



CHANGE MANAGEMENT EFFECTIVENESS REPORT



Sample Report
3/30/2011



INTRODUCTION

This Change Management Effectiveness Feedback Report consists of six components, which are described below..

1. Overall Summary

The summary results chart provides a quick visual representation of your scores in the seven competencies that make up the Change Management Effectiveness profile. The areas to concentrate on are those scores above 3.5 (strong) and below 2.75 (need further development). Please note that these competency scores are averages; individual question scores can be viewed by clicking on the individual competency link.

2. Category Descriptions

There are three sections for each of the seven competencies. The first of these three sections explains the competency, lists average scores, and then provides high and low score interpretation notes. The second section provides a graphical representation of individual question scores. The third section provides broadly-based improvement actions for those individuals wanting to develop their competencies.

3. 10/10 Report

The "10/10" Report page provides the raw scores for the 10 highest scoring questions and the 10 lowest scoring questions out of the 84. It also identifies which competency each question is from.

4. Course and Reading Suggestions

Development suggestions for the two lowest scoring competencies, including specific recommendations regarding training courses and books that will provide useful information on the topic are included.

5. Development Plan

The development plan lists questions with the five lowest scores from the assessment and puts them into a one-page template. Individuals can use this template to record the specific actions they plan to take over the next twelve months based on the general guidance offered in their feedback report and the coaching tips.

6. Coaching Tips

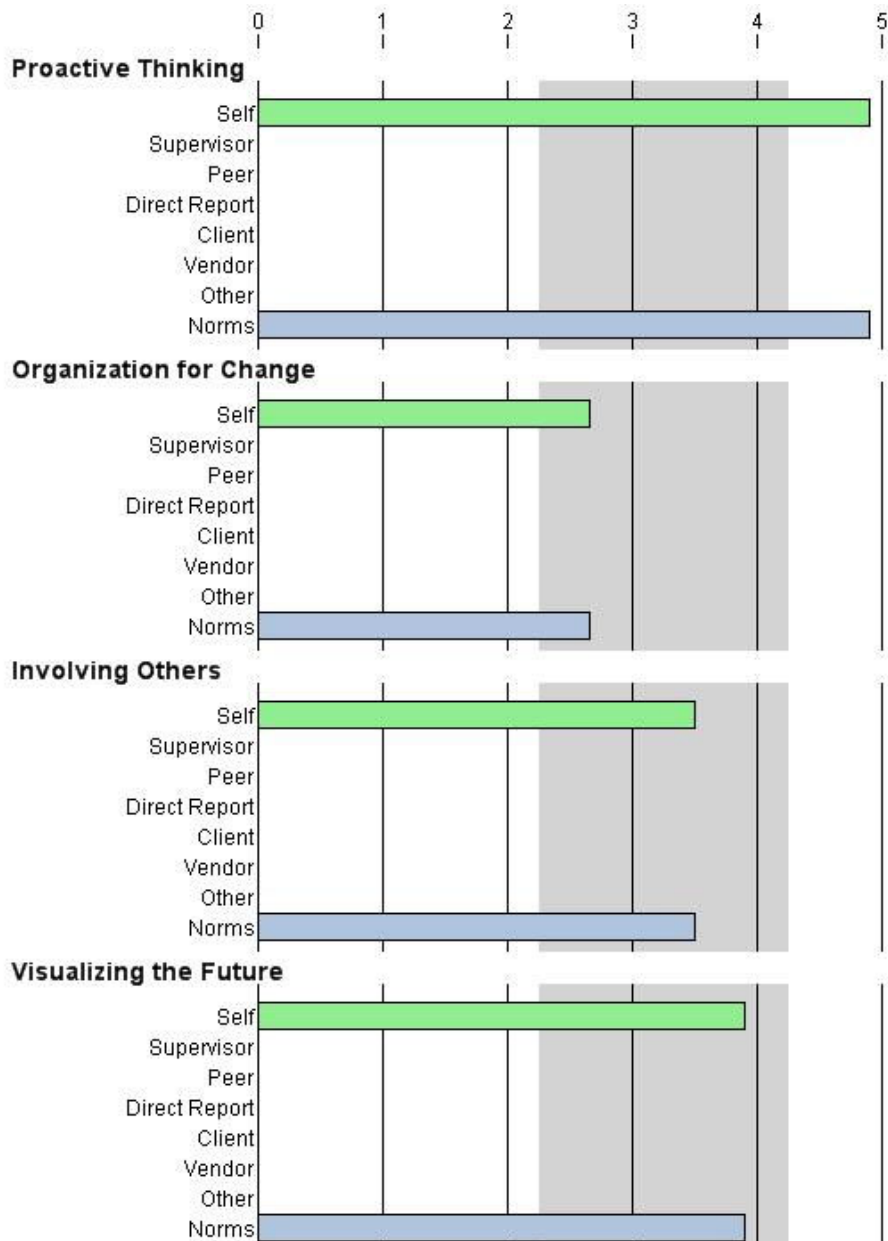
Detailed coaching tips for the five lowest scoring questions are provided in this section. They offer specific advice on what individuals might do to improve their skills in this competency and learn new behaviors.

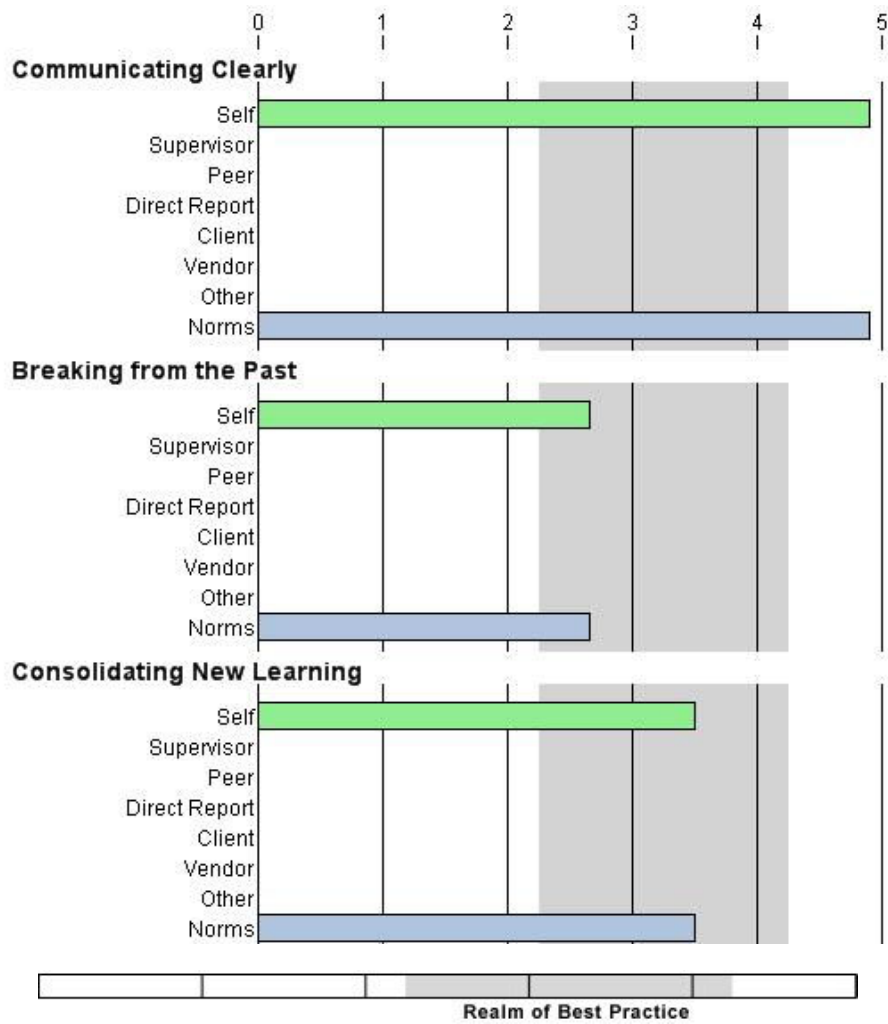
Note on 360 Degree Feedback

If you received feedback from your supervisor, direct reports or peers using this assessment, please note the following: Ratings responses from all persons who completed the assessment are averaged to produce the results in the 10/10 Report, Course and Reading Suggestions, Development Plan, and Coaching Tips.



OVERALL SUMMARY





Norm bars shown on all graphs in this report are the progressive average scores of all individuals rating themselves on this questionnaire.

PROACTIVE THINKING

Proactive Thinking is the ability to maintain a conscious awareness of events and situations around you, and be ready to take action when you see change on the horizon. It asks the question: "To what extent do you regularly reflect upon what might happen in the future, and make small adjustments now to be as well prepared as possible?"



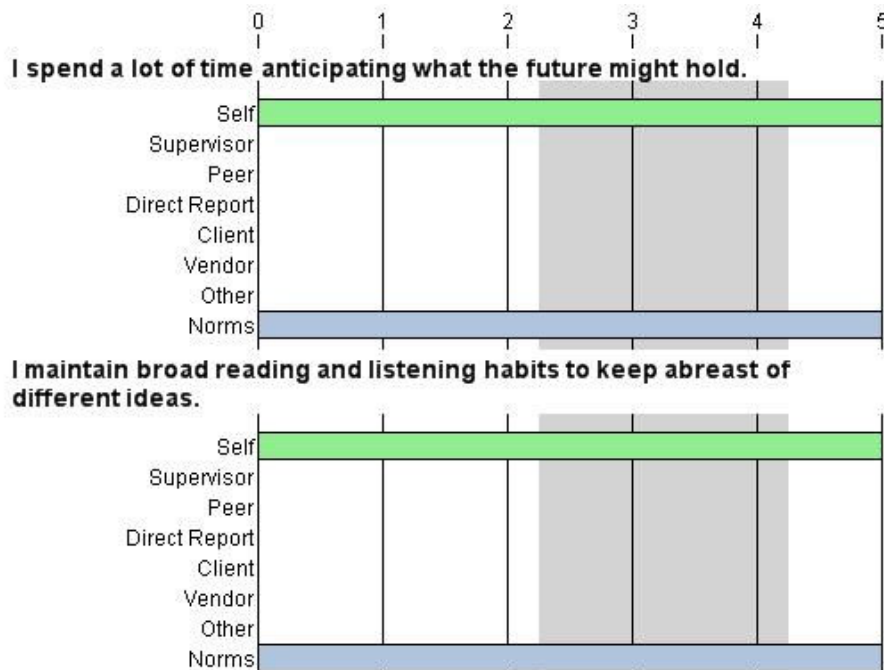
Interpretation

LOW (less than 2.75)

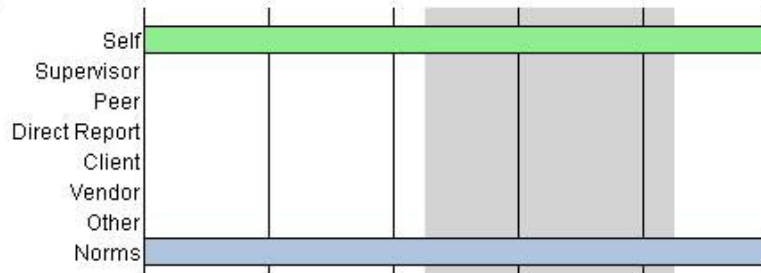
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") likely mean that you spend little time thinking about and preparing for the future, and rarely look beyond the immediate effect of your actions or decisions. You are also unlikely to "tune in" closely to what may be happening around you and, therefore, do not worry about whether you are up-to-date or learning new things. A low scorer will likely take change "as it comes" (or as designed by others), and give themselves limited time to anticipate the change and avoid being taken by surprise. Low scorers may also rely heavily on past experience and their capacity to think quickly on their feet when they become caught up in change activities and initiatives.

HIGH (greater than 3.5)

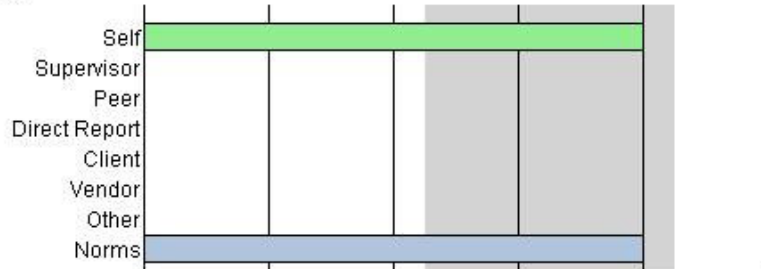
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") likely mean that you are generally someone who takes change in stride, and commits a fair amount of time to thinking about the future and what could happen. You may also look broadly for clues or guidelines from your current experience that might be usefully applied to what could happen in the future. A high scorer will likely actively engage in constant information networking and personal learning to keep up-to-date and alert for any significant changes from "normal" routine. High scorers may also initiate change to the routine to increase efficiency or effectiveness, rather than to wait until major structural change becomes necessary.



