

Implementing Change

The purpose of this lesson is for students to comprehend change management.

Desired Learning Outcomes

1. Determine when change is necessary.
2. Select the best method for implementing change.
3. Determine the best way to monitor the progress of implementing change.
4. Describe how to train others in implementing change.

Scheduled Lesson Time: 30 minutes

Introduction

Have you ever heard of the phrase, "The only thing constant is change."? We grow - cells die and are replaced by new ones. Chemical reactions occur - heat changes the viscosity of oil in our cars and we need to replace the oil to keep the engine running. Salt corrodes the metal in our cars, boats, and airplanes. Seeds become flowers and plants. Babies take their first steps and form their first words. The point is that change is an inescapable part of our lives... of nature itself.

There are two types of change: uncontrolled change and controlled change.

Uncontrolled change is change created by nature (like the examples above). This change is perceived as either positive or negative based on one's perspective. As the name implies, this is the type of change over which people have no control.

Controlled change, for the purpose of this lesson, is change that is man-made. The actions are intentional and intended to achieve a specific result (whether the desired result is achieved is a different matter). To gain the intended result requires a thorough understanding of the present state, the desired state, the variables involved, and the mechanics of change itself.

This lesson is about designing and implementing controlled change. Questions such as, "Why do we need to change?", "What is the desired end-state?", "What do we need to change?", "How and when do we need to change?" as well as others will be examined. We will also examine how to measure the changes we implement, as well as train other members to implement change.

1. How to determine when change is necessary.

Change may, or may not be an option. Sometimes change is imposed from above and the member's task is to implement the change. When change is an option, the first thing to decide is whether change, in general, is the best course of action. What is the reason for change? Is it because a condition/operation is unsatisfactory? Is it because "it's time to shake things up"? Is it forced from above?

CONTINUOUS QUALITY IMPROVEMENT

The Continuous Quality Improvement management theory posits that one should always look to make improvements in everything one does. For instance, you are conducting a fund raising event whereby you and other members donate your time serving customers at a local fast-food restaurant in exchange for a percentage of the proceeds from sales. You and your group work incredibly hard for 4 hours and at the end of the evening you realize that your entire proceeds for the evening are \$80.00. You might ask yourself if there is a better way to spend 4 hours of your group's time for a better return. You might want to change the way you conduct fund raising events in order to **improve** the outcome.

COMPELLED CHANGE FROM ABOVE

Levels higher up the organization may deem a change necessary for reasons you may or may not agree with. Compelled change is one of the most challenging changes to implement, particularly when there is insufficient buy-in from the group. The task for the leader is to promote buy-in and make the change more palatable; or at least provide reasons all members can understand.

Even if a change has been compelled and the timelines have been established, you often have control over exactly how these changes will be implemented. For instance, National Headquarters has mandated that all units will move to a consolidated banking system by the end of the calendar year. In fact, they may even dictate how this change is to be implemented. Ultimately however it is up to the members to initiate such change within their units, and to ensure the implementation goes well.

CREATIVE DISSATISFACTION

Another type of change you might decide to make is when you simply want to do something differently, even though what you are currently doing is going fairly well. You may want to "shake things up a bit" to see if tapping into the creativity of your group will yield a better way of doing something that you thought was going well, then you will have to inform the group about the uncertainty of the outcome. This is similar to "experimenting" in order to seek a better way to do things, and is known as Creative Dissatisfaction. It essentially forces people out of their comfort zone and turns on the creative juices to explore all options for doing something differently. For instance, you always have the adult person in charge of outdoor activities plan the meals for the cadets and other adults attending the activity. It has always gone well, and everyone seems pleased with the choices of menu items. But you want to see if handing over this

responsibility to the cadets would improve the meal planning process. So for a designated activity you delegate meal planning entirely to the cadets, with no or minimal involvement by the adults. You are experimenting with something that has gone well to see if things done differently are worth the effort.

GROUPTHINK AS A BARRIER TO CHANGE

One barrier to identifying the need to change is groupthink. Simply stated, groupthink refers to the "tendency of the members of a group to yield to the desire for consensus or unanimity at the cost of considering alternative courses of action."

(Businessdictionary.com) Groupthink is an easy thing for teams to succumb, as often teams believe that they are thinking critically when in fact they are not.

