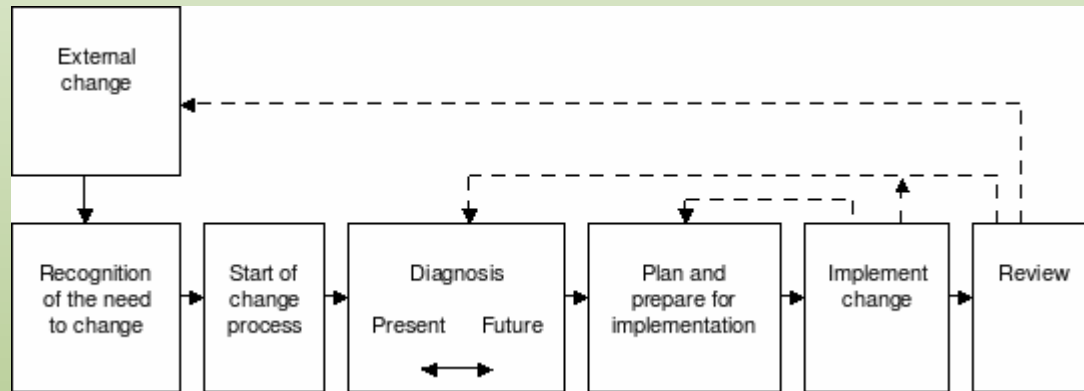


# Change management Or the art of evolving

Week 6

## Process model after Hayes



part II

part III

part V

part VI

We are here

This week

Fundamental Qs  
Implementing  
Resistance to change  
Learning the lessons

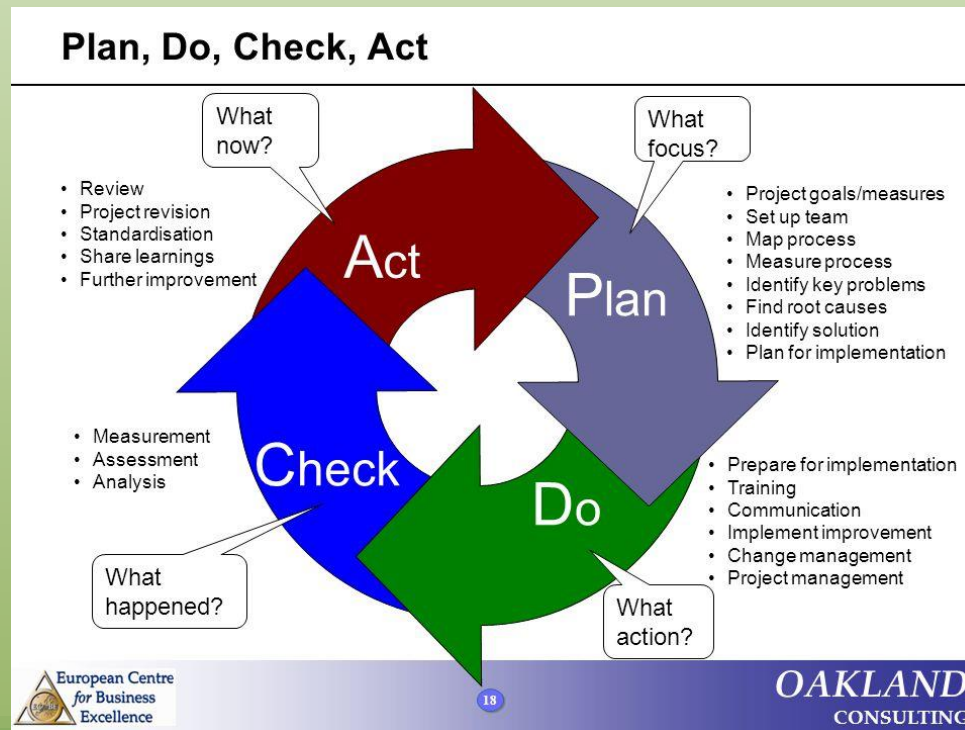
## Fundamental Qs

Change is now planned. Now what?