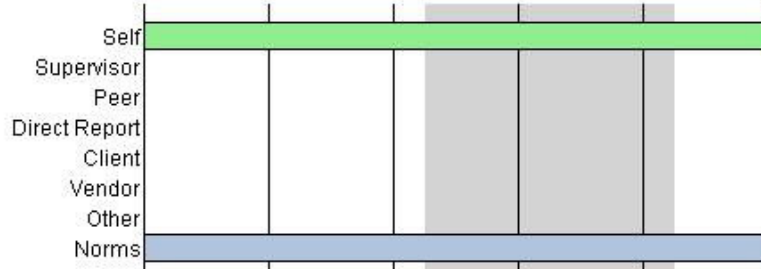
0 1 2 3 4 5
People who know me would say that I am generally well prepared for change.



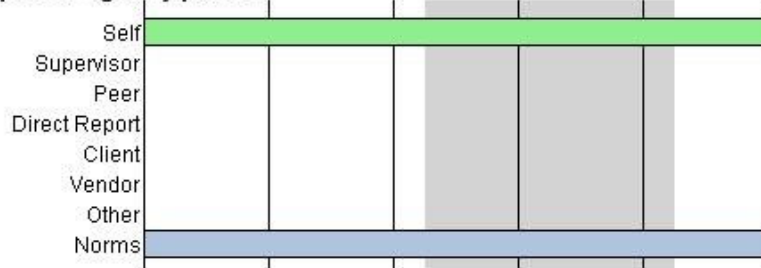
I think through the future implications of all my major actions and decisions.



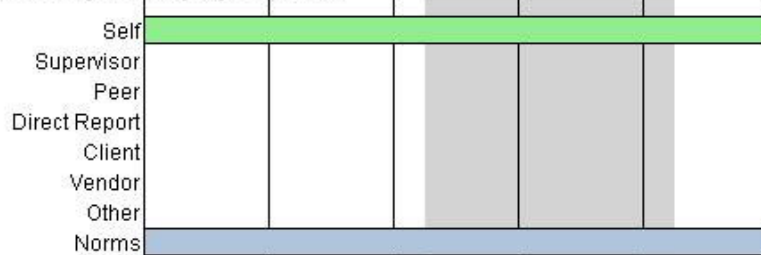
I set up a range of useful listening channels to help me know what is going on.

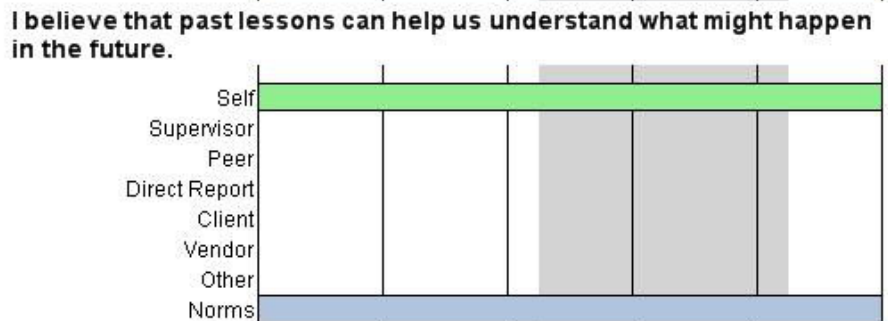
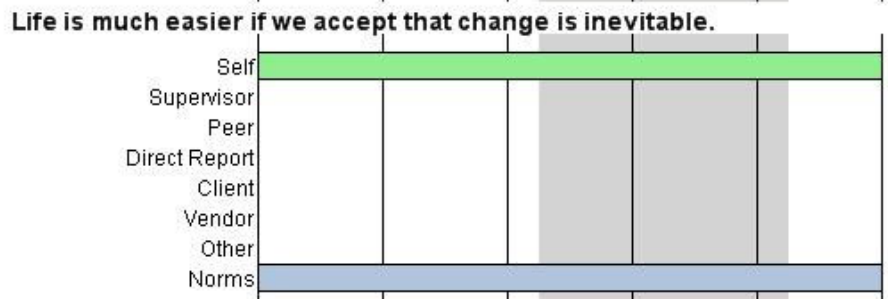
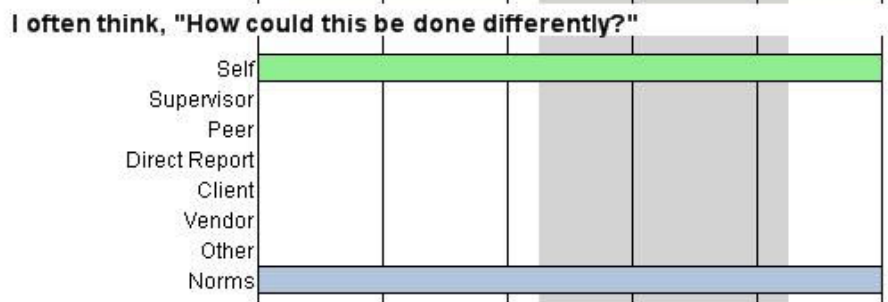
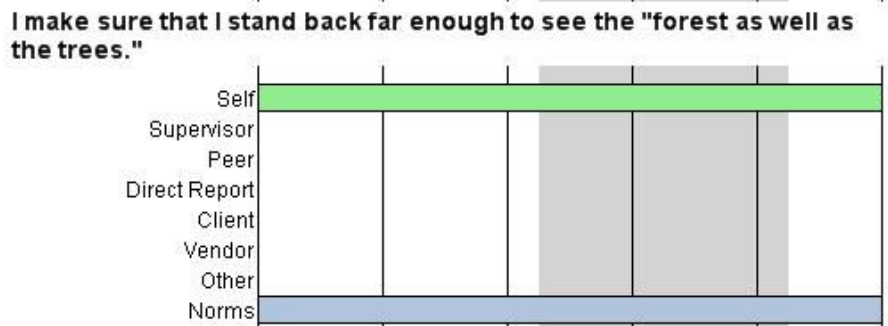
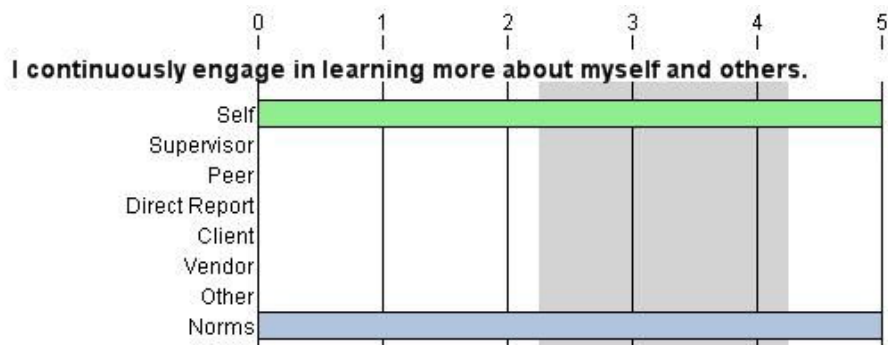


I develop contingency plans.



I network widely to keep up-to-date.





Proactive thinking is the ability to maintain a conscious awareness of events and situations around you, and be ready to take action when you see change on the horizon. It asks the question: "To what extent do you regularly reflect upon what might happen in the future, and make small adjustments now to be as well prepared as possible?"

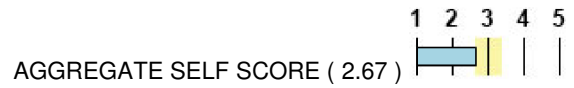
Recommendations for Improvement

Low scorers need to build relationships with people in the organization who are known for their proactivity, and learn to emulate their behavior in thinking ahead, initiating small-scale change, and finding ways to keep their knowledge and skills up-to-date and growing.

Ways to Strengthen or Improve Proactive thinking

- Build in some quality time to think about the future and changes that might occur.
- Generate a range of possible scenarios and write down what might need to change now to avoid a problem or capitalize on an opportunity.
- When significant events or situations occur, try to anticipate what could happen.
- Plan how you might respond positively to new or unusual experiences.
- Try to network with a wide range of people to actively keep up-to-date and ahead of the game.

Organization for Change is the extent to which you take coordinated action to organize yourself and others to tackle small or large-scale change when it arrives. It asks the question: "How effectively do you build a well-structured and comprehensive plan to ensure that you are ready to respond to change positively?"



Interpretation

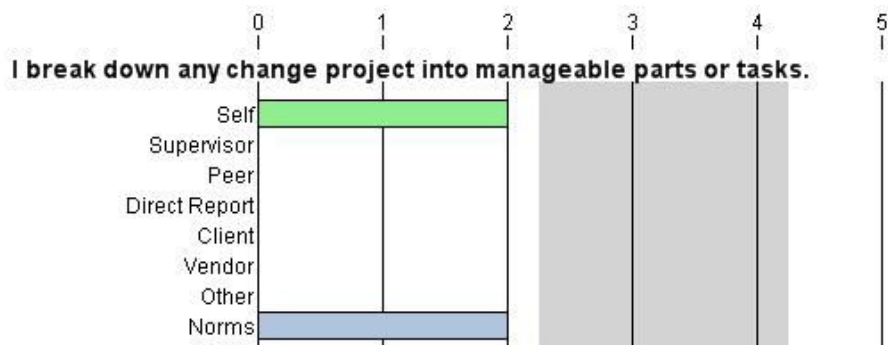
LOW (less than 2.75)

Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you spend insufficient time in planning for or organizing change to make it easier to handle. Change is, therefore, likely to be managed randomly and haphazardly as one amorphous event, rather than breaking it down and managing it in logical component parts. A low score person will likely manage change "just in time," as it arises, without the benefit of any preparation or organized approach or system to tackle it. Such individuals tend to let the change manage themselves and others for whom they are responsible, rather than control the change.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are usually extremely well prepared for change, both personally and on a wider organizational scale. This usually means that you see minor and major change as an "event," or a project to plan and manage in a systematically and coordinated way, using any organizational tools that are appropriate. High scorers use a range of different organizational tools and methods, as necessary, when change first appears on the horizon. They are, therefore, likely to develop specific plans, goals, and milestones, and organize themselves and those around them.

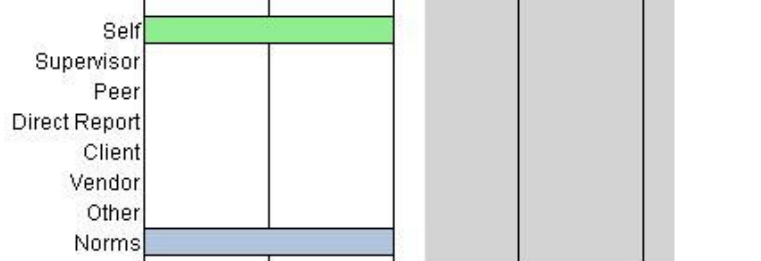




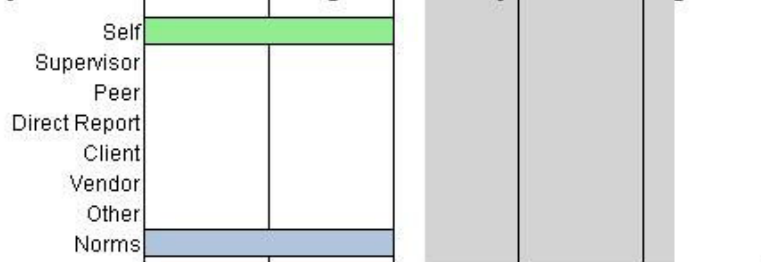
I try to quantitatively assess the impact of any change on me and on others.



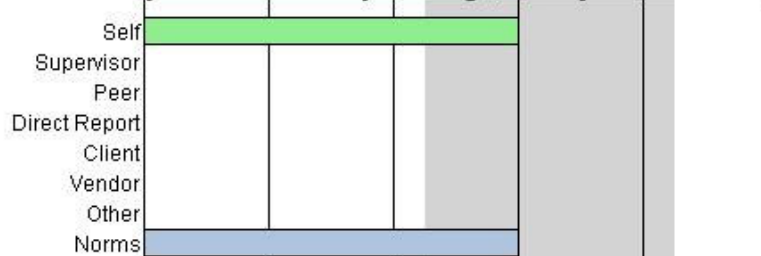
I develop specific goals to tackle change projects.