Bringing in an outsider to ask some questions is one way to break the cycle of "group think." In fact, asking new members, whether they are adults or cadets, about their thoughts on the way you do things can often shed some light on outdated processes. When soliciting outside opinions, it's important to be sincere and carefully consider the comments made. It's not enough to say that opinions were solicited... if members feel that they haven't been taken seriously trust will be lost. ***Trust is the key to change.***

Consider this simple example: promotions are conducted at the end of the weekly meetings. Everyone agrees this is the best time to recognize members and the ceremony has been conducted this way for years. Then a transferring cadet NCO arrives at the unit and suggests that promotions would be better at the start of the meeting because 1) most parents are there after dropping off cadets, 2) the adults are present at that time but often depart before the end of the meeting, and 3) meetings often go over the allotted time on the schedule making it late for members who have to work or go to school the next day. The unit's leadership has a choice of looking at the precocious 14-year old and dismissing her as lacking knowledge of "the way we have always done things around here," or they could consider the suggestion seriously and contemplate making a change, at least trying it a few times to see the outcome. The process of soliciting/welcoming/ considering the proposal overcomes the groupthink barrier.

2. Selecting the best method for making a change

Some changes are minor and can be made quickly with minimal disruption to existing processes, whereas, other changes are large-scale and can affect everyone, or a majority of the group. As a leader, you will likely be confronted with three types of changes; 1) those you make unilaterally with little or no input from your group, 2) those you make after consulting with your group and gathering input for your decision, and 3) those you make on a consensus basis by having input from a large number of members and taking a vote to make the decision. The degree to which you successfully implement the change and the approach you use to implement this change has a bearing on the type of decision you make with regards to change. The bigger the change the harder it is to implement unless you have almost everyone on board (a type

3 decision). Now let's explore methods for implementing change, and when one approach may be more effective than another one.

There are two steps to creating a change; 1) selecting the best change model and 2) developing logic models. By examining several Theories of Change you can find the ideal approach to making a change. The change model is used to help explain why and how this change will take place. Logic models are used to illustrate the components of the program in a stepwise fashion, and ensure each stakeholder clearly understands the activities and their role.

There are several Theories of Change that have been developed over the years. Most theories are concerned with larger changes that need to be implemented and likely to impact many people in an organization.

The best way to select a change model is to start with a goal. What are you trying to change or achieve with the change, and why? Part of this goal should be the justification of why you believe making this change will result in a desired outcome, and why making this change will ultimately add value to the organization. In other words, why does making this change really matter?

THE "LEWIN" MODEL

In 1951 Kurt Lewin developed a three-stage model of change that became known as the "unfreezing-change-refreeze" model. The unfreezing stage is simply people becoming motivated to change and move beyond the status quo. When change is misunderstood, or the impact of the result is unclear, change can be frightening. But as Dennis Waitley put it in his book, "Empires of the Mind," fear really stands for False Education Appearing Real. We are shaped by our preconceptions of how things work and how things should be. When we have false information about a situation or process, we are likely to resist change. Therefore, the "unfreezing" stage of the Lewin model relates to overcoming our false preconceptions about the way things should be. The thought of learning a new way of doing something differently can cause defensiveness and resistance, and unfreezing is necessary to overcome group conformity. In this way, unfreezing also addresses reducing the learning anxiety.

In the change stage, the method of change is outlined and processes are executed.

1. Define the current state and develop a concise view of the new state (unfreeze).
2. Conduct a gap analysis between the old state and the new one. This helps clarify exactly what needs to be changed.
 - a. Design change
 - b. Implement change
3. Refreeze; the new change becomes permanent and new behaviors become habitual.

Refreezing is key as it is likely that the change will not be sustained and people will revert back to their old ways of doing things. You can ensure changes will stick over time by developing a set of formal policies and procedures.

For instance, to have a unit's members begin to use e-forms instead of paper forms, the first thing to do is "unfreeze" them from using the old paper forms by educating them on how to create an e-form. Initiate the change by demonstrating the time and effort saved by going to this new way of submitting forms. And lastly, "refreeze" everyone by creating a policy that states paper forms will not be accepted or processed after a certain date.

THE "LIPPETT" MODEL

Another change model, developed by Lippitt called Phases of Change Theory, takes into account the role and responsibility of the change agent rather than on the process of change. There are seven steps to this model:

1. Diagnose the problem.
2. Assess the motivation and capacity for change.
3. Assess the resources and motivation of the change agent.
4. Choose progressive change objects. Develop strategies and action plans.
5. Define the role of the change agents to be clearly understood by all stakeholders.
6. Maintain the change. Communication, feedback, and group coordination are critical in this step.
7. Gradually withdraw the change agents when the change becomes part of the organizational culture.

