PROJECT NAME:

USER NAME:

DATE:

CHANGE MANAGEMENT READINESS TOOLKIT

INTEGRATING THE BEST OF CHANGE MANAGEMENT PRACTICE

WITH THE CHANGE PROCESS

AND CHANGE READINESS

CONTENTS

THE CHANGE GYM'S CHANGE MANAGEMENT MODEL

CONCEPTUAL BACKGROUND

The approach to change management found in this document is based on a scientific understanding of the change process, existing change management models, and change readiness theory. The Change Gym's Model is an integrative approach that anchors management practices around the structure of the change process and its requirements.

The Transtheoretical Model of Change

You do not need a deep understanding of the Transtheoretical Model of Change to use this framework, although such an understanding would be helpful. We will briefly consider what the Model tells us about the change process.

A quick overview

- The Transtheoretical Model of Change tells us that there are 5 distinct steps that people take when they engage in change. Not everyone takes these 5 steps, but people who are generally successful at change do take these 5 steps. They become patterns for us to follow if we want to be successful around change.
- Each step of the change process has a distinct purpose.
- To succeed at change, we must succeed at each step of the change process.
- The only legitimate time to claim ultimate success is when we have successfully completed Step 5 of the change process.
- It is normal to move forward and backwards though the 5 steps. For example, we might move from Step 1 to Step 4 in steady progression, but then experience problems and regress back to Step 2. We could become stuck in Step 2. We could even regress further back into Step 1, or we might regain our forward motion and move again into Step 3 and return to Step 4.

Table 1: The 5 Steps

STEP	MANAGEMENT GOAL
1	TOWARDS AWARENESS
2	TOWARDS COMMITMENT
3	TOWARDS PREPARATION
4	TOWARDS MASTERY
5	TOWARDS NORMALITY

Table 1 shows the 5 steps of the Transtheoretical Model of Change and we have added a goal for each step. Figure 1 also shows these 5 steps.

Figure 1: The 5 Steps of Change
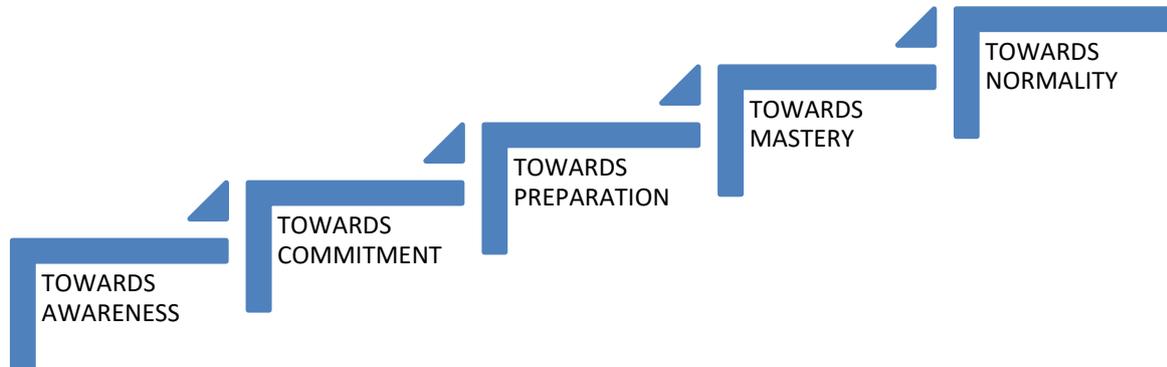
Step 1

When people are in **Step 1** of the change process they are not even thinking about change. There can be several reasons for this:

- They have no awareness that a problem exists or is about to appear
- They have no awareness of opportunities that are present or about to arrive

- They are aware of problems or opportunities, but have no interest in addressing them
- They have tried to change in the past and failed

For stakeholders who are in Step 1 of the change process, the management goal is to increase awareness of the problems or opportunities that the change project is attempting to address. Where there is no awareness of problems or opportunities, stakeholders need to be made aware of the reasons for change. Where interest is low, stakeholders need to be made aware of the value of change. Where change has previously failed, stakeholders need to be made aware that there are grounds for optimism about change.

Step 2

Once stakeholders have developed awareness around change, they need to work towards building commitment for change. This is what happens during **Step 2** of the change process.

To build commitment for change, people need to weigh up the costs and benefits, the pros and cons. They need to highly value how change will benefit the organisation, their teams, and themselves. They also need to develop an optimistic attitude towards the change – a conviction that it will be worth it and that they can succeed.

Step 3

When stakeholders have developed a commitment for change, they need to make a firm decision for change. Once that firm decision has been made, they are in **Step 3** of the change process.

Step 3 begins with a firm decision and ends with careful preparation for change. There are many things that need to be done before new behaviours and new practices can be implemented. Resources must be accessed, tasks allocated, and responsibilities assigned.

It is important to be thorough about preparation because rushing through this step makes it more likely we will struggle in Steps 4 and 5. However, it is equally unhelpful to become perfectionistic about preparation. Wanting every detail arranged will slow down the change process and cause stakeholders to become bored and lose momentum and focus.

Step 4

Once it is deemed that enough preparation has been made, it is time to move into **Step 4** – making it happen. This is where stakeholders begin doing new things or doing old things in new ways.

Step 4 is where most of the new learning will take place. Because of that, it is also where many of the mistakes will be made. This is where many people may feel outside of their comfort zone. The management goal here is to help stakeholders build mastery over the new things they must learn how to do.

Step 4 is also where many of the anxieties, frustrations, and challenges are most strongly felt. Oftentimes, if regression occurs it happens here. Some people may get so discouraged or frustrated with change that they want to give up on it altogether (and return to Step 1). Or, they may discover that preparation (Step 3) was inadequate and there is a need to prepare more thoroughly before they can return to Step 4.

Step 5

Step 5 is the only step of the change process that has an indistinct beginning. In some ways, it is a continuation of Step 4 in as much as the need for mastery is on-going. However, there comes a point in the change process where you notice the steep learning curve has flattened out and the new behaviours are becoming more familiar. This signals the beginning of Step 5.

The management goal of Step 5 is to normalise the new behaviours. Getting to normality, though, can sometimes be a challenge in Step 5. Regression can still occur, and stakeholders can still make mistakes and have setbacks. These can be especially challenging in Step 5 because they have come so far, and it can be devastating (and embarrassing) to slip up when so much progress has been made.

However, once the new behaviours do become the new normal and change is embedded in the culture, the change project can be considered a success and the process complete.

Perspective and Implications

It is important to notice the perspective taken when using the Transtheoretical Model of Change. The perspective is not a management perspective – it is not showing what managers should do to manage change. Rather, it is the perspective of those stakeholders who are involved in the change process. And that includes managers.

Moreover, it is a description of what needs to happen, and in what order, for change to succeed. All stakeholders must engage in all 5 steps and complete them successfully. That may mean different things for different people, but the process is the same for all.

What change managers should do considering this change process is an implication of the process. In other words, the process implies that managers should do certain things to facilitate the process and to help other stakeholders progress through the process.

So, what should managers do? They should:

1. Help all stakeholders progress towards achievement of the goal for each step of the process, i.e., help them move towards awareness, commitment, preparation, mastery, and normalisation of the new behaviours.
2. Help all stakeholders deal with regression and setbacks.
3. Help all stakeholders develop readiness for each step of the change process.
4. Know what questions to ask and what issues to address at each step of the process.
5. Create and engage stakeholders in a set of processes important for each step of the change process.

Integrating Change Readiness

Having a change management approach that reflects the nature and structure of the change process is a great place to start, but there is a further demand on those who lead and manage change. This is the need to engender readiness for change.