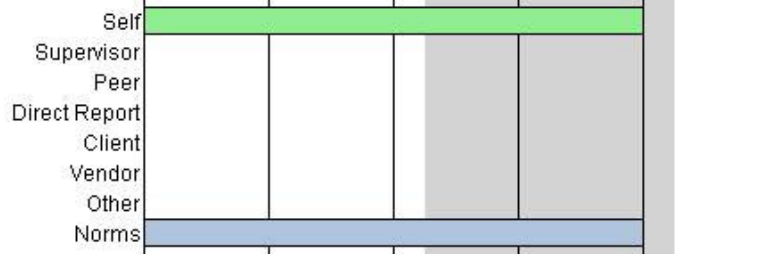
I carefully assess the risks of change so that they can be managed.



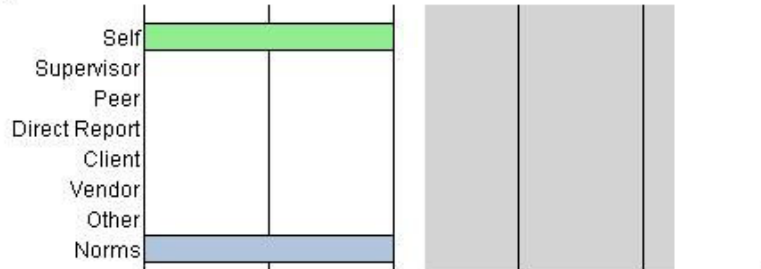
I assess who is likely to be affected by a change, and by how much.



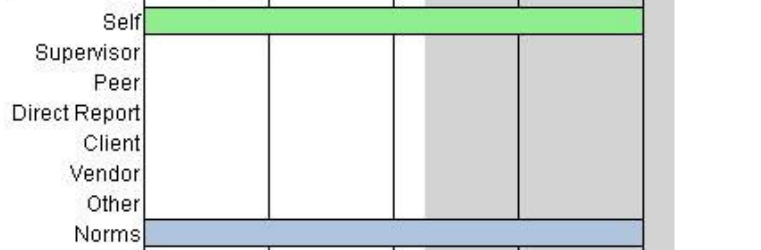
0 1 2 3 4 5
I take responsibility for coordinating actions and/or groups of people in change projects.



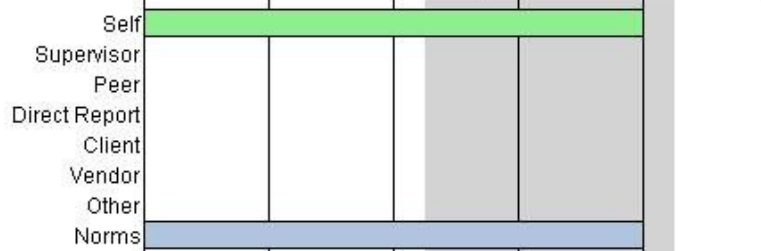
I design progress measurement systems and processes for major tasks projects.



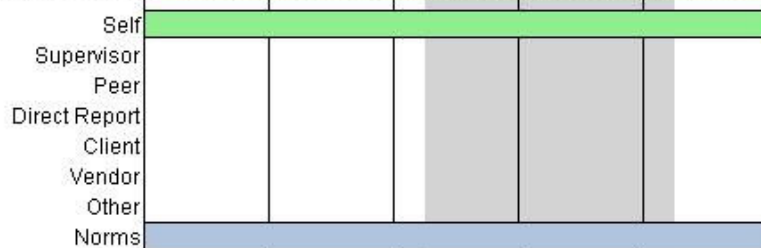
I carefully identify the major priorities that have to be faced.



I research issues or situations that I do not fully understand.



I encourage people to experiment with the way they perform their work.



Organization for Change is the extent to which you take coordinated action to organize yourself and others to tackle small- or large-scale change when it arrives. It asks the question: "How effectively do you build a well-structured and comprehensive plan to ensure that you are ready to respond to change positively?"

Recommendations for Overall Improvement

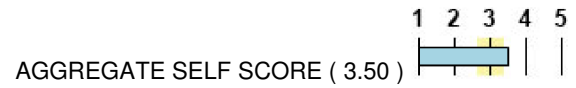
The low scorer needs to be much more organized and prepared for future changes. To do this, they should ideally use a range of organizing tools and methods useful for a variety of change situations, such as checklists, prioritization sheets, forward planning event charts, diary systems, project planning techniques, risk assessment systems, and other similar tools.

Ways to Strengthen or Improve Organization for Change

- Think about every reasonably significant change as a project (like moving a house or launching a new advertising campaign).
- Develop a written plan to include contingencies, milestones, and measures for each of your more significant projects.
- Think about how you will organize yourself, other people, and resources to cope day-to-day and week-by-week.
- Carefully assess the risks that you foresee before each significant change event or project takes place.
- Spend quality time looking ahead so you are prepared for change or (as unsurprised as possible) when it occurs.

★ INVOLVING OTHERS

Involving Others relates to the success of your efforts to talk and consult with others in order to gain and impart useful information. It asks the question: "How well do you network with people to understand or learn about their feelings, and to give and solicit ideas about handling change?"



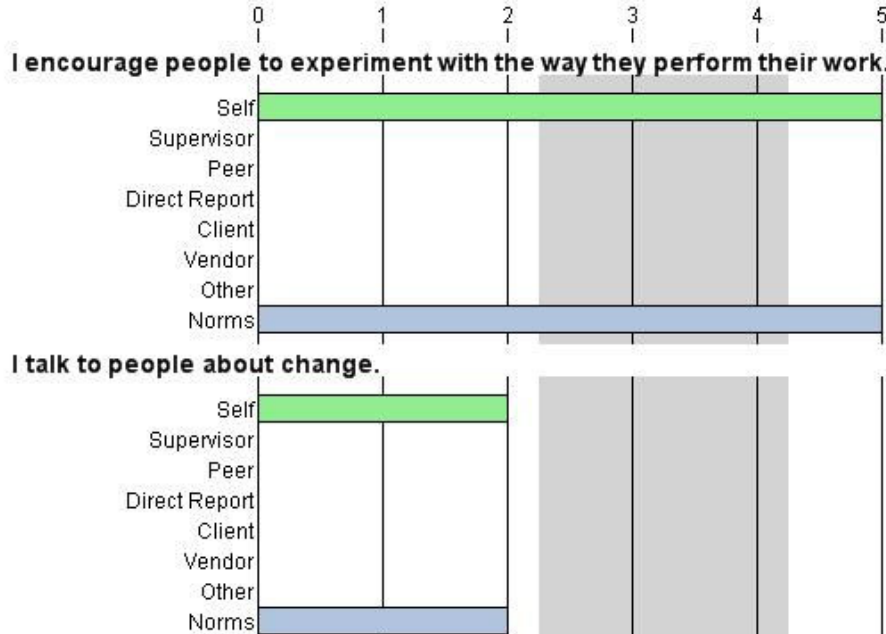
Interpretation

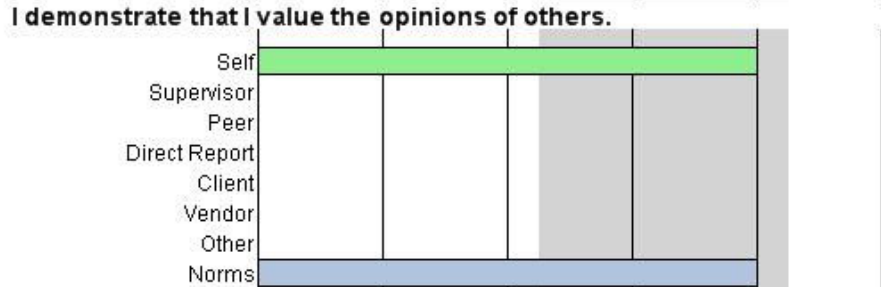
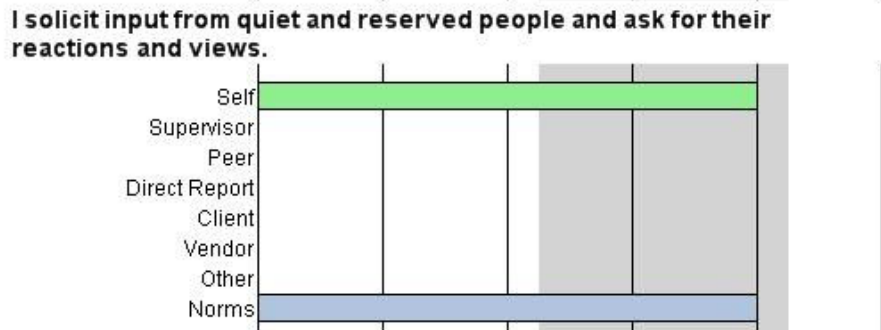
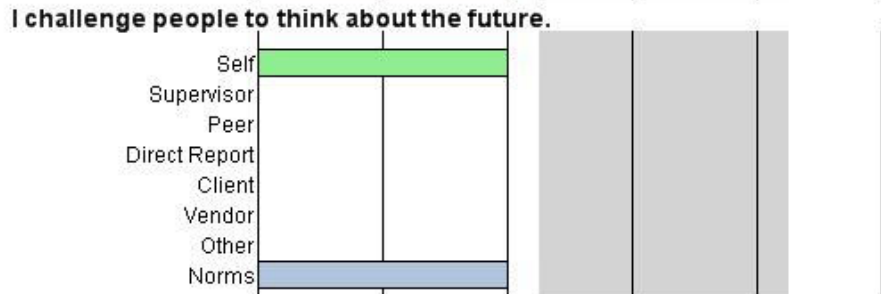
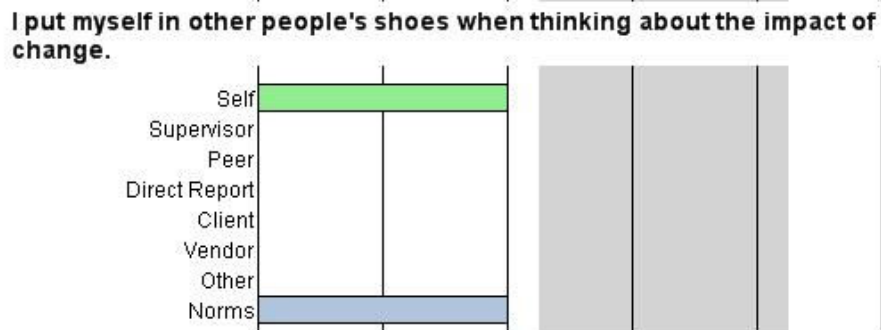
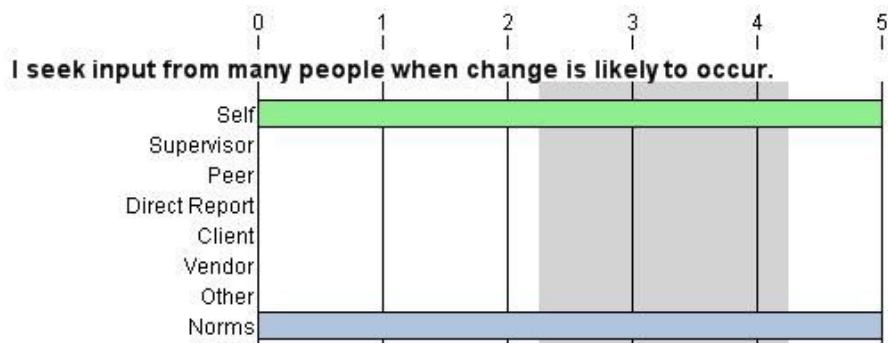
LOW (less than 2.75)