Implementing what was planned – do

Learning the lessons – check

Maintaining what brings added value – act



Implementing

## Implementation challenges

Differing approaches and worldviews  
Group/team compositions and motivations

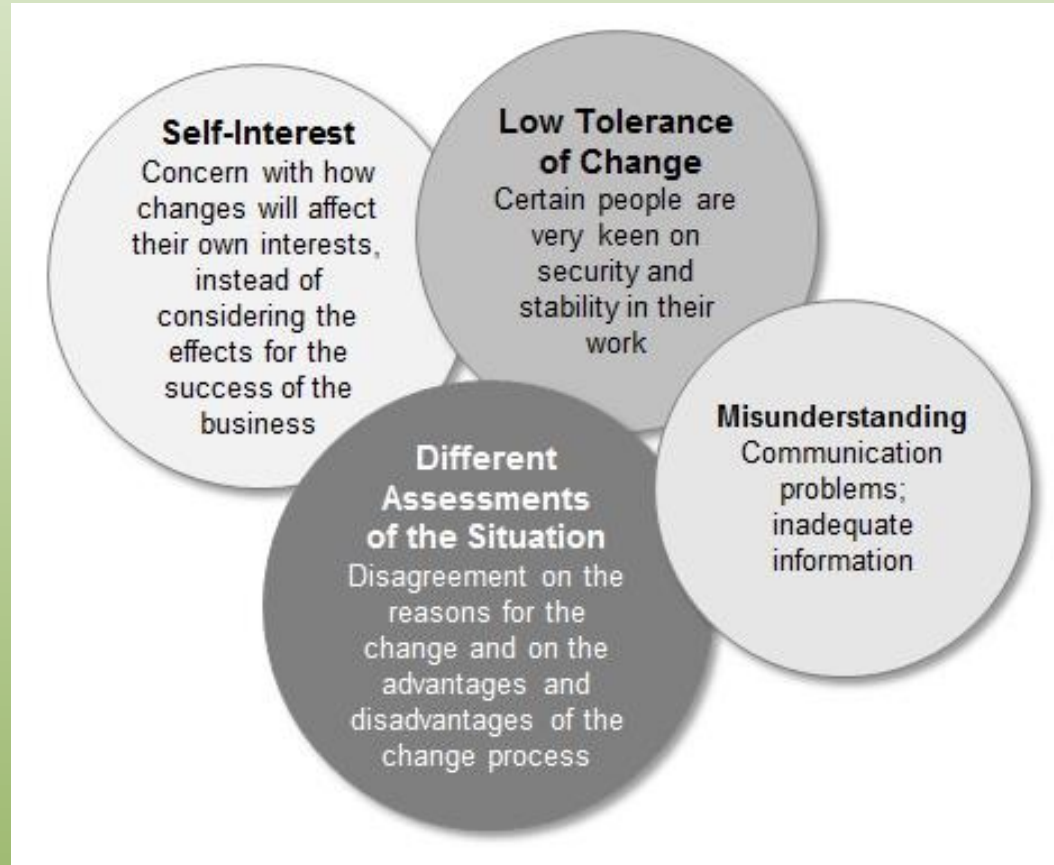
Degree of complexity  
Assessment and appreciation of facts and events