There are 2 main aspects to this. First is change readiness communication. There are 5 key messages that must be communicated regularly during Steps 2-5 of the change process. These messages are:

- Constant reminders about the problems or opportunities addressed by the change

- Assuring stakeholders that the approach being taken is appropriate and workable
- Assuring stakeholders that, working together as a team, they can be successful
- Constantly reminding stakeholders of the benefits of the change
- Assuring everyone that Management fully supports the change and is committed to supporting all stakeholders

These 5 messages will help build change readiness if they are communicated sincerely, regularly, and are supported by appropriate action.

The second aspect of change readiness is the readiness of leaders and managers to lead by example and by process. Leading by example means modelling change fitness behaviours to their teams. Leading by process means having an appropriate list of processes and questions to guide stakeholders through each step of the change process.

The following set of guidelines aim to help you ask the right questions and engage the right processes for each step of the change process.

NOTES:

PLEASE NOTE

1) Your goal is to move forward from Step 1 all the way through to Step 5 of the change process.

2) Within each of these 5 Steps the listed tasks are not ranked in any order. You can do them in any order that makes sense.

3) Progress through the 5 Steps of change is often not a neat, linear progression. Don't be surprised if you need to backtrack to an earlier Step.

4) What adds to the difficulty when managing change is that (often) not all stakeholders will be at the same Step at the same time. For example, some will be committed to the change and others may still not be fully aware of why the change is needed. You need to carefully manage these differences.

5) Don't move on to the next Step until you have a critical mass of people to take with you.

6) This toolkit guides you through the change process. Supplement it with any other tools and resources you find helpful.

7) This toolkit uses bookmarks. Enable them to improve user experience.

WHAT TO DO
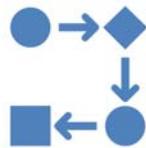
5 STEPS TO SUCCESSFUL CHANGE

STEP1
Towards
Awareness

STEP 2
Towards
Commitment

Manage
Change

STEP 5
Towards
Normality

STEP 4
Towards
Mastery

STEP 3
Towards
Preparation
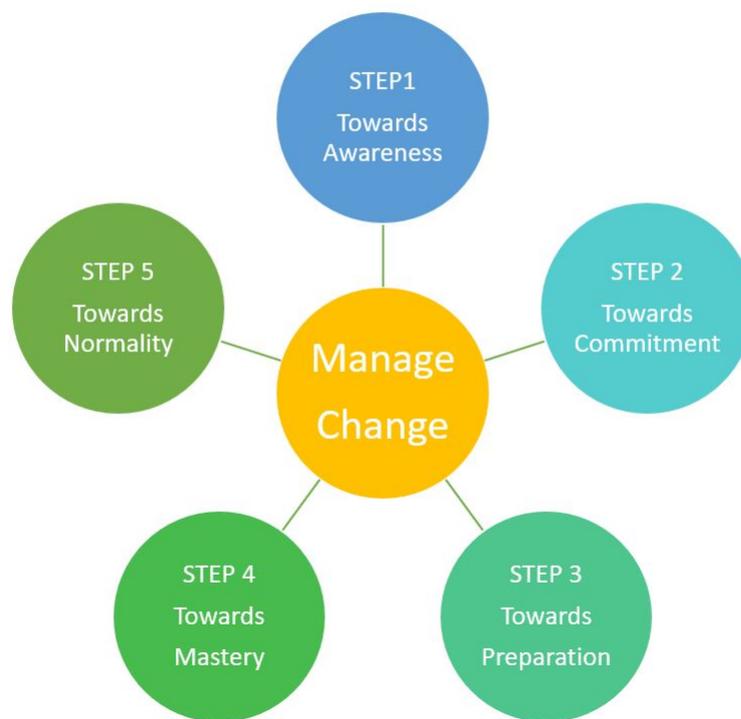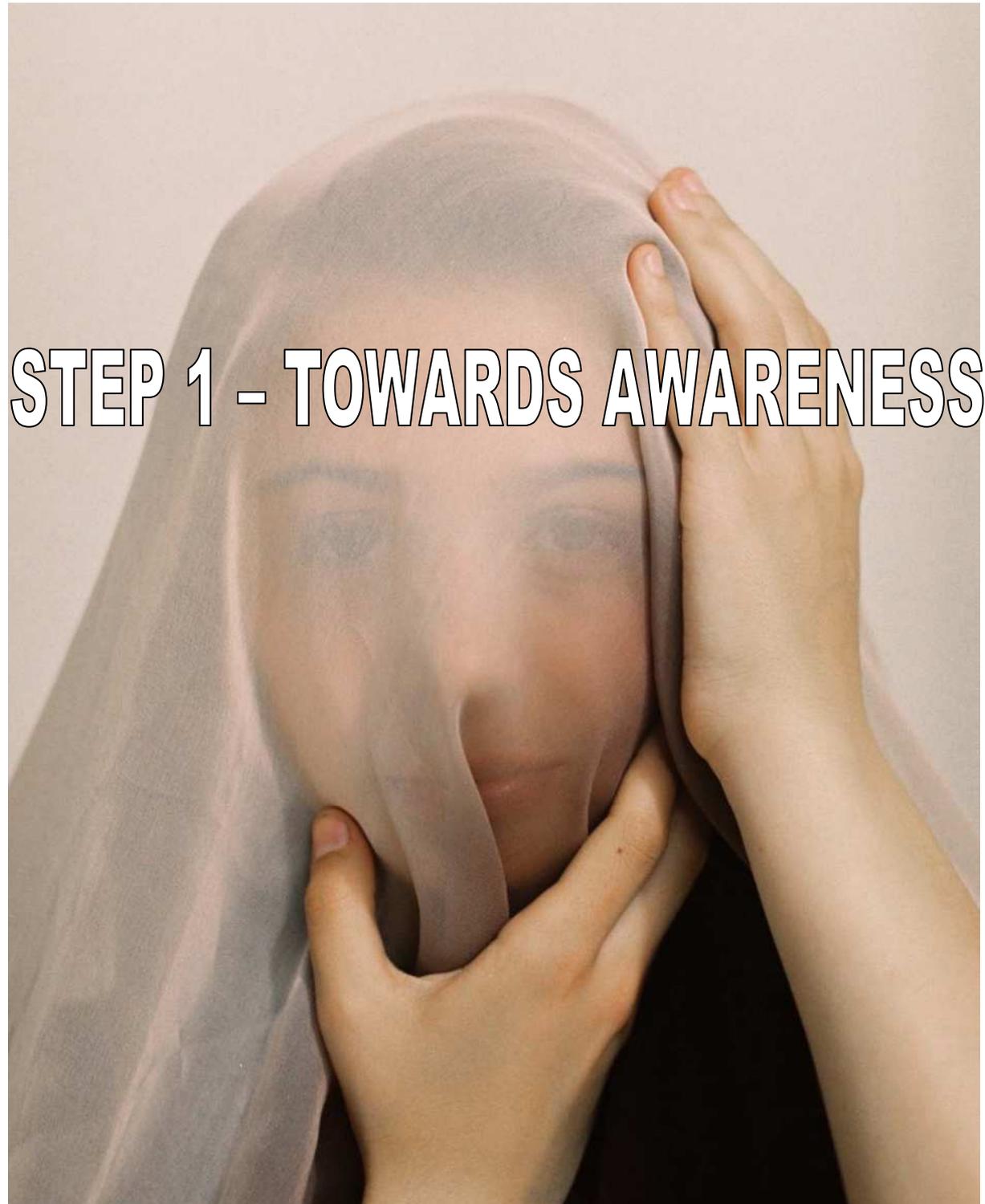
STEP 1 – TOWARDS AWARENESS

STEP 1 – TOWARDS AWARENESS

TOWARDS AWARENESS

Questions to Ask

Here are some questions to guide your thinking through Step 1.