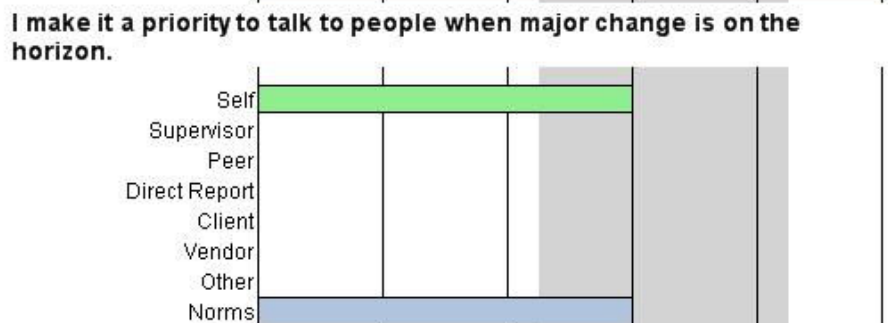
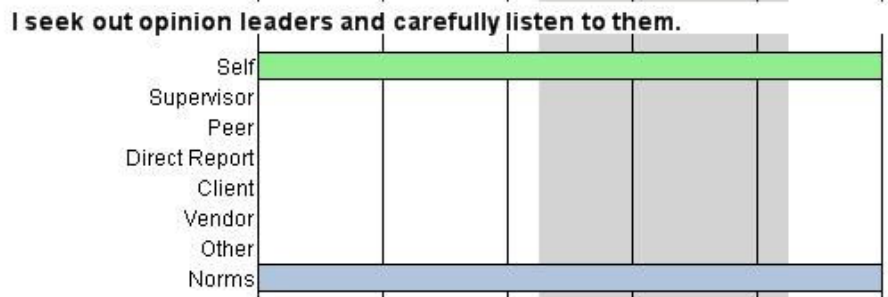
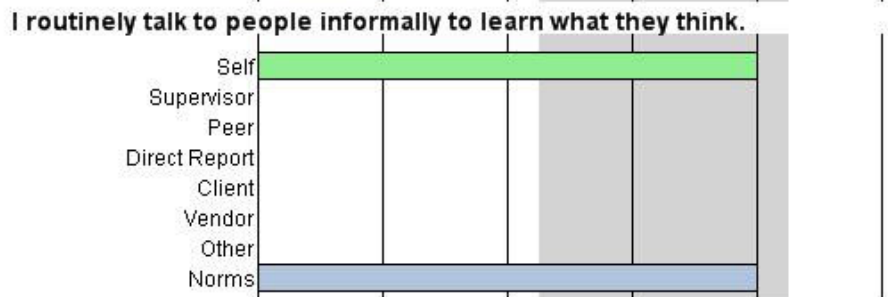
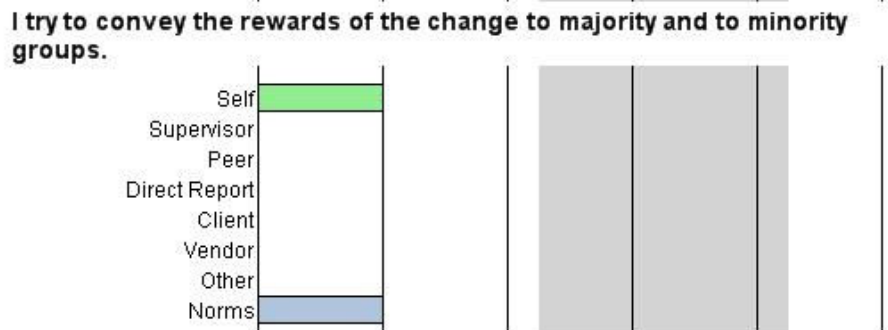
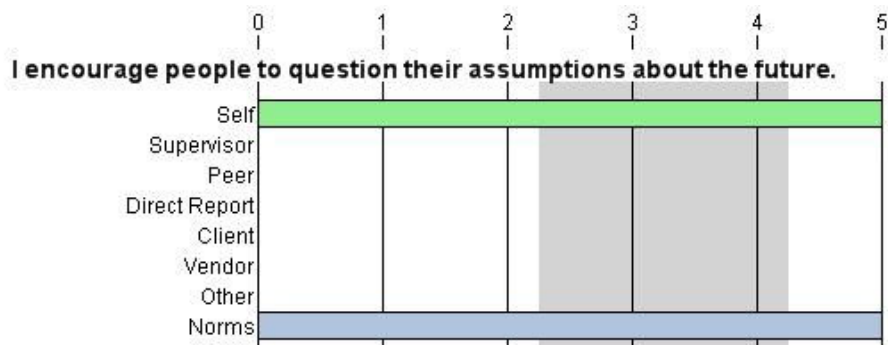
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you rarely engage others in conversation about change (either when it arises or before it occurs as an anticipatory action). You are, therefore, more likely to handle change of any sort by yourself, with little input or interest in how others are handling it. A low scorer will likely be something of a hostage to their own personal experience and thinking when change arises and adopt a "look after myself first" approach or attitude. They therefore might not solicit the input of others or offer any advice, unless it is specifically requested.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you almost instinctively try to involve other people in your thoughts and actions as soon as a change becomes apparent. This entails not only talking with others about known change but inviting individuals and groups to think about future potential change and its various impacts. A high scorer will likely see other people's opinions, experience, and skills as a "resource pool" from which the best ideas on how to handle change can be drawn and shared. As a result, they will offer their own ideas or thoughts widely, and invite widespread comment and input from others.







Involving Others concerns the success of your efforts to talk and consult with others, to both gain and impart useful information. It asks the question: "How well do you network with people to understand or learn about their feelings, and to give and solicit ideas about handling change?"

Recommendations for Overall Improvement

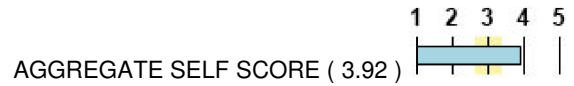
The low scorer needs to value the potential contribution and input of others around them to offer new insights on handling change, as well as offer to share their own input more widely. To do this, low scorers should seek people out at the earliest possible opportunity when change occurs, and adopt an open, two-way feedback approach that helps to build trust and cooperation.

Ways to Strengthen or Improve Involving others

- Try to build relationships with people who are open and generous with their time.
- Ask people about their ideas and suggestions regarding ways to deal with change.
- Start to offer a few ideas and thoughts of your own (where you have experienced success).
- Solicit input from as many types of people as you can (especially the more reserved ones), to gain a better appreciation of reactions to change.
- Seek to regularize this informal exchange process as part of your daily schedule.

VISUALIZING THE FUTURE

Visualizing the Future is the extent to which you spend time thinking about the medium- and long-term future in order to identify a positive and compelling vision of what could be. It asks the question: "How well do you anticipate and find ways to describe what may happen in the long term to many people creatively or inspirationally?"



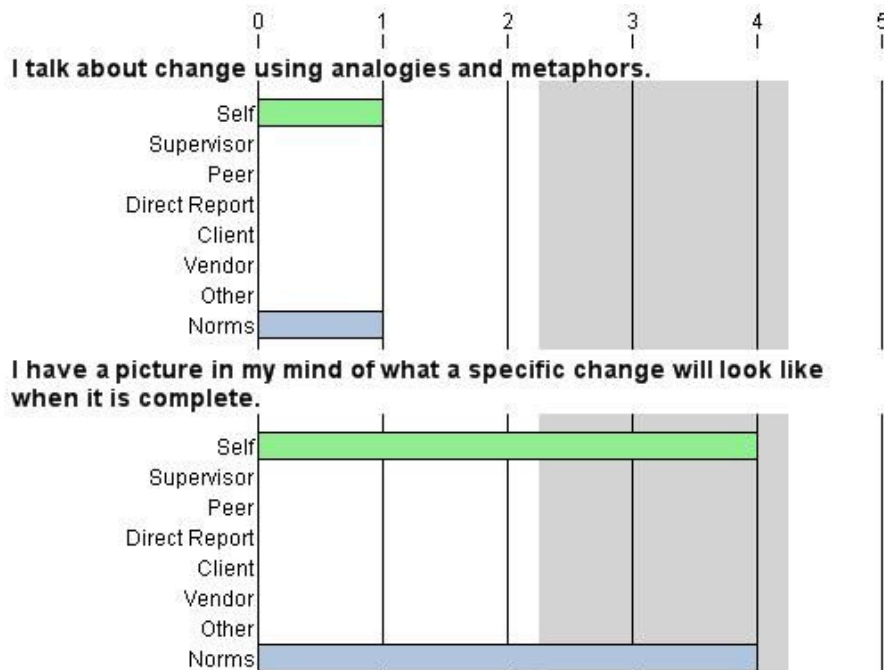
Interpretation

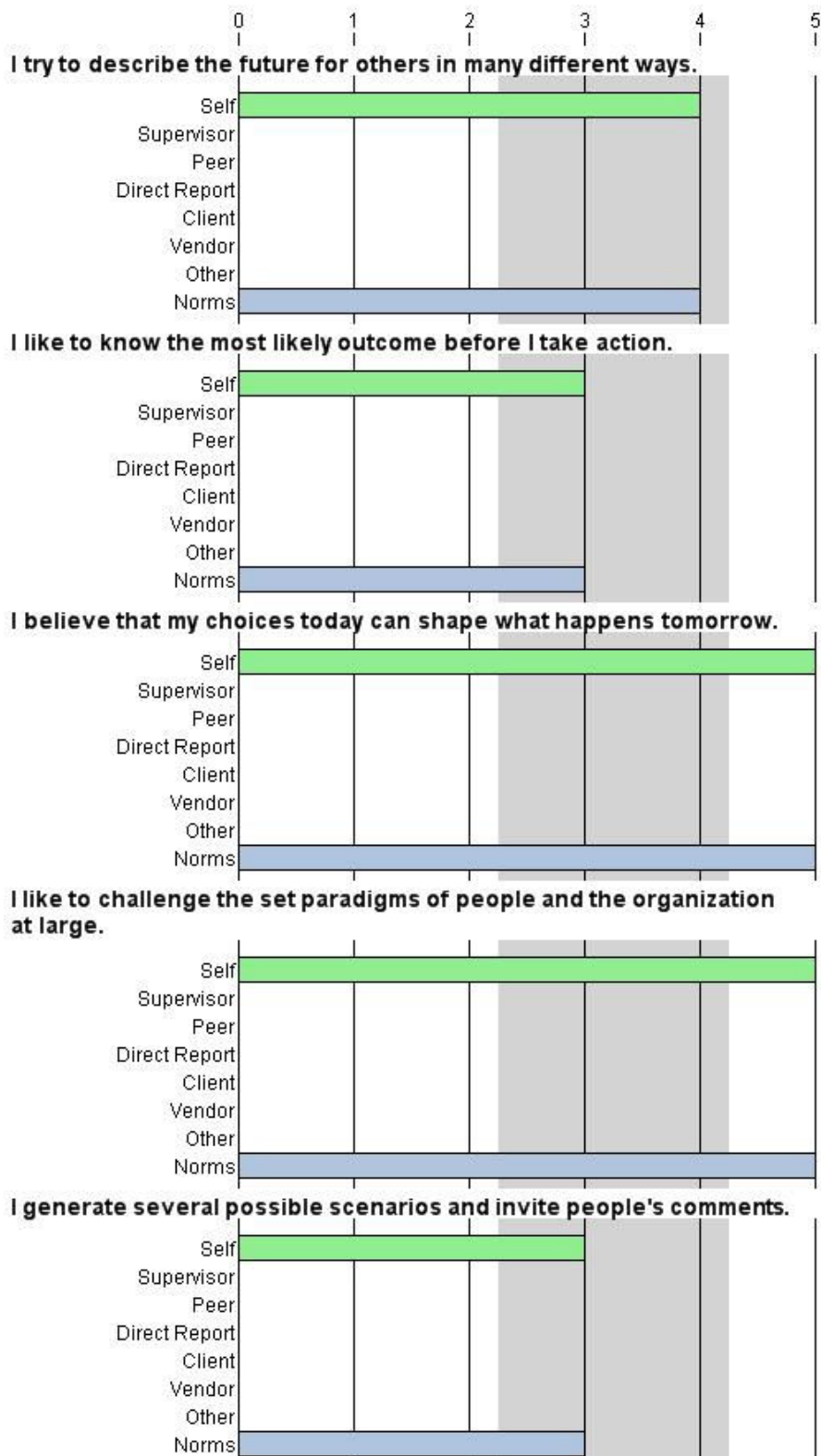
LOW (less than 2.75)