Data collection fragmentation  
Appropriateness of data collection method

Pressure & time

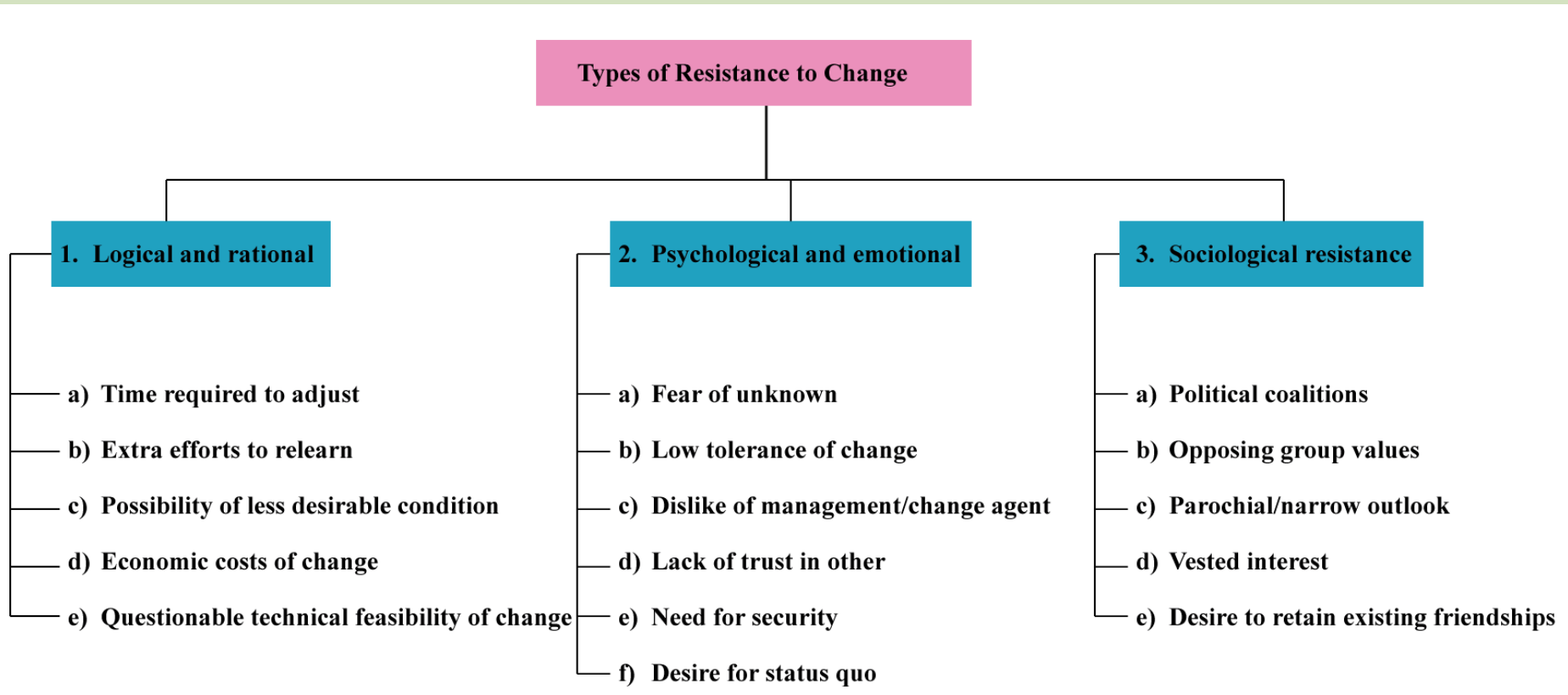
# Resisting change

## Reasons



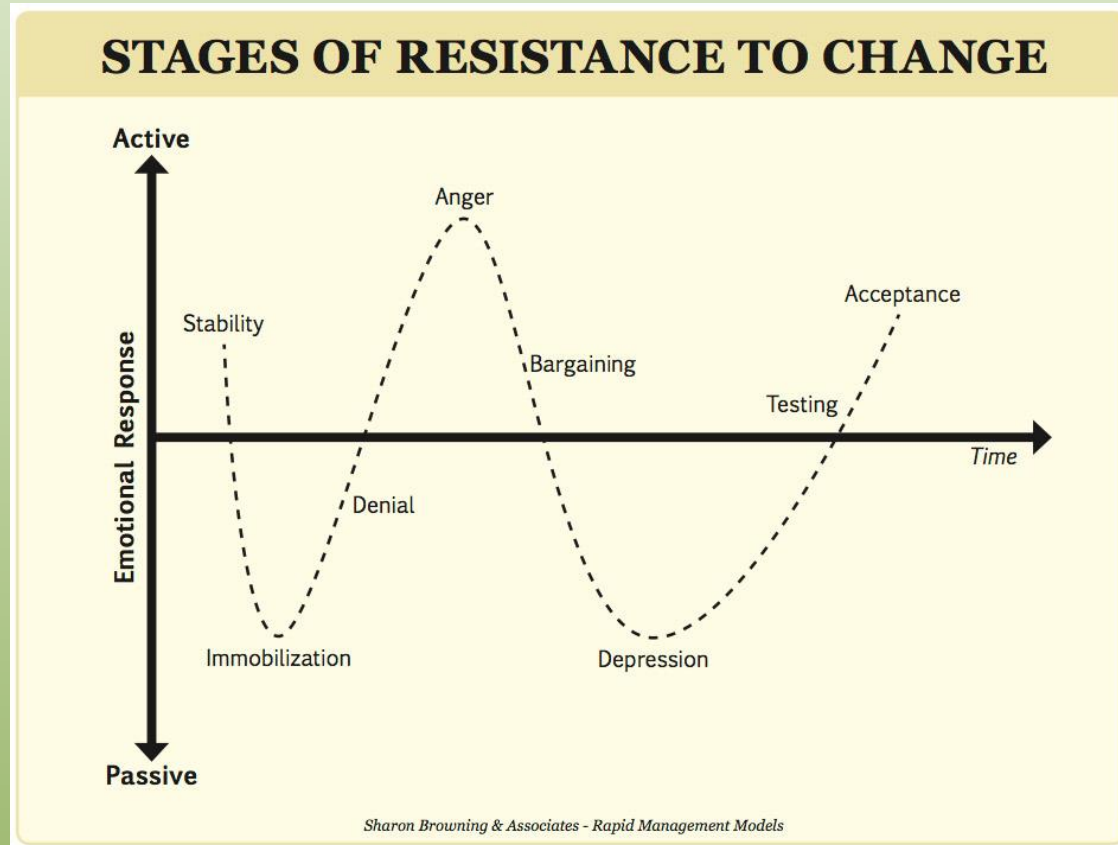
## Resisting change – cont.