- What's not working for us right now?

- What could we be doing better?

- How does 'this issue' affect our performance?

- How much better would it be if we didn't have to deal with 'this issue'?

- What might happen if we keep doing 'this issue'?

- Some people see a problem with 'this issue'. What has been your experience?

- 'This issue' is likely to keep on happening. How might this adversely affect us?

- 'A' presents an opportunity to do 'B'. Here are some further details. How could this help us achieve our vision?

- What are some of the best opportunities you see for us moving forward?

- What are we like when we are at our best? How can we be like that more often?

- How important would it be for us to grasp this opportunity or solve this problem?

- What should we attempt to achieve if we were sure we would not fail?

Tasks to Perform in Step 1

Everything you do in Step 1 should help generate awareness of the need for the change.

Provide Context

You need to provide stakeholders with information to put a context around an impending change project. Write down all the information you need to give them. Then, rank them according to the importance of this information (HI, MID, LO)

CONTEXTUAL INFORMATION	HI	MID	LO

Identify Problems or Opportunities

What problems/opportunities does this change project target? What strategies will you use to help stakeholders build awareness of these? List them in the table below. Possible strategies you could use are focus groups, interviews, discussions, surveys.

PROBLEMS/OPPORTUNITIES	AWARENESS STRATEGIES

Target Relevant Stakeholders

Who are the stakeholders that should be made aware of these problems/opportunities?
Rank them in terms of their level of involvement or impact (i.e., some people will be more involved or impacted than others).

STAKEHOLDERS	INVOLVEMENT/IMPACT		
	HI	MID	LO

Utilise Media

What media will you use to build awareness of the need for change? Make a list of them below. Possible suggestions are staff meetings, emails, team/group meetings, one-on-one conversations, PowerPoint presentations, videos, posters/visual materials, etc.

Which media require specific preparation? Who is going to prepare them? By when?

Media	Who Prepares?	By When?

Develop Metrics

You need a way to assess how well each stakeholder is aware of the need for change. You may not get 100% awareness of this*, and if the stakeholder is in the low impact group, this may not matter. However, you need to ensure all stakeholders in the high and mid impact groups are aware of the need for change. Don't move on to Step 2 until these people are aware of why change is needed.

Those who remain unaware of the need for change may catch up when Step 2 tasks begin.

NOTE: You are only seeking awareness here – they don't have to agree with it or support it yet.

NOTE: The Change Gym has an assessment tool called TRASCE™ that could help you here.

How could you assess whether stakeholders are aware of the need for change?

STEP 2 – TOWARDS COMMITMENT

STEP 2 – TOWARDS COMMITMENT

TOWARDS
AWARENESS

TOWARDS
COMMITMENT

Everything you do in Step 2 should help generate commitment for the change.

Questions to Ask

Here are some questions that could guide your thinking in Step 2.

- What are the benefits to be gained if we make this change?

- How valuable would these benefits be for us?

- How urgently do we need these benefits?

- What are the risks of not doing anything?

- What is the risk of change for service-delivery?

- What are our greatest fears about this change?

- Have we ever tried anything like this before?

- How difficult could this change be?

- What are some of the challenges we could face?

- How long would this change take?

- Do we have what it takes to succeed?

- What strengths/limitations do we have to work with?

- What support would we need?

- Are we likely to get the support we would need?

- Are we willing to support this change?

Tasks to Perform in Step 2

A) BENEFITS AND VALUE TASKS

Identify the Benefits and Value of Change

This exercise can be completed for different levels within the organisation. For example, you could identify the benefits and value of change for the whole organisation, for a division within the organisation, for a team within the division, or for an individual within the team. Going from the macro to the micro helps everyone get a big picture of why change is needed. You might need to make multiple copies of this table.

The **benefits of change** captures how the change would improve outcomes for the organisation, division, team, or individual. How does it help the organisation achieve its purposes? How does it increase efficiency? How does it make people more productive?

The **value of change** captures how important these benefits are. For example, a change that makes a team more productive by improving how information flows might have the value of increasing employee engagement and building greater levels of trust and empowerment amongst team members.

Get people to brainstorm and come up with specific benefits and values of the change. Share these within the team(s) so all members recognise why the change is important. You could also use focus groups, discussions, interviews or surveys to collect ideas.

NOTE: The benefits and value of change may look different to different people within the organisation. For example, what may seem a benefit to one division may appear to be a liability to another. Remember to maintain a systems focus – a change that is a liability to one division may create other positive opportunities down the track.

BENEFITS OF CHANGE	VALUE OF CHANGE

Align the Change with the Vision

You should help people think about how this change aligns with the vision of the organisation, division, team, and/or individual. It is easier to be committed to a change if you can clearly see how it can help you get where you want to go or what you want to be.

You may want to brainstorm ideas to achieve this alignment, conduct interviews, or simply present information about how the alignment works. What would work best in your situation? Write some ideas below.

Create a Sense of Urgency

It is important to create a sense of urgency around the benefits and value of change. This will be easier to do if you have done a good job identifying the benefits and value of change and aligned the change with the vision. If there are so many benefits and the value of them is high, it is logical to want them sooner rather than later. This is a positive driver of urgency.

There may be other factors at play. There may be some deadlines to achieve that limit the time frame, or some external threats that must be handled now. These are negative drivers of urgency.

You need to get people to think about these drivers in terms of consequences. To help with this, you might find it helpful to get people to add an ending to this sentence: "We need to get this change done ASAP so …." Some exemplar endings could be:

"We need to get this change done ASAP so we can reduce our stress levels because the new computer program will make our jobs easier".

"We need to get this change done ASAP so we don't lose our loyal customers to the new business that's opening soon".

"We need to get this change done ASAP so we meet our regulatory requirements on time".

These are **consequential statements** that link the driver with its consequence. This will help create a sense of urgency around the change.

Use the table below to make a list of the positive and negative drivers of change. The positive drivers will be in the benefits and values table you created earlier.

POSITIVE DRIVERS	NEGATIVE DRIVERS

Now, take those positive and negative drivers you have identified and create **consequential statements** from them. You don't have to use the exact words given earlier, but the pattern should be the same – we need to do this now so that this happens/doesn't happen soon. These consequential statements can be repeated regularly throughout the change process to keep them in people's minds.

Consequential Statements

B) POTENTIAL RISKS TASKS

Identify Potential Risks and Anxieties

The talk about benefits and values should not hide the fact that change has risks and often causes anxiety. You should try to get these perceptions out into the open. Create a safe space for people to voice their concerns about the change and its implications. Allow this to happen on the level of the organisation, the division, the team, the individual.

To achieve this goal, you could use one-on-one interviews, team discussions, surveys, focus groups, staff meetings, or invite written feedback. You could use the table below to collect data or create one of your own. Data Group(s) refers to where data is collected – from whole organisation, division, team, individuals. Use for different data groups.

DATA GROUP(S):	
WHAT RISKS DO YOU SEE?	**WHAT ARE YOUR MAIN CONCERNS?**

It is important to collect data about the perceived risks and concerns about the change because you need to address each one and demonstrate that they can and will be handled carefully. Once you have accumulated enough data to reveal the main risks and concerns held by stakeholders, decide how you will address each risk/concern.