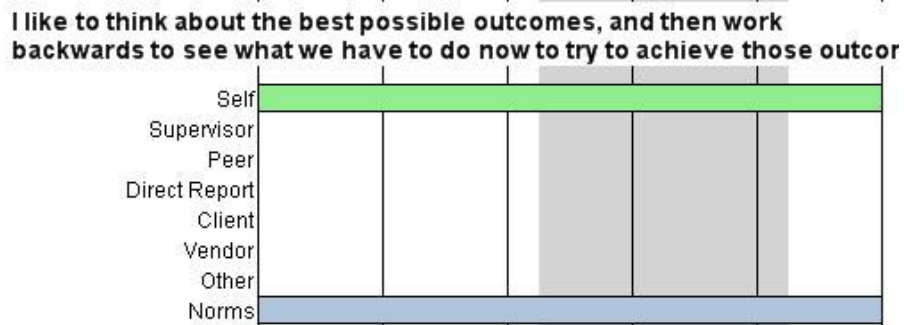
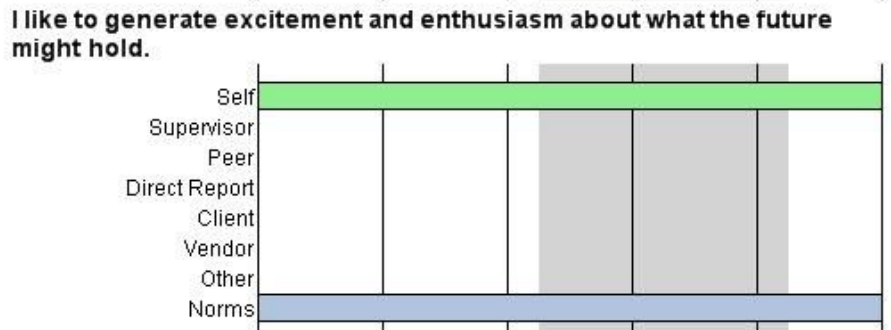
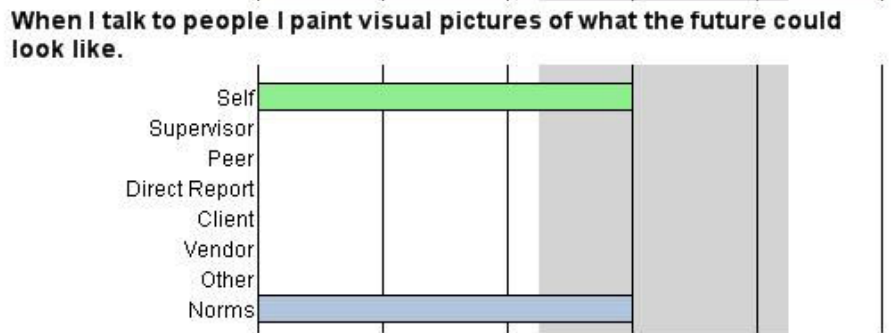
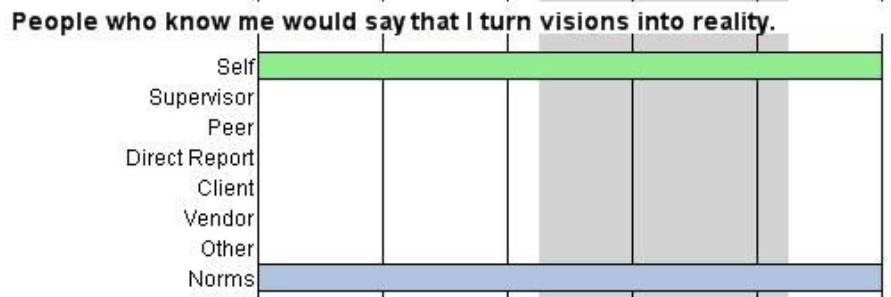
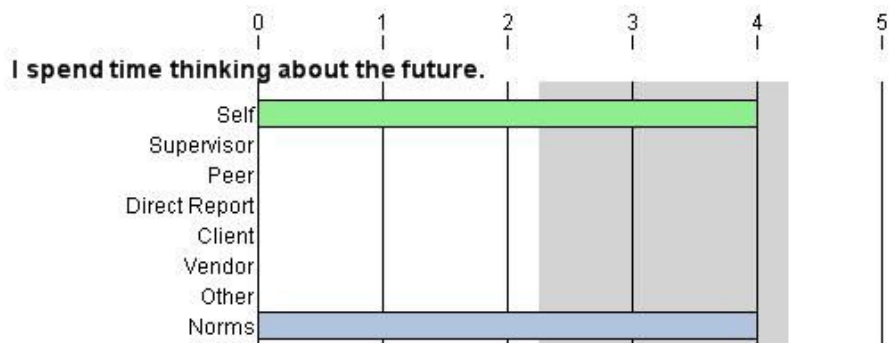
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you live mainly in the present, and spend little time thinking about how the future might be better or worse as changes arise. You may also feel that your capacity to shape the future is limited or constrained, and therefore spend little or no time discussing or describing what it could look like to others. A low scorer will likely focus on today most of the time, and avoid thinking about tomorrow or the long-term consequences of what they see changing around them. They will, therefore, generally adopt a very short-term perspective, and mainly only extrapolate from existing realities or what they see to be concrete or practical experience.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you have an inherent ability to picture or generate a range of different futures, and try to describe them to individuals and groups in a way that influences their actions today in order to help shape tomorrow. A high scorer will likely engage people in conversation about the future and possible changes that could occur, and even generate creative scenarios that could come about if current actions or practices were changed (or people adopted different strategies today).







Visualizing the Future is the extent to which you spend time thinking about the medium and long-term future in order to identify a positive and compelling vision of what could be. It asks the question: "How well do you anticipate and find ways to describe what may happen in the long term to many people creatively or inspirationally?"

Recommendations for Overall Improvement

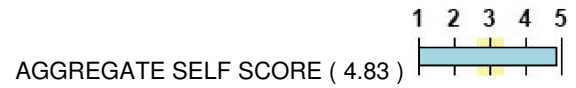
The low scorer needs to shift the balance of their focus from the present to spending more time reflecting on the future. Until it becomes comfortable or "natural," this can be done by engaging in structured discussions or brainstorming sessions about change and the future in general. Individually, low scorers can also reflect more often on what could be, as opposed to what they believe will inevitably come about.

Ways to Strengthen or Improve Visualizing the Future

- Act enthusiastic about the future, and highlight the opportunities to do things in new, better, and more interesting ways.
- Sketch or draw your vision of the future on regular occasions and find time to close your eyes and think about what tomorrow could be like.
- Having done this, work backwards to list all the things that would have to be initiated now or in the short-term to help this vision become a reality.
- Develop a list of future steps, in sequence, that would need to be taken to achieve your ultimate goals.
- Use analogies and metaphors to describe what you think the future could look like to capture people's imagination in different and interesting ways.

COMMUNICATING CLEARLY

Communicating Clearly relates to your efforts to describe change in simple language and in understandable and appealing ways for every individual and change-stakeholder group. It asks the question: "How plainly do you make yourself understood in talking about change at every level?"



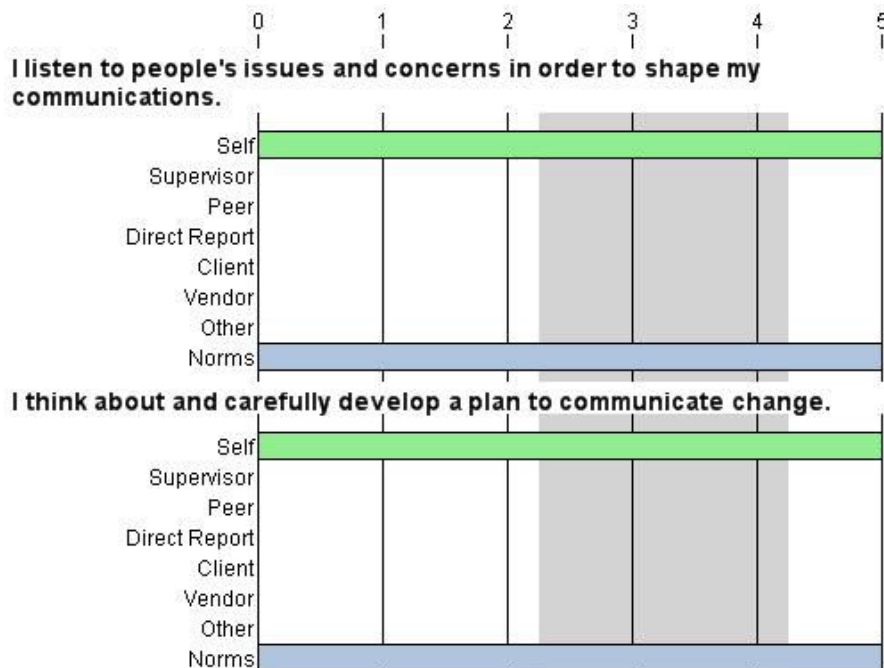
Interpretation

LOW (less than 2.75)

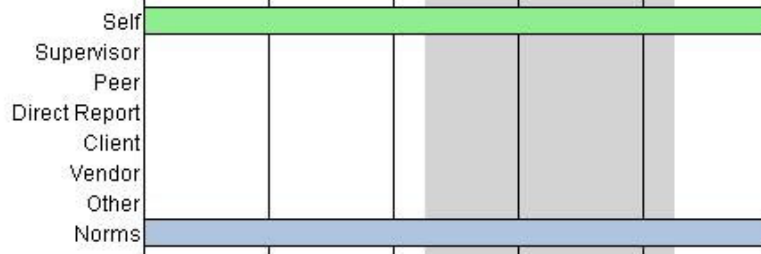
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you tend to either keep your comments mostly to yourself in change situations, or accept poor communication as the inevitable consequence of the change process and people's willingness to give in to gossip and rumor. A low scorer will likely communicate in an unclear way to others, with little in the way of forward planning or consideration of their audience. They also tend not to vary or translate what they communicate to help others to understand the changes that they may be facing, thus adding to confusion and misinformation.

HIGH (greater than 3.5)

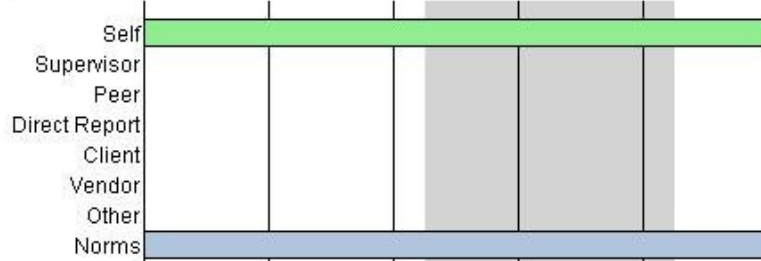
Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you see communication as the primary means by which people can arrive at the best solutions to manage the changes that they face. As such, you will see communication as the "oil" in the change mechanism, and spend a lot of time both talking and listening to people as widely as you can. A high scorer will likely engage in a wide variety of communication "events," using a variety of means to ensure that people understand as much as possible, and to ensure that misunderstanding is kept to an absolute minimum. They will, therefore, spend a considerable amount of time transmitting their messages in a variety of ways and listening for feedback to hone their communication.



0 1 2 3 4 5
I use clear, simple language to describe what will be required of people in the future.



I ask as many questions as necessary to get a clear view of what is possible.



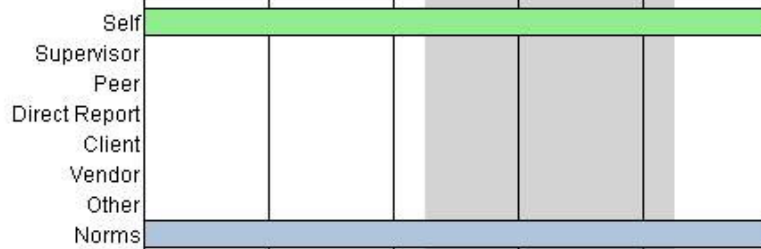
I talk to employees on a regular basis to discuss change issues.



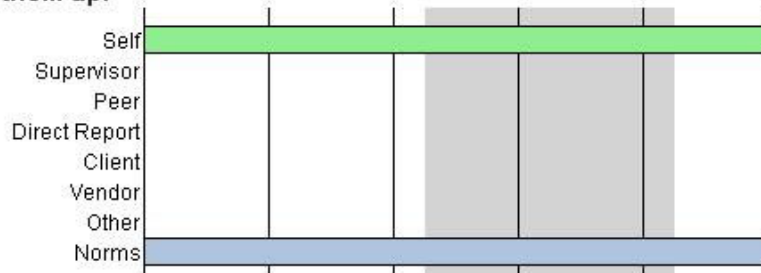
I do not spread rumors or feed the "grapevine" when major change is imminent.



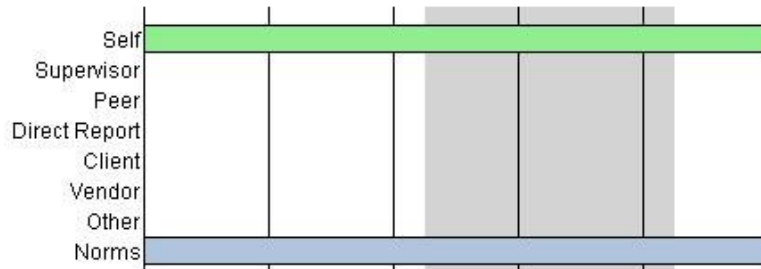
I openly give and receive feedback.