### Reasons



## Resisting change – cont.

### Stages





## Resisting change – cont.

### Overcoming it

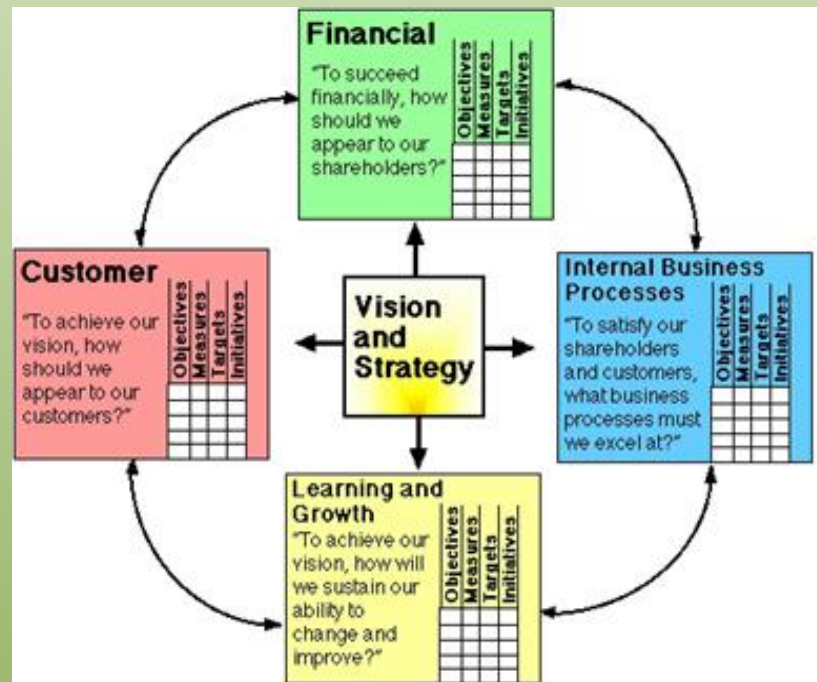
#### Methods for dealing with resistance to change

Approach	Commonly used in situations	Advantages	Drawbacks
<b>Education + communication</b>	Where there is a lack of information or inaccurate information and analysis.	Once persuaded, people will often help with the implementation of the change.	Can be very time consuming if lots of people are involved.
<b>Participation + involvement</b>	Where the initiators do not have all the information they need to design the change, and where others have considerable power to resist.	People who participate will be committed to implementing change, and any relevant information they have will be integrated into the change plan.	Can be very time consuming if participators design an inappropriate change.
<b>Facilitation + support</b>	Where people are resisting because of adjustment problems.	No other approach works as well with adjustment problems.	Can be time consuming, expensive, and still fail.
<b>Negotiation + agreement</b>	Where someone or some group will clearly lose out in a change, and where that group has considerable power to resist.	Sometimes it is a relatively easy way to avoid major resistance.	Can be too expensive in many cases if it alerts others to negotiate for compliance.
<b>Manipulation + co-optation</b>	Where other tactics will not work or are too expensive.	It can be a relatively quick and inexpensive solution to resistance problems.	Can lead to future problems if people feel manipulated.
<b>Explicit + implicit coercion</b>	Where speed is essential, and the change initiators possess considerable power.	It is speedy and can overcome any kind of resistance.	Can be risky if it leaves people mad at the initiators.