Remember to regularly reinforce the 5 key change readiness messages:

- This is a real problem/opportunity that we must do something about because ……
- The strategies we have/will have will work because …….
- It will be worth the effort because …….
- We can do it if we work together because ……
- You will be fully supported in this change because …….

Sometimes the risks/concerns surround these 5 areas. For example, employees may think:

- This issue doesn't look like a problem or an opportunity to me. Things seem to be working okay as they are.
- We tried something like that before and it didn't work.
- This is a waste of time. Everything's okay, we should leave it alone.
- This is too hard for us. We can't do that.
- This is another one of management's flash-in-the-pan ideas. They'll probably forget about it.

Unless you deal with these objections in Step 2 of the change process, they could become bigger issues that block desired behaviours when you begin to implement change (Step 4/5).

Use the following table to plan and record how each risk/concern will be addressed.

RISK/CONCERN	HOW TO ADDRESS
	34

Be Realistic

If you want to lead stakeholders towards commitment for change you must be realistic about the challenges ahead, your current capacities, how long change will take, what the main issues are, how much change is required, what competing interests exist, what the business impact will be, and how much can be achieved. No single stakeholder group is likely to have a complete knowledge of all these areas, so you should target different stakeholder groups.

The goal is to achieve a realistic set of expectations that all stakeholders can commit to with confidence. Stakeholders need to feel they have been heard and their perspectives taken into consideration by key decision-makers.

Use the table below to collect data.

Degree of change required	
Any competing interests?	
What challenges could we face?	
How much capacity do we have right now?	
How long will it take to change?	
What are the main issues we must address?	
Business impact	
What can we realistically achieve?	

Build Confidence

People often fear what change might mean for them and whether they will meet performance expectations. Therefore, it is important to send frequent and specific messages about the group's current or future capacity for success. This involves highlighting specific strengths found within team members and ideas for how current limitations will be overcome.

Think about the stakeholder strengths you already have. These could be strong trust within teams, prior experiences with successful change, high-agency language and stories, a willingness and openness to learn and grow, a tolerance for and acceptance of risk, a valuing of innovation, etc. Many of these are cultural artefacts, so find as many as you can and highlight them to stakeholders.

If there are serious limitations to overcome (horror stories around change, mistrust of managers, in-fighting amongst stakeholders, fear of punishment, etc) these should be acknowledged as problems and strategies developed and communicated showing how they will be handled. These limitations and strengths can vary between stakeholder groups.

Make a list of the strengths and limitations you should work on to build confidence among stakeholders.

STRENGTHS TO HIGHLIGHT	LIMITATIONS TO OVERCOME

Ensure Support

To build commitment for change, stakeholders must know they will be fully supported at all steps of the change process. This means that:

- Management will not lose interest in the project before it is completed. Stress that management fully supports the project

- Adequate and timely training and enough resources will be provided

- All stakeholders will receive all the information they need at the right time and in an accessible form

- The reality of the change process is acknowledged – it is a learning process, people make mistakes as they learn, and regression happens. Let people know they will not be left to flounder as they navigate this process

How will you convey these 4 messages to stakeholders? Remember, you must follow-through on your assurances. Write down some ideas.

Seek a Firm Decision

The goal of Step 2 of the change process is to achieve commitment for the change. To that end, it is a good idea to ask stakeholders to make a firm decision for change. Be aware that stakeholders can decide to support the change, or they can decide to not support it. If many stakeholders do not support the change, you should work harder at understanding what the main objections are and address them.

Find a way of expressing the decision for change in a tangible form. It may be a symbol, an object, a picture, a song, a slogan – something that signifies that as a group of stakeholders, we understood why the change was important and we support it. This can be called upon at later stages when challenges arise, and commitments are questioned. List some ideas.

Use Metrics

Do not move into Step 3 until you have achieved a critical mass of supporters for the change. There are no absolute numbers regarding critical mass. Some change management practitioners claim that 30% is the critical mass, but it really depends on different individuals and what is being measured.

An idea behind critical mass is that some people are early adopters and some people are late adopters, or never adopt at all. The idea is that early adopters (perhaps people with more change fitness?) will model behaviours that make it easier for others to learn and follow. You need to make some joint decisions about when to move on to the next step, but it is important to remember that different stakeholders may be in different steps of the changer process as the same time. This increases complexity for managers who should be working with people where they're at and helping them to move ahead.

What critical mass would be appropriate for this change?

You need a way of measuring how many stakeholders understand the reasons for the change and are ready to support it. We have an online tool to measure this (TRASCE™), so reach out if you would like to make use of it (contact@thechangegym.com). Alternatively, you could create your own assessment tool – make sure it is valid and reliable. Write down any ideas you have.

STEP 3 – TOWARDS PREPARATION

STEP 3 – TOWARDS PREPARATION

TOWARDS
AWARENESS

TOWARDS
COMMITMENT

TOWARDS
PREPARATION

Everything you do in Step 3 should help stakeholders prepare for the change.

Questions to Ask

It is important to understand that some of these questions will apply more to some stakeholder groups than to other (some will apply more to managers than employees). Even if these questions are relevant to all stakeholder groups, there may be differences in when they are relevant (some may be relevant to managers before they are relevant to employees). Tick those questions you choose to use.

- What should each stakeholder group do to prepare for the change?
- Who will form the change management group? The governance?
- What will success look like?
- What training, coaching, or mentoring is needed?
- Do all stakeholders understand the nature of the change process?
- Do all stakeholders feel ownership of the change project?
- How change-fit is each stakeholder group?

Tasks to Perform in Step 3

Steps 1 and 2 are concerned with building awareness of the need for change and a widespread commitment to making it happen. Once that firm decision has been made by the critical number of stakeholders, you enter Step 3 of the change process.

Step 3 is primarily about preparation. In many change projects, leaders, senior managers, or change sponsors will enter Steps 1-3 before other stakeholder groups. This is usually the case when a change is instigated and led from the top down. So, it is important to remember that Step 3 tasks may take place at different times for different stakeholders.

Assess Change Fitness

Each step of the change process makes psychological demands on people. Sometimes, these demands are very challenging, and without the right kind of psychological strength, people often get stuck or give up. These psychological strengths are known as 'change fitness'.

There are 3 main things that change leaders should know about the change fitness of stakeholders:

- The change fitness of your stakeholder group(s). If the change fitness is low, leaders will need to account for that limitation during the change process. It could mean that success will take longer to achieve, and stakeholders will need more support as they engage in change. Conversely, if change fitness is high, change should be easier to achieve.

- The key agents of change. People with high levels of change fitness are naturally good at change and it is important to identify these people early and engage them fully during the change process. These people will be good role models for others to follow, but you must ensure they are fully on-board. Ensure that all designated leaders have high levels of change fitness.

- Those with low change fitness. You need to know who these people are because low change fitness is related to a high risk of failure. People who lack the psychological strength to handle the change process are more prone to disengagement and

resistance. These people don't need to be punished – they need to be supported and strengthened.

Measuring change fitness is a very specialised task. The easiest and most reliable way to do it is to use The Change Gym's proprietary change fitness assessment, IRVEY®. Contact us on contact@thechangegym.com to organise an assessment. Once the assessment has been made, fill out the following tables.

STAKEHOLDER GROUPS	FITNESS SCORE	STRENGTHS	LIMITATIONS
ORGANISATION			
DIVISION			
TEAM			
TEAM			
TEAM			

In the table above, fill in the change fitness scores, change strengths and limitations for each stakeholder group.

In the table below, write the names of people with high change fitness in each stakeholder group.