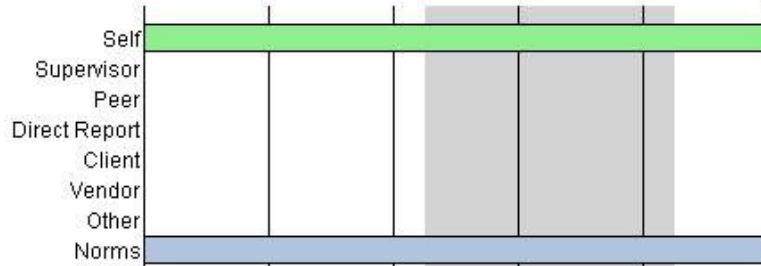
0 1 2 3 4 5
I make sure that we all air our problems and concerns, instead of bottling them up.



I alter my communication style and method, when necessary, to aid clarity.



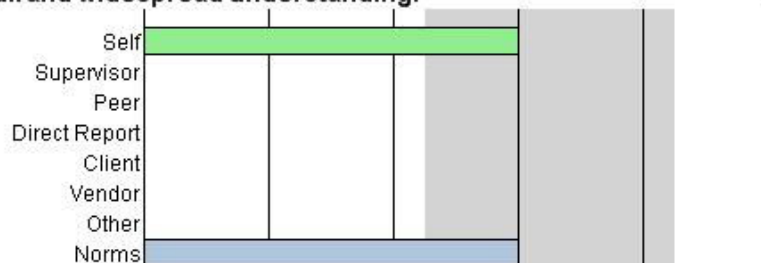
I am patient and give people lots of time to ask questions about change.



I engage in one-to-one communication and coach people who welcome it.



I communicate the core change messages in as many ways as necessary to create full and widespread understanding.



Communicating Clearly relates to your efforts to describe change in simple language and in understandable and appealing ways for every individual and change-stakeholder group. It asks the question: "How plainly do you make yourself understood in talking about change at every level?"

Recommendations for Overall Improvement

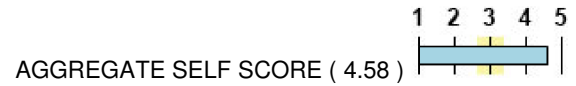
Low scorers need to actively use a variety of direct communication methods and means to give people a clear and concise view of what is happening at the earliest available opportunity (in order to stop the grapevine from becoming the prime means by which people gain information). To do this, they can "walk the talk" in face-to-face conversation, make clear presentations, or even write short and precise communications. In addition, low scorers should actively listen to individual feedback and adapt their communication style and content to maximize clarity and understanding.

Ways to Strengthen or Improve Communicating Clearly

- Practice explaining what is important for people to understand about a future change. Write it down on one piece of paper and read it aloud (to the mirror, your family, or even a pet if you have no one else to listen).
- Think about the different audiences who will receive your message, and make changes so it will be entirely clear to everyone.
- Carefully monitor rumors or gossip, so as to feed the right information to people whenever necessary.
- Translate any information that may be complex or confusing, so that every individual can readily understand it.

BREAKING FROM THE PAST

Breaking from the Past is the extent to which you can successfully ease yourself and others away from the familiarity of past approaches and toward the benefits of the "new order." It asks the question: "How effectively do you draw a firm line between the past and the future in order to make a visible transition for others to see?"



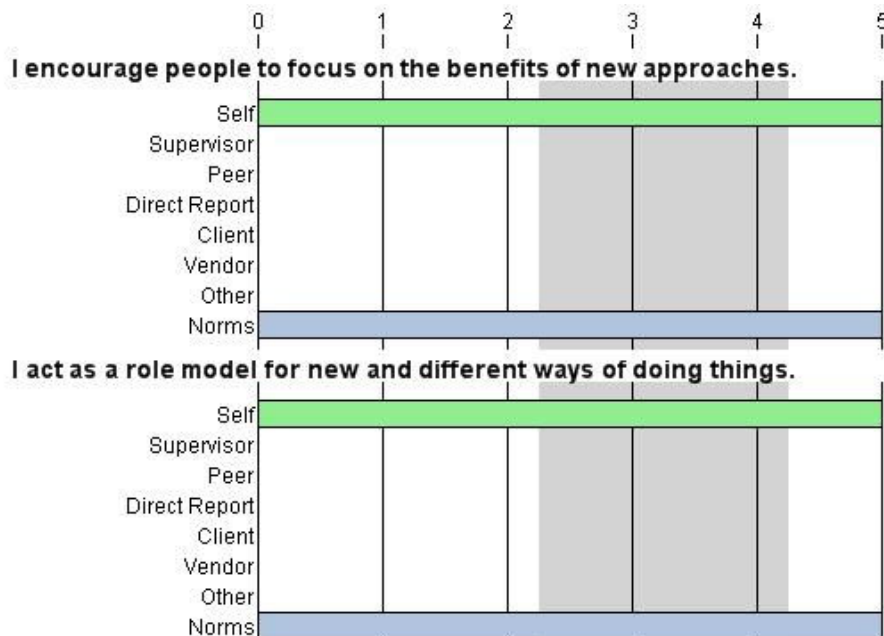
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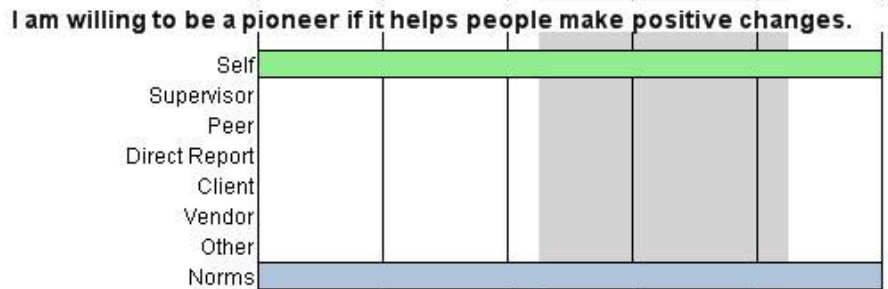
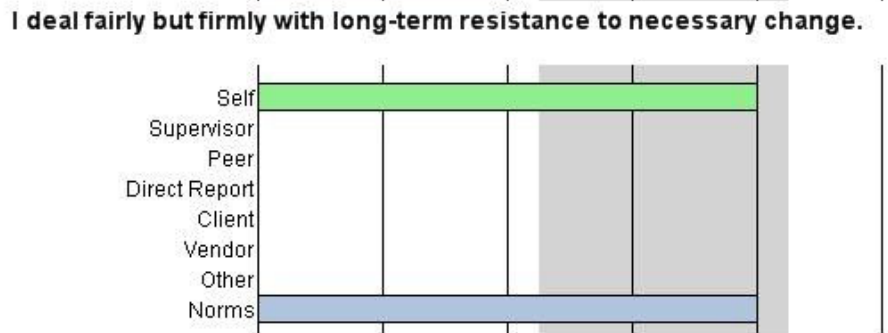
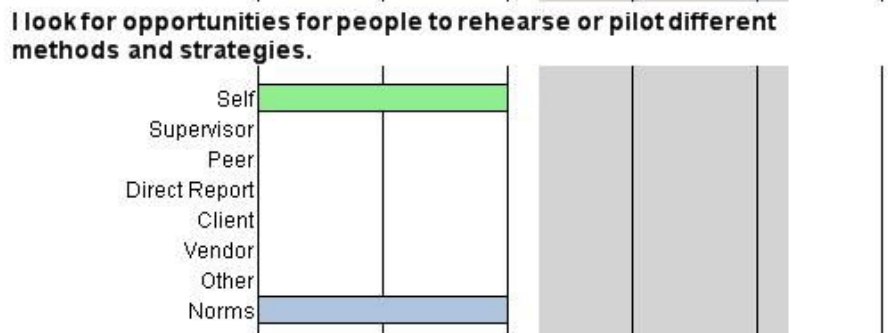
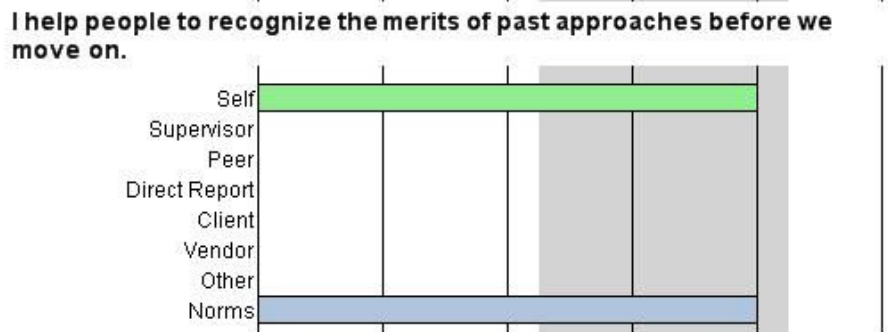
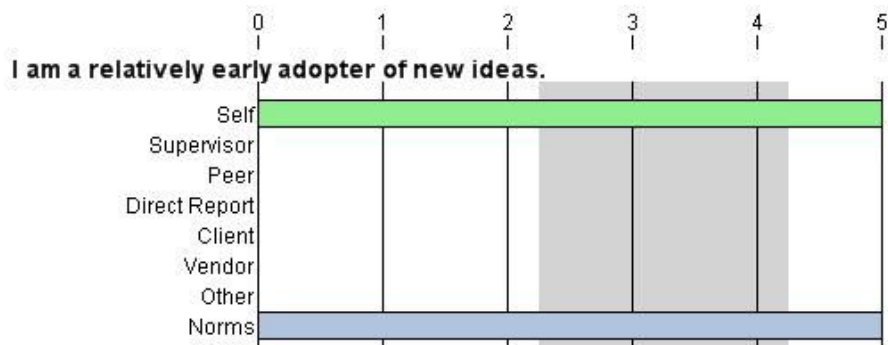
LOW (less than 2.75)

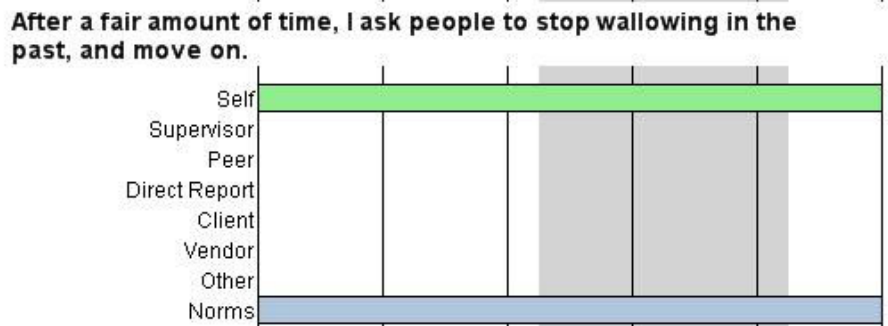
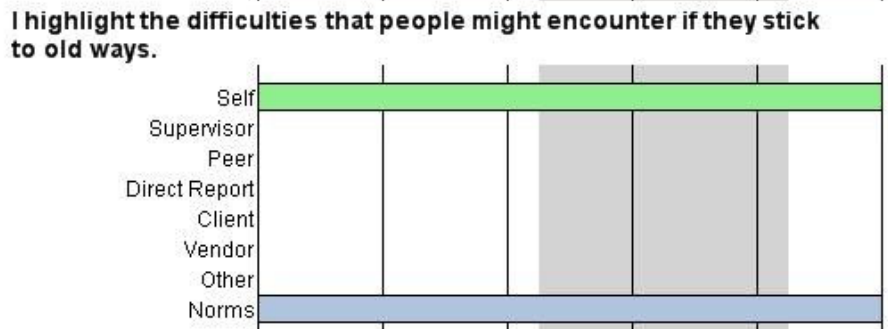
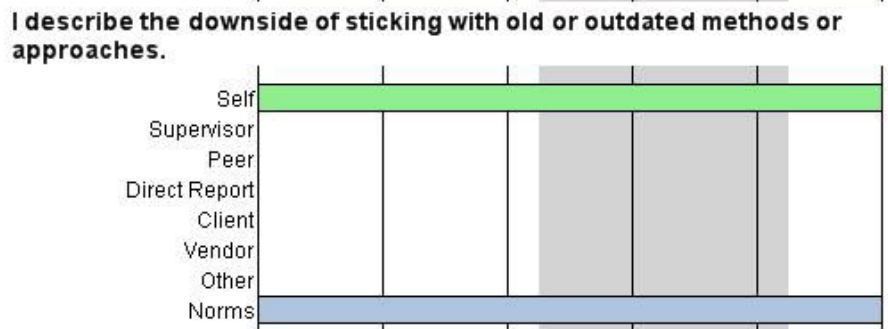
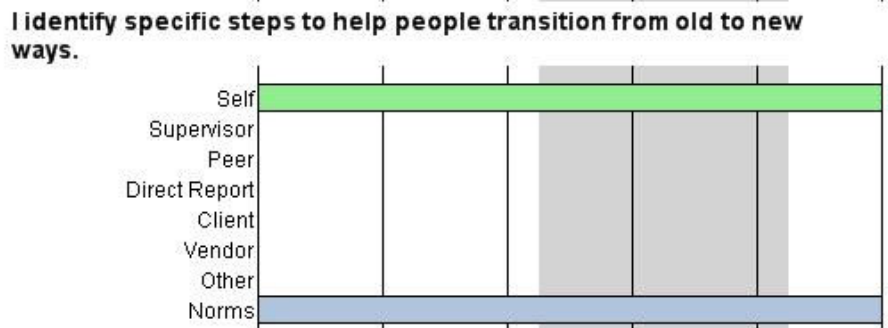
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you allow people to stick with the old or traditional approaches for much too long, instead of suggesting a different and better way. In addition, you may personally show visible concern about future change, and will quietly wait until others have gone first before you will follow them. A low scorer is likely to let people stick to their past practices, regardless of whether or not this is in their long-term best interest. They tend to resist change for personal reasons, and therefore slow the transitional process down until others have "tested" the ground and proven that the "new" way is proven to be better.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are generally comfortable as a role model for others in adopting new practices and methods, or even pioneering a new approach. You encourage people to make the transition and leave their old ways behind them (firmly, if necessary). A high scorer is more apt to believe that there is always scope and opportunity to improve upon past practice or approaches, and adopts change at a reasonably early opportunity. Furthermore, high scorers are likely to encourage others to see the downside of sticking with the old ways, and be firm advocates for the benefits associated with the new way.







