

Email/phone: ______________________ **Department:** ______________________

Request Date: ______________________ **Due Date::** ______________________

Method of Communication	
Audience	
Main Message	
Required Message Details	
Call to Action (if applicable)	**Additional Considerations (if any)**
Strengths: One or more of our key strengths should come through in the content of this communication.	☐ Conviction ☐ Scale ☐ Excellence ☐ Diversity
Tone: Choosing from the specific traits will help you communicate with a consistent voice	☐ Curious ☐ Optimistic ☐ Intense ☐ Transparent ☐ Open ☐ Influential ☐ Independent ☐ Sociality Conscious

Implement and Monitor Change

Sustainable Change

Change Readiness Assessment

Monitor Metrics for Continuous Improvement

Sustainable Change

When any forward movement towards the change is noticed, it must be reinforced. Look for bright spots, no matter how tiny, and reward them. Reinforcement of bright-spot behaviors creates a snowball effect. As people begin to act in a new way, and are recognized for this new behavior, it becomes increasingly difficult for them to dislike the way they are acting. As they act differently, they begin to think of themselves differently, and as their identity evolves, this reinforces the new way of doing things. At some point, the momentum shifts from resisting the change to supporting it. This is how small changes, when reinforced, snowball into big changes.

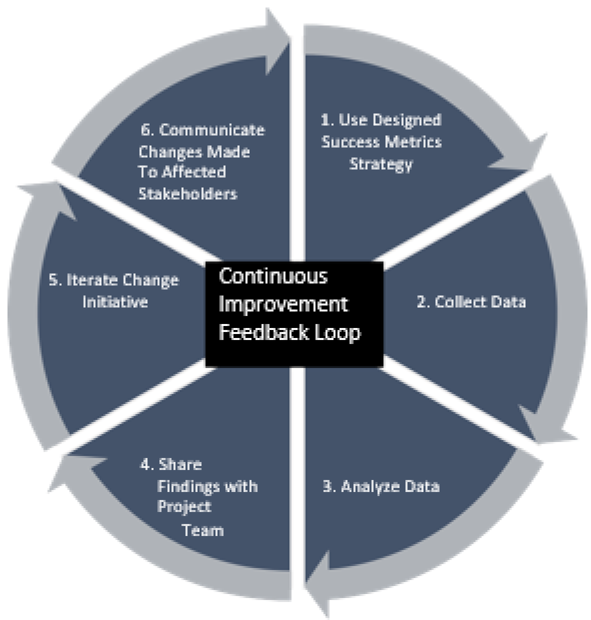
Change Readiness Assessment

Questions to Assess Change Readiness	Yes	Partial	No
(Awareness) Does your team or does your stakeholder understand…			
1. the problems inherent in the current situation?			
2. the opportunities that are being missed if the change doesn't happen?			
3. what is trying to be achieved?			
4. how things will be better?			
5. how the change will impact their area of work?			
6. what their role will be in the future state?			
(Desire) Does your team or does your stakeholder…			
1. know that management is aligned with the change efforts?			
2. feel their concerns, questions, and needs are being heard?			
3. feel hopeful about the future?			
4. see value in the change?			
5. believe a well thought out strategy is being put in place to achieve the change?			
(Knowledge) Does your team or does your stakeholder… (skills, informational, training)			
1. have the necessary information, knowledge and skills to successfully fulfill their role?			
2. know where to go for additional information about the change?			
3. know what campus resources are available to support the personal side of change?			
4. know what success looks like?			
5. have a plan to achieve success?			
6. know which behaviors will need to change?			
(Ability) Does your team or does your stakeholder… infrastructure (systems, tools)			
1. believe that the organization has provided appropriate resources (time, staff, information, etc.) to support the anticipated change?			
2. have the necessary systems, processes, and policies in place?			
3. have the ability to execute the new behaviors required for the change?			
4. know how to perform the required tasks?			
(Reinforcement) Does your team or does your stakeholder…			
1. view management as a resource for removing/overcoming barriers?			
2. have mechanisms in place to reinforce the required behaviors?			
3. have metrics in place to assess the ongoing effectiveness of the change?			
Total			

Monitor Metrics for Continuous Improvement

Once implementation occurs begin tracking the success metrics identified in the *Success Metrics Template*. At this point, these metrics are used to gauge a pulse on adoption, engagement, buy-in, and to obtain an overall reaction to the change. The Project Manager and Change Manager will collaborate to create communications with a particular cadence that disseminates both the quantitative and qualitative data being tracked.

The graphic shows the cycle of how tracking success metrics contributes to a continuous improvement feedback loop.



Success Metrics are quantitative data obtained from:

- Adoption rate
    - User reach (e.g. number of people impacted)
    - Speed of adoption
    - Number of exceptions made
- Financial Performance (e.g. cost, revenue)
- Customer Satisfaction
- Usage and utilization reports
    - Operational Performance (e.g. rework, lead time, handoffs)
    - Product and/or Service Quality (e.g. quality, defects, volume, frequency)
    - Supplier Performance (e.g. reliability, durability)
- Employee Engagement
    - Turnover rate (number of people leaving due to the change)

Feedback is qualitative data obtained from:

- Employee buy-in
    - 1:1 Meetings
    - Team Meetings
- Employee feedback
    - Focus Groups
    - Surveys
    - Open Comment Box *(Live URL available 24/7)*
    - Incentivized feedback

References

Sarran, P; Clark, D; Mendonca, K (undated) *Change Management Toolkit.* Berkeley, University of California. Viewed May 2021, from: https://hr.berkeley.edu/sites/default/files/change_management_toolkit.pdf

Edith Cowan University, Human Resources Services Centre (undated) *Organisational Structure Guideline*. Edith Cowan University.