STAKEHOLDER GROUP	PEOPLE WITH HIGH CHANGE FITNESS

In the table below, write the names of people with low change fitness in each stakeholder group.

STAKEHOLDER GROUP	PEOPLE WITH LOW CHANGE FITNESS

Designated change managers, change leaders, and change sponsors should possess high levels of change fitness.

A major change readiness requirement is that you understand the change fitness of your stakeholders, you play to your strengths, and manage your limitations. If you do not assess their change fitness, you lack important data about your change readiness and thereby increase your risk. If you want to learn more about personal change fitness, organisational change readiness, and the change process, we have a variety of training programs to help you. Check them out at https://www.thechangegym.com/products/.

Assessing stakeholder change fitness is a task for change leaders and managers to arrange, and this is often the case with many of the Step 3 tasks.

Establish the Vision and Business Case

You need to know what the goal of the change project is, how it fits into the organisation's vision, and the business case for the project. In some situations, this may be decided by senior management and in others it may originate from lower down the organisational structure.

In the table below, write down your understanding of the project goal, how it aligns with the larger vision, and the business case for the project.

PROJECT GOAL	ALIGN WITH VISION	BUSINESS CASE

Notes:

Establish Governance and the Change Management Team

Who will form the change management team, who will be the sponsor, and who will be responsible for overseeing the change project from start to finish? Also, how will information flow between these groups – how will governance learn what is happening with other stakeholder groups, and how will their input be communicated to others? These issues should be considered, and appropriate decisions made.

Remember, it is especially important for those in leadership roles to have strong change fitness because they must lead by example and model adaptive change behaviours.

Fill out this information in the table below.

ISSUE	RESPONSE
Who is on the governance team?	
Who is the project sponsor(s)?	
Who is on the change management team?	

Define Roles and Teams

What roles must be allocated to support the project? Who will be allocated to these roles?

Think carefully about the roles needed and who is best positioned to fill them. For example, who would be good at research? Who is good at communication or planning? Who is good at conducting interviews and eliciting trust? Who is skilled at distilling complex information into an accessible visual format?

Identify the roles and teams needed for this project and list them below. When you can, write down who will be in the teams.

ROLES	TEAMS

Identify Stakeholder Groups and Levels of Involvement

Some of the stakeholder groups may be related to the roles identified in the previous exercise. Some additional ideas – governance, change managers/leaders, team leaders, team members, suppliers, customers.

Stakeholders will be involved in, affected by, or able to affect the change to varying degrees. For example, a change project may directly involve a sales team, but have minimal effect on the HR team. It is important to identify how much involvement each group will have in the project because some stakeholders have greater project importance than others. Problems in a high involvement group are often more important than problems in a low involvement group. Use the table below to record this.

STAKEHOLDER GROUP	HI INVOLVEMENT	MID INVOLVEMENT	LO INVOLVEMENT

Create Milestones

A change project usually consists of many smaller change tasks. There can be many milestones along the way and there should be a logical progression through these milestones towards the final goal. Many of these milestones may occur during the implementation stages (Steps 4 and 5).

From the vantage point in Step 3, you may not see all these milestones, because many of them may emerge as you engage in Steps 4 and 5. However, it is good to identify as many as you can before you start implementing. Make a list of these milestones and the small tasks that constitute them.

MILESTONES	CONSTITUTING TASKS

MILESTONES	CONSTITUTING TASKS

Develop Policies and Procedures

What policies and procedures are needed to support this change project? How much time will be allocated to the project? What expectations will be placed on stakeholders during the change? How will core business and service/product delivery be sustained while the change is implemented? How will competing change interests be managed? How will decisions related to the project be made?

Use the table below to identify as many policies and procedures as you can. You may need to add to this list when you begin implementing. Tick them off as they are completed.

POLICIES/PROCEDURES	DONE

Form Communication Plans

Communication about the change project should be an integral part of the overall change management plan and it deserves thoughtful preparation.

How will information flow up and down the organisational structure? What formal communication processes are needed? What controls are needed over informal communication? What kind of information should be conveyed? Who will shape the messages? How will the communication be delivered? How much information is enough, and how much is too much? When is the best time to communicate? What media are best suited to the task? How will stakeholders be informed about roles and expectations?

Remember to continually reinforce the 5 key change readiness messages throughout Step 3 of the change process.

- This change is needed
- The strategy will work
- Together we can do it
- You will be fully supported
- It will be worth it

Write down some ideas about communication plans in the space below.

Establish Success Criteria

How will you determine success criteria for each step of the change project, and for each milestone along the implementation pathway?

You should think about what success looks like at each step of the change project and list the behaviours (outcomes) you are looking for. How will you measure these behaviours?

STEP OF THE CHANGE PROCESS	WHAT BEHAVIOURS SHOW SUCCESS? METRICS?
Step 1 – Towards Awareness	
Step 2 – Towards Commitment	
Step 3 – Towards Preparation	
Step 4 – Towards Mastery	
Step 5 – Towards Normality	

Decide on Rewards

It is important to acknowledge and reward successes along the change journey. What rewards could be provided? How would stakeholders attain them? How can you assure recognition is fair?

Use the space below to write down some ideas.

Plan Training and Support

Stakeholders may require training to help them succeed at the change. Some of this training may be needed during Step 3, and some may be needed during Steps 4 and/or 5.

You should consider the barriers to progress, what training is required, who needs training, a training schedule, and who will deliver it. This may require a training needs assessment. What new knowledge and/or skills do stakeholders need for success?

Don't just focus on operational needs: the task-related skills and body of knowledge. Think also about change fitness needs. You will have stakeholders who are critical to the success of the change project, and some of these people may have low change fitness. This poses a serious threat to the smooth delivery of change, and you should consider helping them improve their change fitness. The Change Gym has online change fitness development programs and coaching programs designed to help people become more adaptable and more successful around change. You may consider this as a cost, but there is actually a much greater cost if these people disengage, resist, and undermine the change.

Ensure that all stakeholders know where they can go to get support when they need it, and the kind of support that is available. Ensure that all stakeholders know what new behaviours they are expected to learn/adopt and have systems in place to support them through this process.

Use the table on the following page to make a list of your perceived training needs.

TRAINING NEEDS	WHO?	WHEN?

Other ideas relating to training and support:

Develop Change Plans

You have already developed most of the elements of your change plan, but you should bring all the pieces together outlining the milestones, which stakeholder groups are involved in each one, and all the change management issues involved. Lay these milestones out in a logical order so they will become short-term steps towards the long-term goals.

Using the ideas presented in this document so far, a change plan might look like the table below. You could add additional information, such as who is responsible, etc.

STEPS	MILESTONES	DUE BY
1 – Towards Awareness	Provide context Identify problems/opportunities Target relevant stakeholders Measure progress	25 June 5 July 15 July 10 August
2 - Towards Commitment	Identify benefits and value of change Align change with vision Create urgency Identify perceived risks and anxieties Communicate realistic expectations Build confidence Ensure support See firm decisions	
3 – Towards Preparation	Assess change fitness Establish vision and business case Establish governance Create change management team Define roles for the project Establish teams Identify stakeholder groups Define levels of involvement Create milestones Develop policies and procedures Form communication plans Establish success criteria Decide on rewards Prepare training and support	
4 – Towards Mastery		
5 – Towards Normality		

There is an editable copy of this form in the list of resources (p 105).