Breaking from the Past refers to the extent to which you can successfully ease yourself and others away from the familiarity of past approaches and toward the benefits of the "new order." It asks the question: "How effectively do you draw a firm line between the past and the future in order to make a visible transition for others to see?"

Recommendations for Overall Improvement

Low scorers need to think of change as an opportunity to improve or make things better, and to learn to quickly recognize where past practices are clearly inferior and need to be discarded. They should, consequently, more strongly advocate the positive in particular changes, and help and encourage people to face up to some of the more inevitable realities that they face.

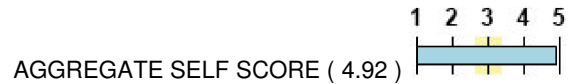
Ways to Strengthen or Improve Breaking from the past

- Try to draw early comparisons of past and future approaches or practices, once you have evidence that the new way is better or clearer.
- Develop different ways to describe the disadvantages of the old and the value of the new ways.
- Firmly but fairly lead people to talk about new changes, rather than ignore them or criticize them gratuitously.
- If possible, find a visible way to show others how to accept new change willingly.



CONSOLIDATING NEW LEARNING

Consolidating New Learning is the extent to which you actively engage in personal learning and offer to coach others in handling change by "taking the plunge" in a safe environment. It asks the question: "How well do you create an environment in which people feel comfortable to take on or learn new skills and behaviors without fear or trepidation?"



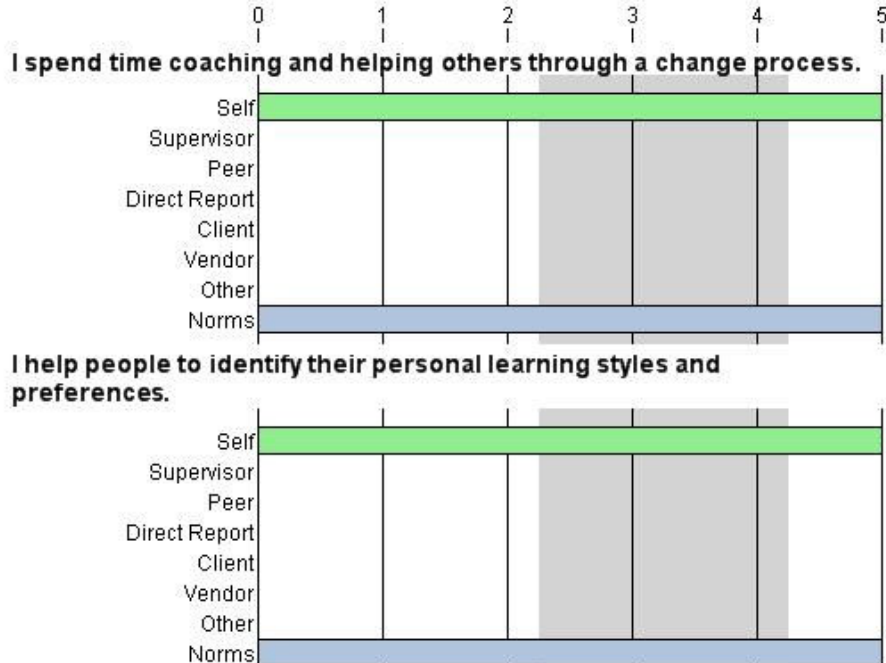
Interpretation

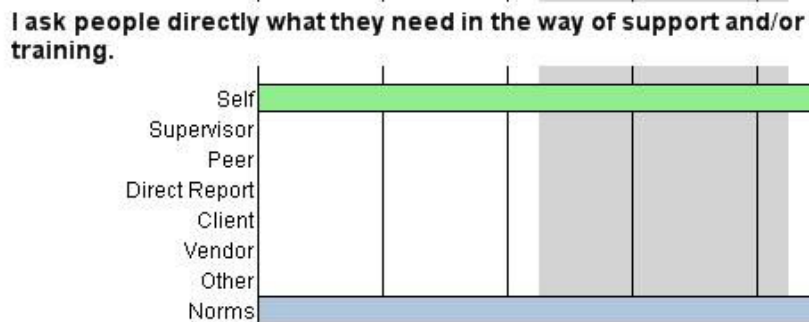
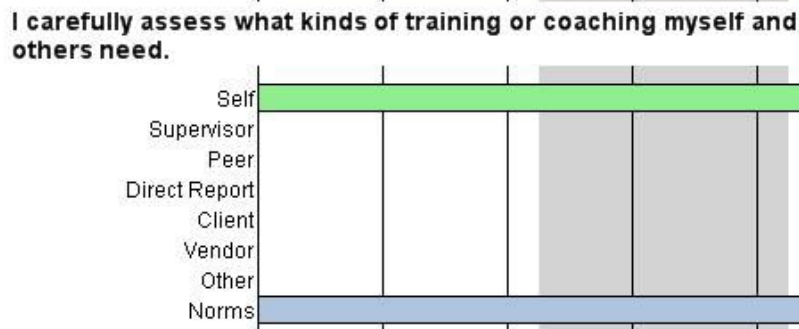
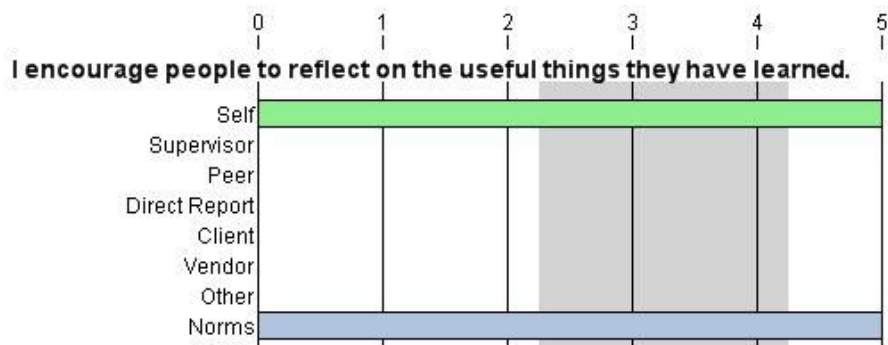
LOW (less than 2.75)

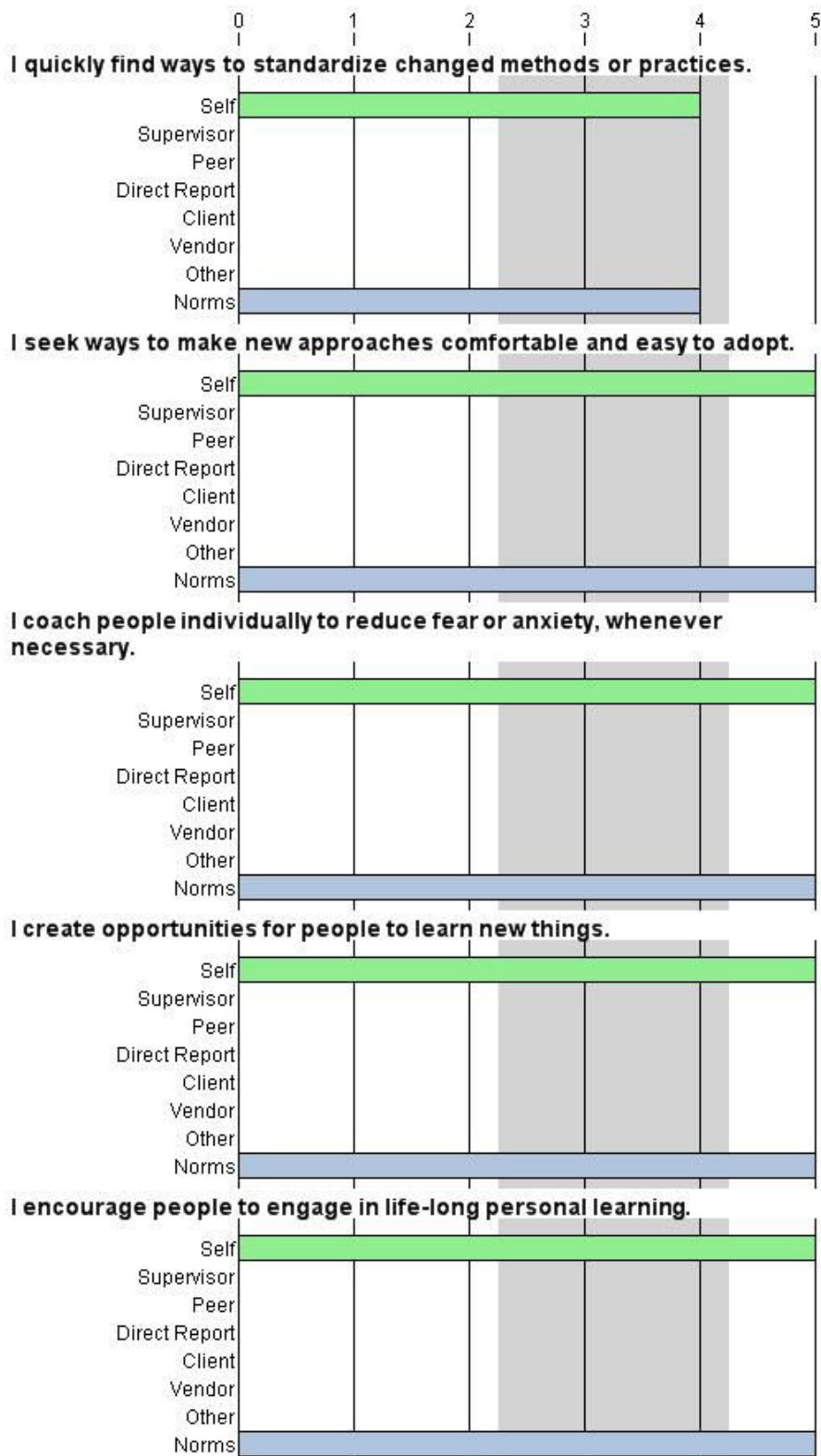
Response ratings predominantly in the ones and twos ("occasionally" and "almost never") suggest that you generally remain uncomfortable with new practices personally, and offer little or no help to others to assist them in coping with changes or in successfully climbing their learning curve to feel positive and comfortable as quickly as they can. A low scorer tends to leave change on their own offering little or no support and insufficient opportunity to practice new skills, learn new behaviors, or reduce fear or anxiety through coaching, training, or practice.

HIGH (greater than 3.5)

Response ratings predominantly in the fours and fives ("almost always" and "very frequently") suggest that you are adept at convincing yourself and those around you to become comfortable with changed practices and methods by increasing self-awareness and ongoing learning, and by making it easier for them to practice new ways or new skills. A high scorer designs and offers a range of intervention strategies to assist people in understanding the change around them and adopting new practices. This is likely to include as much coaching, instruction, practice, and learning opportunity as necessary.