## Learning the lessons

Principle: use the balanced scorecard as per Kaplan & Norton as a tool to integrate past and future performance in terms of

- Finance
- Customers
- Internal processes
- Innovation and learning



## Learning the lessons

To learn the lessons from the change management process, you need to assessing the process in terms of

- Achievement of purpose
- Achievement of change
- The change plan itself

Evaluation is a process in itself that has to be managed effectively!

## Learning the lessons – cont.

### Managing the process of evaluation by means of checklists

# Evaluating Change - Checklist

Scenario	Strategy
<ul style="list-style-type: none"><li>What criteria will be used to assess the success of the project?</li></ul>	<ul style="list-style-type: none"><li>Achievement of objectives</li><li>Level of service</li><li>Cost effectiveness</li></ul>
<ul style="list-style-type: none"><li>Who will conduct the evaluation?</li></ul>	<ul style="list-style-type: none"><li>Change management project team</li><li>External consultant</li><li>Client</li></ul>
<ul style="list-style-type: none"><li>How and when will the evaluation be conducted?</li></ul>	<ul style="list-style-type: none"><li>Interviews/questionnaires/focus groups</li><li>On completion of project</li><li>6 months after completion</li><li>12 months after completion</li></ul>
<ul style="list-style-type: none"><li>Typical questions to be asked during evaluation process</li></ul>	<ul style="list-style-type: none"><li>Were there any industrial problems arising from the project?</li><li>Was the level of staff consultation appropriate?</li><li>Did staff feel part of the change process?</li><li>Are staff committed to the outcome of the change project?</li><li>Is the new structure sustainable?</li></ul>

## Learning the lessons – cont.

Finding the lessons to learn via gap analysis for the whole process and its discrete aspects e.g. security or HR

**SOUTH AFRICAN CIVIL AVIATION AUTHORITY**  
 Section/Division: RISK, QUALITY & COMPLIANCE Form Number: CA 140-02

**SAFETY MANAGEMENT SYSTEM GAP ANALYSIS**

**SAFETY MANAGEMENT SYSTEM GAP ANALYSIS TEMPLATE**  
 Component 1 – Safety Policy and Objectives

Element 1.1 – Management Commitment and Responsibility

No.	Aspect to be analysed or question to be answered	Answer	Indicate	Status of implementation	Target Date	Reference Document	Action Required
1.1-1	Is there a safety policy in place?	Yes					
		No					
		Partially					
1.1-2	Does the safety policy reflect senior management's commitment regarding safety management?	Yes					
		No					
		Partially					
1.1-3	Is the safety policy appropriate to the size, nature and complexity of the organisation?	Yes					
		No					
		Partially					
1.1-4	Is the safety policy relevant to aviation safety?	Yes					
		No					
		Partially					
1.1-5	Has the safety policy been signed by the accountable executive?	Yes					
		No					
		Partially					
1.1-6	Has the safety policy been communicated, with visible endorsement, throughout the organisation?	Yes					
		No					
		Partially					
Yes							