STEP 4 – TOWARDS MASTERY

STEP 4 – TOWARDS MASTERY
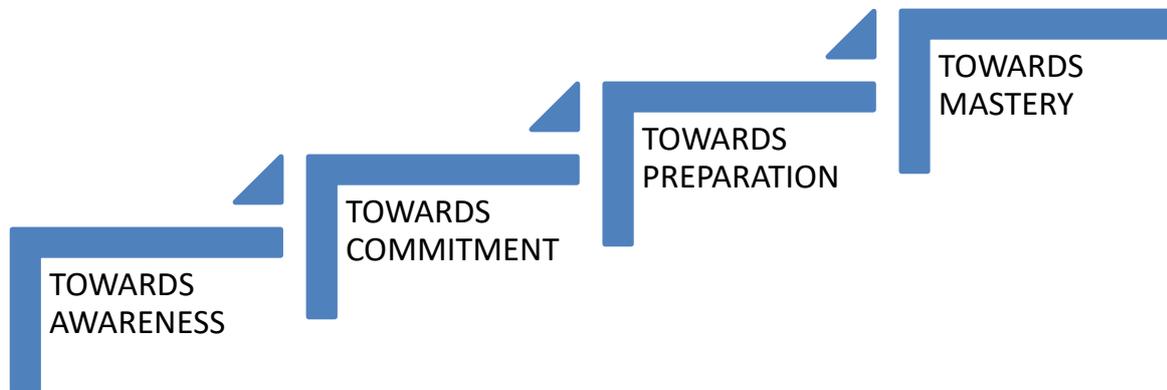
In Step 4 should help stakeholders learn and develop mastery over new skills, behaviours, and knowledge.

Questions to Ask

Here are some questions to help guide your thinking.

- How is the change progressing?

- What learning needs are emerging?

- Are we adequately addressing these learning needs?

- Are stakeholders hearing the 5 change readiness messages?

- Is the level of support adequate for each stakeholder?

- Are blockages to progress identified & removed?

- Are stakeholders experiencing short-term wins?

- Is success recognised in tangible ways?

- Are struggle, failure, & setbacks normalised as part of the change process?

- Are stakeholders encouraged to take risks?

- Do stakeholders feel safe?

Tasks to Perform in Step 4

Step 4 is when you really see change happening. You have raised awareness, secured commitment, and done all you can to prepare. Now, all stakeholders are rolling up their sleeves and making change happen.

This is an exciting step, but it can also produce anxiety. People are learning to do new things or do old things in new ways, and that can be challenging. There are many things change leaders can do to help this go well.

Monitor Progress

Having previously established milestones for relevant stakeholder groups, you need to monitor how these are being achieved. List the milestones you created in Step 2 (and any others since then) and determine how these are being met. Remember, you are assessing stakeholder outcomes here (the behaviours that demonstrate successful completion of the milestones).

Use the following legend to designate progress so far:

A = Fully met; B = Partially met; C= In progress; D = Not started

MILESTONE	PROGRESS

Adjust change plans

Be flexible with your change plans. They are meant to be a guide, not a rulebook. When you get into Steps 4 and 5, it becomes evident that some milestones may have been unrealistic, or even unachievable. Others may be achieved sooner than expected. And there may be others that you hadn't foreseen, but now you can see they are needed.

Write down any needs you see emerging or any changes to plans you see coming.

Leverage Strengths

Stakeholders bring a variety of strengths to your change project, and these should be utilised as fully as possible at appropriate times throughout the change process. These strengths include relevant skills, specific knowledge, prior or related experience, and change fitness.

Specific change fitness strengths are particularly important at different points in the change process. If you have conducted the IRVEY® change fitness assessment, you should know which stakeholders have high change capacity.

In the table below, make a short-list of key stakeholders and their relevant strengths. Refer to this list to ensure their strengths are being used.

STRENGTHS	STAKEHOLDERS

Scaffold Limitations

We might not like to think about weaknesses or limitations, but the fact is we all have them and they need to be managed.

If the limitations can be easily overcome with training or coaching that imparts knowledge or develops skill, that training/coaching should be provided as needed. However, if the limitations are in the areas of personal change fitness or organisational change readiness, there may be no easy quick-fix solution. In this case, managers need to build scaffolds around the areas of weakness.

Scaffolding may mean more direct involvement by managers or leaders, or it may mean out-sourcing help from non-stakeholders who have the strengths that are lacking.

Scaffolding weakness or limitation is about managing risk. List any known limitations that should be managed carefully. If you conducted IRVEY®, include change fitness limitations.

LIMITATIONS	STAKEHOLDERS

Monitor and Support Learning Needs

As mentioned in the previous point, learning needs are limitations that should be addressed at appropriate times.

Change is difficult because it often places people outside their comfort zone where they are expected to learn new things and develop new behaviours. You should pay close attention to how people are progressing and listen for any indications they need support. In Steps 4 and 5, and especially in Step 4, people may make mistakes and experience setbacks as they learn. This is to be expected and is normal, but these are also learning opportunities and you should make the most of them. Get beside the person and help them learn the lessons that will eventually lead them to success.

What training or support do you think people might need in Step 4? Make a list.

Model Adaptive Behaviours

People learn and refine behaviours as they observe what takes place in social settings. It is therefore critical that adaptive change behaviours are clearly visible and consistently modelled throughout the change process.

Since managers and leaders have direct impact over their teams, it is most important they are high in change fitness and model change fitness behaviours and attitudes to other stakeholders. Remember, change fitness behaviours cannot be faked. They are a natural expression of psychological strength, not simply a set of behaviours that can be learnt and tacked-on.

Write down some ideas of how to highlight change strengths in your workplace settings. For example, you could use success stories as case studies or exemplars to accentuate a point. The point is, you want to make the most mileage from good examples of adaptive behaviours so they become as visible as possible to as many stakeholders as possible.

Repeat the 5 Change Readiness Messages

As we have seen in Steps 2 and 3 of the change process, it is very important to repeat the 5 change readiness messages:

- This change is needed

- The strategy will work

- Together we can do it

- You will be fully supported

- It will be worth it

Reinforce the idea that the change is needed, it is achievable, and it is worth the struggle. During the difficulties of the change process, people need to hear there's a purpose to their struggle, that they're making progress, and that better times are coming. Even if they don't believe it, the repetition of this message helps create belief.

You must make sure these messages are genuine. You will undermine trust if you say things you don't mean or don't follow through on.

Write down how you will get these 5 messages across.

Identify and Remove Barriers

Although this approach to managing change is strengths-based, that doesn't deny that barriers to change exist and you should do what you can to limit them.

Barriers to change can come from within the person and/or within the environment. Intra-personal barriers include low change fitness, and this can be improved directly through change fitness coaching and indirectly by modelling. Another issue to consider is immunity to change. To learn more about immunity to change, read Robert Kegan's book on the topic.

Environmental barriers may include cultural barriers, policy and procedural barriers, inter-personal conflicts, poor success with past change, etc.

In the table below, list any barriers you can see and how you could remove them.

BARRIERS	HOW TO REMOVE

Generate Short-Term Wins

Especially during Step 4, stakeholders need to experience short-term wins. As they work towards the milestones, create many smaller tasks with which people can find relatively easy success.

Remember that a change project is a combination of many smaller changes (tasks), so it is important to break the process down into small, achievable steps. If you find people are struggling and having many setbacks, you may be asking too much of them too soon. Although setbacks are normal in change, this can be minimised by giving people a succession of small, achievable tasks.

Write down some examples of small, achievable tasks you could ask stakeholders to work on.

Recognise Success

The successes of stakeholders should be recognised, at least from time to time. It is not necessary to recognise every small win, and to do so may be detrimental as it could promote external motivation over internal motivation. However, it is good to encourage people and recognise their efforts and achievements.