Consolidating New Learning is the extent to which you actively engage in personal learning and offer to coach others in handling change by "taking the plunge" in a safe environment. It asks the question: "How well do you create an environment in which people feel comfortable to take on or learn new skills and behaviors without fear or trepidation?"

Recommendations for Overall Improvement

Low scorers need to give people the time and help necessary to come to terms with change and learn about themselves and their ability to cope. They need to make the environment for this as safe as they can by thinking about individual or group reactions; coming up with learning strategies and tactics that work; and helping them stretch to independent success.

Ways to Strengthen and Improve Consolidating New Learning

- When planning any change transition, design and develop progressive opportunities for people to gradually take on new practices or behaviors.
- Make sure that people do not feel coerced or pressured to the point where they become uncomfortable and fail to change their ways and learn to cope with changes.
- Create opportunities for people to pilot, practice, test, or adjust to a change gradually so they will accept it on a wider scale in the future.
- Speak often about the benefits of continual learning and broadening the mind.

Top 10 Strengths
Consolidating New Learning

84 .I encourage people to engage in life-long personal learning.	5.00
83 .I create opportunities for people to learn new things.	5.00
82 .I coach people individually to reduce fear or anxiety, whenever necessary.	5.00
81 .I seek ways to make new approaches comfortable and easy to adopt.	5.00
79 .I ask people directly what they need in the way of support and/or training.	5.00
78 .I work hard to create a safe environment, where honest mistakes can be made.	5.00
77 .I carefully assess what kinds of training or coaching myself and others need.	5.00
76 .I create opportunities for people to practice new methods and ways of doing things.	5.00
75 .I encourage people to reflect on the useful things they have learned.	5.00
74 .I help people to identify their personal learning styles and preferences.	5.00

Top 10 Development Needs
Involving Others

33 .I try to convey the rewards of the change to majority and to minority groups.	1.00
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Visualizing the Future

37 .I talk about change using analogies and metaphors.	1.00
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Organization for Change

13 .I think about what needs to happen step-by-step in making a major transition.	2.00
14 .I establish sequential milestones when I am involved in a change initiative.	2.00
15 .I break down any change project into manageable parts or tasks.	2.00
17 .I develop specific goals to tackle change projects.	2.00
18 .I carefully assess the risks of change so that they can be managed.	2.00
21 .I design progress measurement systems and processes for major tasks or projects.	2.00
24 .I design thinking and action time into my forward schedule so I can tackle significant change design.	2.00

Involving Others

26 .I talk to people about change.	2.00
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COURSE AND READING SUGGESTIONS

The following are general reading and course suggestions that may help you to better understand the two categories in which your scores were the lowest and to assist you in writing your development plan.

Organization for Change

Organization for Change is the extent to which you take coordinated action to organize yourself and others to tackle small or large-scale change when it arrives. It asks the question: "How effectively do you build a well-structured and comprehensive plan to ensure that you are ready to respond to change positively?"

Course Suggestion

- Change Management Strategy
- Organizational Skills
- Project Management
- Delegation Skills
- Strategic Planning
- Contingency Planning

Other Suggestion

- Start to mentally plan different likely future scenarios for which preparation now would make life considerably easier in the future.
- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

Reading Suggestion

- The Change Management Toolkit, Gary Starke, Dutch Holland, Bill Rogers and Diane Landon
- Control Your Destiny or Somebody Else Will. Noel Tichy and Stratford Sherman
- Lightning in a Bottle-Proven Lessons for Leading Change. David Baum
- Navigating Change. Donald Hambrick and David Nadler (Eds)
- Leading Change. John Kotter

Involving Others

Involving Others concerns the success of your efforts to talk and consult with others, to both gain and impart useful information. It asks the question: "How well do you network with people to understand or learn about their feelings, and give and solicit ideas about handling change?"

Course Suggestion

- Managing People
- Influencing Others
- Empowerment
- Networking Skills
- Communication Skills

Other Suggestion

- Talk to different types and styles of people to gain a deeper perspective on their attitude to minor and major change.
- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

Reading Suggestion

- Managing Transitions: Making the Most of Change. William Bridges
- The Change Handbook. Peggy Holman
- Enlightened Leadership - Getting to the Heart of Change. Ed Oakley and Doug Krug
- Building Trust at the Speed of Change. Edward Marshall
- The Change Management Workbook. Helen Jones and Jon Warne



DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report, and ideas that are suggested in the attached coaching tips.

I try to convey the rewards of the change to majority and to minority groups.

Score: 1.00

Action to Take:

I talk about change using analogies and metaphors.

Score: 1.00

Action to Take:

I think about what needs to happen step-by-step in making a major transition.

Score: 2.00

Action to Take:

I establish sequential milestones when I am involved in a change initiative.

Score: 2.00

Action to Take:

I break down any change project into manageable parts or tasks.

Score: 2.00

Action to Take:

Involving Others

Try to identify how majority and minority groups will benefit from the change so you can win their support.

Whether change is major or minor, complex or simple, or even relatively fast or slow, it will often be perceived in quite different ways by individuals and by the various groups or teams across a particular enterprise. This is simply because each person/group/team is affected in different ways and will have quite separate motivations to accept, reject, or be neutral about the change.

Always work out how each significant group of people can benefit from the change (or establish what they see to be beneficial or positive). The more effectively you do this, the smoother the overall change journey is likely to be (and the less painful it will be on an emotional level).

Try to analyze how people can benefit and do what you can to make this happen. Consider not only the majority groups (or the large population to which most people belong), but also the minority groups who are likely to resist the change if their unique needs are not recognized, understood, and accommodated.

Consider doing the following to improve your overall effectiveness in this area:

- Identify all the major groups of people who are likely to be impacted by the change, and make a written list.
- Start to identify what positive benefits or advantages might be gained by each group. Recognize potential disadvantages and drawbacks that will need to be managed.
- Discuss the change with a group of stakeholders, and simply ask them what benefits they see for themselves. Help them to see more, without pushing them to a particular view.
- Encourage different groups of people to write a brief summary of their views about the change and perceptions of how they will benefit, and find other ways to share the information across the organization.
- Incorporate all the feedback you gather into your change-process planning and into your overall communication plan. Parts of it can be tailored to the needs of individuals or groups.

Visualizing the Future

Talk about change using analogies and metaphors.

One dictionary definition of a *metaphor* is “the name or descriptive term that is transferred to some object to which it is imaginatively but not literally applicable” (e.g., “time flying” or referring to “change” as a journey.” *Analogy* is defined as “Inference ... a process of arguing from similarity in known respects to similarity in other (unknown) respects.” Analogy is said to be one of the main ways in which many of us reach our conclusions (because we can create familiarity with a process through the comparison).

The terms *metaphor* and *analogy* are used to add vividness, such as when we say, “We are standing on the threshold of a new era” and “We sincerely hope you will all come on board.”

We all have our favorite metaphorical expressions. They are extremely powerful ways to communicate with people about change, because they can capture their imagination. If well chosen, a good metaphor or analogy can be referred to again and again to help clarify and provide insight on quite complex issues.

Try the following techniques to improve your overall effectiveness in this area:

- Try to learn what analogies other people in change situations use to describe the process.
- Think about one or two really useful metaphors or analogies that you can use when you talk to people about change situations. For example, you can compare change to going on a plane trip (slowly taxiing to the runway, a fast takeoff, cruising, experiencing turbulence, getting ready to land, landing, and reaching your destination, etc.).
- Read well-known speeches or quotations, and try to find analogies and metaphors you can use.
- Have a collection on hand of the best examples and those that help paint the picture of aspects of change you are dealing with now or that lie ahead. Keep a notebook to record phrases or ideas that you hear from others.
- Listen carefully to politicians and commentators to understand the power of metaphor and analogy, and adapt and apply what is most relevant and useful.
- Practice using any metaphor or analogy carefully before you use it. They can miss the mark as badly as a poor joke.

Organization for Change

Think about what needs to happen step-by-step as you make a major transition.

Managing change requires us to use reasoned thinking in order to put all the complex parts together. If you have ever completed a jigsaw puzzle that contained sky or sea areas in the same color, you will know that working out from the center or working in from the edges will frequently provide you with the best solution.

Change works the same way: we need to adopt a step-by-step approach so that we can go forward positively in times of confusion.

Change projects almost always introduce many variables that alter our plans to a lesser or greater extent. Whatever the size of the change, the only way to ensure that you can really handle the transition is to plan the journey step-by-step, and take into account the likely issues that will need to be tackled along the way.

Here are some ways to do it:

- Assess your key personal motivators. For example, are you an action-driven person who most enjoys it when things are happening? Or are you a more strategically driven, long-term thinker who is happy to be reflective? What should you change in order to plan more carefully in the future?
- Reflect on some major event in the public arena, and identify where inadequate thinking about the steps of the transition might have contributed to the poor outcome. What lessons might you apply from this?
- Understand from some personal event in your life (losing weight or increasing fitness or buying property) what the steps were that needed to happen in order for you to reach the desired outcome. How might you translate these examples to your work-based change projects?
- Analyze a previous change process you have been involved in as a participant, and identify what the major steps were to make the transition.
- Transition is all about moving from one point to another. Think about a forthcoming transition that needs to occur, and draft the steps or major milestones that you think need to be in that plan.

Organization for Change

Establish sequential milestones in a potential change journey.

As the saying goes, “Even a journey of a thousand miles starts with a single step.” A plan to travel on a long and difficult journey, even a figurative one, can be broken into smaller parts and tackled one step at a time.

Change journeys are very similar to the concept of traveling. We cover a certain amount of ground and we’re now only thirty miles from our destination or we have 65% of our budget left or 80% of the staff has been transferred.

Milestones are important in measuring progressive success and movement toward the stated goal. Should these milestones occur in strict sequence? That will depend on the nature of the change journey. In many cases, change strategies have been brought down by poor attention to sequence issues. Change in each of the parts of the process might have begun on time or even planned, but the milestone of one sequence that overlaps into the beginning of another can lead to a bottleneck in the process (just as a crash will tend to do on a major highway). We need to work hard to not only establish reasonably and logical milestones in order to take stock and adjust, but also to make sure that we understand how all individuals need to come together at a particular point to coordinate efforts and re-plan.

Consider doing the following things to improve your overall effectiveness in this area:

- Past projects are often good examples to look back on in order to fully understand what each sequence was and what its milestone was/looked like. Hindsight can create frustration: Use it to learn just how important it is.
- Next time you are cooking or gardening or clearing a room, look for evidence of the sequences in the process, and use milestones. A good milestone allows you to assess your progress, make some changes, and then continue with fresh enthusiasm and confidence.
- Use the project management approach of breaking your overall tasks into specific parts or individual aspects, and then developing a sequential step-by-step plan for each one. Having done this, choose a few logical milestones at points where you can reasonably assess the progress of each part of your change project.
- Be careful not to set too few or too many milestones. Too few and you might not have the opportunity to review and adjust in time. Too many and you will disrupt your own and other people’s efforts and flow.

Organization for Change

Break down any change project into manageable parts or tasks.

If you have ever read a book on time management, you will be familiar with what is often called the Swiss cheese or **salami approach**—the act of breaking a major change down into its component parts.

It is important to understand that EVERY change, big or small, is made up of a collection of parts, some big and some small. Breaking projects down into parts is a step that raises the possibility that the overall project will be manageable. Plans, budgets, communication, research, etc. will align with these parts in accordance with their importance, rather than with their size. Often projects look daunting, but they do so only because they have not yet been broken into their component parts. Put a lot of effort into breaking large processes down, and people will be able to handle even high pressure and/or tight deadlines without becoming overwhelmed.

Here are some good suggestions to improve your overall effectiveness in this area:

- Take a personal goal you have (making a new friend, buying a new car, moving, etc.) and break this imaginary goal down into manageable parts and tasks, *in writing*.
- Select a local work example of some change that is occurring or is likely to occur in the near future. Practice breaking the overall change or goal into five, six, or seven parts that would make it easier to tackle.
- Develop your own checklist relating to the way in which any project can be broken down into smaller parts or pieces. Develop a series of headings (such as planning, preparation, organizing, communicating, coordinating resources, etc.) for the “chunks.”
- Identify a range of questions that you need to ask of yourself or others in order to tease out the important aspects of any change project, large or small. Use these questions to make sure that you elicit all the information that you need in order to do your own planning and make sure that anything that you are responsible for doing is digestible.