CA 140-02 01 DECEMBER 2014 Page 1 of 10

**Example: Functional Competency Gap Analysis**

**Catalyst**

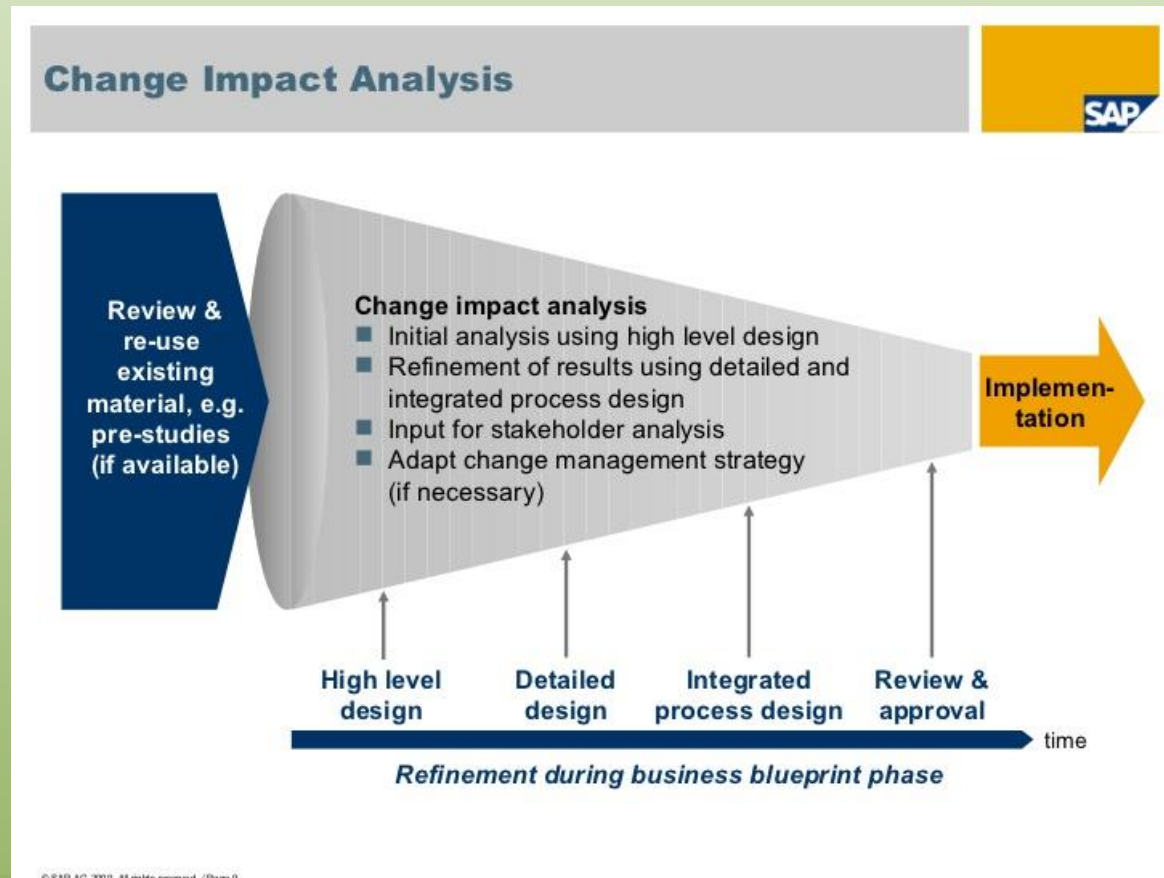
Competency	HR Manager – required proficiency level	HR Manager- actual proficiency level	Gap for development
HR Strategy	4	4	0
HR legislation	5	4	1
HR Policies & Procedures	5	3	2
HR Measures	4	2	2
Organisational Design - structure	3	2	1
Organisational Development - culture	3	3	0
Diagnostics – data, analysis, reporting	3	3	0
Recruitment	4	4	0
Performance	4	5	0
Training and Development	3	4	0
Talent Management	5	3	2
HR information systems	3	2	1
Employee relations	5	4	1
Employee Wellness	3	3	0
Consulting skills	4	4	0
Project Management skills	4	3	1

Diagram illustrating the flow of information from the competency gap analysis to the IDP (Individual Development Plan) and WSP (Work Skills Plan).

The IDP (Individual Development Plan) is derived from the competency gap analysis, specifically from the 'Gap for development' column. The WSP (Work Skills Plan) is derived from the IDP.

## Learning the lessons – cont.

Finding the lessons to learn via impact analysis for the whole process and its discrete aspects



## Readings

- [http://www1.unisg.ch/www/edis.nsf/SysLkpByIdentifier/2766/\\$FILE/dis2766.pdf](http://www1.unisg.ch/www/edis.nsf/SysLkpByIdentifier/2766/$FILE/dis2766.pdf)
- [http://www02.abb.com/global/huabb/huabb008.nsf/0/a80631944a6b1124c12574e800321060/\\$file/FS-A05+Managing+the+implementation+of+change.pdf](http://www02.abb.com/global/huabb/huabb008.nsf/0/a80631944a6b1124c12574e800321060/$file/FS-A05+Managing+the+implementation+of+change.pdf)
- <http://www.hqontario.ca/Portals/0/documents/qi/qi-implementing-and-sustaining-changes-primer-en.pdf>
- <https://managementisajourney.com/organizational-change-8-reasons-why-people-resist-change/>
  
- Hayes: ch 25-26
- Dawson & Andriopoulos: ch8

**CASE STUDIES**  
*As per the syllabus*