Recognition may be intangible (such as verbal or written) or tangible (such as an award). Make a list of intangible and tangible ways to recognise success.

Manage Resources

You should manage allocated resources to ensure proper delivery. This could include the time allocated to any given milestone or each step of the change process, allocation of funds spent on training, or any other resourcing needs.

This management of resources needs to be monitored, so you should ensure there is a process to do this and a clear line of responsibility.

How will resources be monitored? Who will have responsibility in this area? Write down any ideas below.

Maintain a Safe Environment

You should maintain an environment where it is safe for stakeholders to take acceptable risks and attempt to innovate and learn. Don't punish people for being creative or for trying out new approaches as they develop new behaviours and skills. This doesn't mean accepting reckless behaviour, but it does mean allowing for mistakes as people learn and grow.

How can you achieve this in your workplace?

STEP 5 – TOWARDS NORMALITY

STEP 5 – TOWARDS NORMALITY

TOWARDS
NORMALITY

TOWARDS
MASTERY

TOWARDS
PREPARATION

TOWARDS
COMMITMENT

TOWARDS
AWARENESS
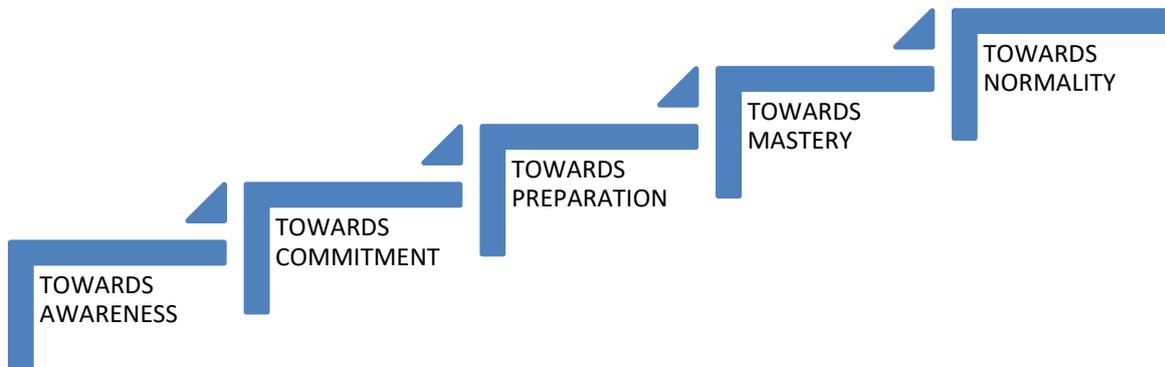
Questions to Ask

- How is the change progressing?

- What learning needs are still emerging?

- How are these learning needs being addressed?

- Are stakeholders continuing to hear the 5 change readiness messages?

- Is the level of support adequate for each stakeholder?

- Are blockages to progress identified & removed?

- Is success recognised in tangible ways?

- Are struggle, failure, & setbacks normalised as part of the change process?

- Are stakeholders encouraged to take risks?

- Do stakeholders feel safe?

- Is change being supported by the culture?

- Are new behaviours being embedded in the culture?

Tasks to Perform in Step 5

Everything you do in Step 5 should help the change going so new behaviours become the new normal.

To this end, many of the tasks that were important in Step 4 are still important in Step 5.

This means you should still:

- Monitor Progress

- Adjust change plans

- Leverage Strengths

- Scaffold Limitations

- Monitor and Support Learning Needs

- Model Adaptive Behaviours

- Repeat the 5 Change Readiness Messages

- Identify and Remove Barriers

- Generate Short-Term Wins

- Recognise Success

- Manage Resources

- Maintain a Safe Environment

Since these are on-going tasks in Step 5, we are not addressing them again. Instead, we look at 4 additional tasks that are specifically important in Step 5.

Sustain Acceleration

Where progress in Step 4 might be slow because people are learning new behaviours and tentatively moving beyond their comfort zone, progress in Step 5 can accelerate as the learning curve flattens out.

Keep up the pace in Step 5, but also remember that mistakes can still be made, and people can still experience setbacks. These can be hard to accept after so much progress has been made.

How would you sustain acceleration and avoid the change dragging on or getting bogged down in too much process?

Institute Change in the Culture

This is a big topic. What it essentially means is establishing a new cultural norm for certain behaviours. The old way of doing things that used to be culturally normal must give way to the new way of doing things, that must also become culturally normal.

Some ways to achieve this are:

- Keep telling stories that normalise the new behaviours – "this is how we do things around here"
- Establish clear expectations around the new behaviours, so that you no longer need to talk about them as new behaviours
- Create some sort of tangible signs that show the normality of the new behaviours

Write down some ideas about how to institute change in your organisation's culture.

Terminate the Project

It is important to terminate the change project, but only when:

- All milestones have been reached

- The culture is ready to support and embed the new behaviours

If you terminate before these 2 goals have been achieved, you risk an unravelling of the changes and a return to old behaviours.

Write down any ideas or questions you have about termination.

Review and Retell

A successful change project is cultural fuel to empower your next project. It becomes important evidence of what you can do. Therefore, it is important to review the experience.

What did you discover about yourselves? What did you learn about change? What new stories can you tell going forward? Write down some of these lessons and make them part of your cultural capital.

CHANGE READINESS MAP

CHANGE READINESS MAP – WHERE ARE WE?			
TASKS	**Done**	**Doing**	**To Do**
STEP 1 – TOWARDS AWARENESS			
Provide Context			
Identify Problems or Opportunities			
Target Relevant Stakeholders			
Utilise Media			
Develop Metrics			
STEP 2 – TOWARDS COMMITMENT			
Identify the Benefits and Value of Change			
Align the Change with the Vision			
Create a Sense of Urgency			
Identify Potential Risks and Anxieties			
Be Realistic			
Build Confidence			
Ensure Support			
Seek a Firm Decision			
Use Metrics			
STEP 3 – TOWARDS PREPARATION			
Assess Change Fitness			
Establish the Vision and Business Case			
Establish Governance and the Change Management Team			
Define Roles and Teams			
Identify Stakeholder Groups and Levels of Involvement			

TASKS	Done	Doing	To Do
Create Milestones			
Develop Policies and Procedures			
Form Communication Plans			
Establish Success Criteria			
Decide on Rewards			
Plan Training and Support			
Develop Change Plans			
STEP 4 – TOWARDS MASTERY			
Monitor Progress			
Adjust change plans			
Leverage Strengths			
Scaffold Limitations			
Monitor and Support Learning Needs			
Model Adaptive Behaviours			
Repeat the 5 Change Readiness Messages			
Identify and Remove Barriers			
Generate Short-Term Wins			
Recognise Success			
Manage Resources			
Maintain a Safe Environment			
STEP 5 – TOWARDS NORMALITY			
Sustain Acceleration			
Institute Change in the Culture			
Terminate the Project			
Review and Retell			
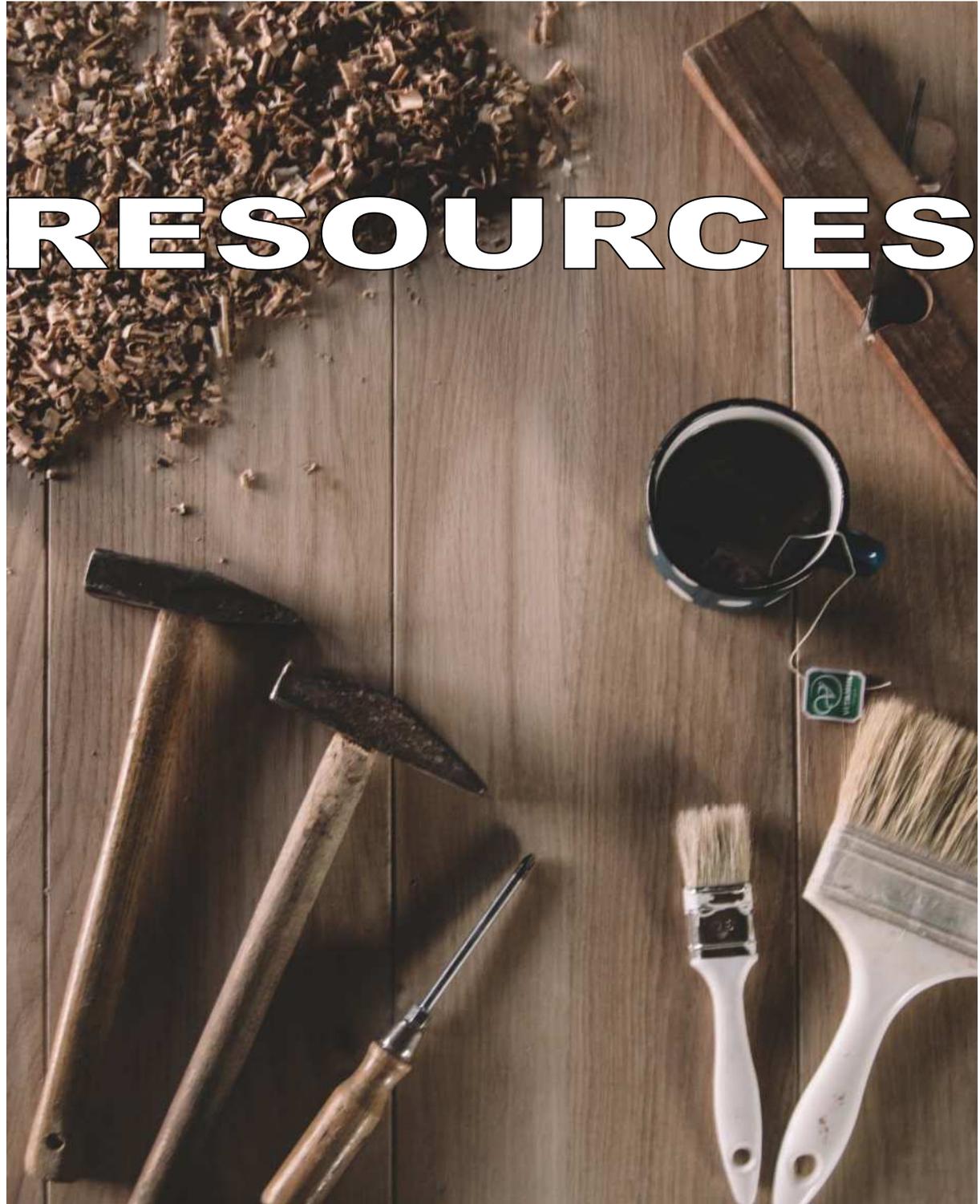
RESOURCES

RESOURCES

Here are the tables used in this document. NOTE: items to be recorded in stand-alone text boxes are not included here. See main text for these resources.

STEP 1 – TOWARDS AWARENESS

Provide Context

CONTEXTUAL INFORMATION	HI	MID	LO

Identify Problems or Opportunities

PROBLEMS/OPPORTUNITIES	AWARENESS STRATEGIES

Target Relevant Stakeholders

STAKEHOLDERS	INVOLVEMENT/IMPACT		
	HI	MID	LO

Target Relevant Stakeholders

Utilise Media

Media	Who Prepares?	By When?

Utilise Media

STEP 2 – TOWARDS COMMITMENT

Identify the Benefits and Value of Change

BENEFITS OF CHANGE	VALUE OF CHANGE

Create a Sense of Urgency

POSITIVE DRIVERS	NEGATIVE DRIVERS

Identify Potential Risks and Anxieties

DATA GROUP(S):	
WHAT RISKS DO YOU SEE?	**WHAT ARE YOUR MAIN CONCERNS?**

RISK/CONCERN	HOW TO ADDRESS

Be Realistic

Degree of change required	
Any competing interests?	
What challenges could we face?	
How much capacity do we have right now?	
How long will it take to change?	
What are the main issues we must address?	
Business impact	
What can we realistically achieve?	

Build Confidence

STRENGTHS TO HIGHLIGHT	LIMITATIONS TO OVERCOME

STEP 3 – TOWARDS PREPARATION

Assess Change Fitness

STAKEHOLDER GROUPS	FITNESS SCORE	STRENGTHS	LIMITATIONS
ORGANISATION			
DIVISION			
TEAM			
TEAM			
TEAM			

STAKEHOLDER GROUP	PEOPLE WITH HIGH CHANGE FITNESS

STAKEHOLDER GROUP	PEOPLE WITH LOW CHANGE FITNESS

Establish the Vision and Business Case

PROJECT GOAL	ALIGN WITH VISION	BUSINESS CASE

Establish Governance and the Change Management Team

ISSUE	RESPONSE
Who is on the governance team?	
Who is the project sponsor(s)?	
Who is on the change management team?	

Define Roles and Teams

ROLES	TEAMS

Identify Stakeholder Groups and Levels of Involvement

STAKEHOLDER GROUP	HI INVOLVEMENT	MID INVOLVEMENT	LO INVOLVEMENT

Create Milestones

MILESTONES	CONSTITUTING TASKS

Develop Policies and Procedures

POLICIES/PROCEDURES	DONE

Establish Success Criteria

STEP OF THE CHANGE PROCESS	WHAT BEHAVIOURS SHOW SUCCESS? METRICS?
Step 1 – Towards Awareness	
Step 2 – Towards Commitment	
Step 3 – Towards Preparation	
Step 4 – Towards Mastery	
Step 5 – Towards Normality	

Plan Training and Support

TRAINING NEEDS	WHO?	WHEN?

Develop Change Plans

STEPS	MILESTONES	DUE BY
1 – Towards Awareness	Provide context Identify problems/opportunities Target relevant stakeholders Measure progress	
2 - Towards Commitment	Identify benefits and value of change Align change with vision Create urgency Identify perceived risks and anxieties Communicate realistic expectations Build confidence Ensure support See firm decisions	
3 – Towards Preparation	Assess change fitness Establish vision and business case Establish governance Create change management team Define roles for the project Establish teams Identify stakeholder groups Define levels of involvement Create milestones Develop policies and procedures Form communication plans Establish success criteria Decide on rewards Prepare training and support	
4 – Towards Mastery		
5 – Towards Normality		

STEP 4 – TOWARDS MASTERY | STEP 5 – TOWARDS NORMALITY

Monitor Progress

A = Fully met; B = Partially met; C= In progress; D = Not started

MILESTONE	PROGRESS

Leverage Strengths

STRENGTHS	STAKEHOLDERS

Leverage Strengths

Scaffold Limitations

LIMITATIONS	STAKEHOLDERS

Identify and Remove Barriers

BARRIERS	HOW TO REMOVE

NOTES:

ADDITIONAL PRODUCTS AND SERVICES

We have other programs and resources that could help you successfully manage change. These include:

- Online self-paced learning programs designed to improve personal change fitness and organisational change readiness
- Coaching programs designed to improve personal change fitness and change leadership capacity
- Organisational change readiness assessments
- Live training in change, change fitness, and change readiness (online or on-site)

You can discover more about these products and services at https://www.thechangegym .com/products/

CONTACT US

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