THE "CHANGE THEORY" MODEL

Another change model, developed by Prochaska and DiClements, is simply called the Change Theory. It recognizes that people go through a series of stages as a change occurs within an organization (pre-contemplation, contemplation, preparation, action, and maintenance). The pre-contemplation stage is when someone is not even aware a problem exists until they become engaged in the change process, and then they believe everything is fine. Contemplation occurs when someone is thinking of changing but is not yet committed to the idea of changing. Preparation is when the person is actually ready to make a change in their behavior, and action is when they actually make that change. Maintenance is the last stage when actions are taken by the individual to reinforce the change. This is a cyclical model, as opposed to a linear model, whereby people may relapse to a previous stage (i.e. pre-contemplation) several times before they are ready to move onto another stage.

THE "COMMITMENT TO CHANGE" MODEL

A change model developed by the United States Army is the Commitment to Change model. This model has three development phases; 1) Inform, 2) Educate, and 3) Commit. In the Inform Phase, members are made aware of the change and why it is happening. Next, members are educated to make sure they understand what the change means to them. And the last phase is all about making the change happen and ensuring everyone is committed to it. Notice that this model works well when the change is being handed down from higher up the organization, with little room for negotiation. In this approach, command is simply informing and educating everyone that the change is taking place, and requires a solid commitment from everyone in the group.

SOCIAL COGNITIVE THEORY

And finally, the last change model discussed here is the Social Cognitive Theory. This model proposes that behavior change by someone is affected by environmental influences, personal factors, and attributes of their behavior. In this theory, the individual must possess self-efficacy. That is, they must truly believe in their ability to change behavior based on their buy-in that the change is really necessary. Their positive expectations of the outcome of this change must outweigh the negative expectations of the outcomes. For instance, if we keep the issue of e-forms over paper forms, the person must believe that the quick turnaround time for approvals of the e-form must be worth the trouble of learning to complete these forms on-line.

Each change model has some strengths and weaknesses and is suited to different situations. Notice that self-efficacy, having the confidence in one's ability to take action and sustain the behavioral change, is a very important component of any model. What is important is to select a model that is workable for the degree of change you are attempting to make with the group. When the change is obvious to most people in the group and resistance is minimal then Lewin's three-step change model works well. But when people's feelings are likely to be high and resistance is likely to be equally high, then using the Change Theory or the Social Cognitive Theory model may work better, since it takes into account the feelings and experiences of people.

DEVELOPING A LOGIC MODEL

The next step in implementing a change after selecting a good change model is to develop a logic model. Logic models are nothing more than flow maps of what you intend to do to make this change happen. Logic models clearly illustrate the program elements so that everyone can see the intended outcomes and how the changes will impact them. Define the inputs and activities to make sure the outcomes will be achieved during the implementation phase. A logic model will examine all the factors that will likely impact the program and allow you to identify the information and resources needed to make this change successful.

A good logic model will:

1. State the problem or issue which is the impetus to change.
2. Move to identifying the needs that lead to the decision to make a change, such as the information used to realize a change was necessary, or what specifically has happened to force this change.
3. Define the desired results and what goals are expected for this program to achieve in the short-term and in the long-term.
4. Identify the support factors or potential barriers that could influence the outcome of this change.
5. Development of your specific strategy that you believe will make your program work. Be sure to explain the reason for selecting this strategy of other alternatives you considered in your analysis.
6. Finally, prepare a list of factors for success that are critical to the success of your program. These success factors can be used to measure the effectiveness of your change program.

Here is an example of a Logic model that you can use to implement change in your organization:

Logic Model for Change Management



There are five basic principles of change management that should be considered when implementing change:

1. Different people react differently to change.
2. Meet the fundamental needs of those impacted by the change.
3. Change often involves the loss of something, and be aware of people going through the "loss curve."
4. Manage expectations realistically.
5. Deal with people's fears.

If anything, over-communicate with your group. Provide everyone with open and honest information frequently. For large changes that will impact a large number of people in the group develop a specific communications plan. If the change involves a loss for some of the stakeholders, try to find what could substitute for that loss.

When planning to implement a change in your organization that is likely to impact a large percentage of your people develop a change model and logic model appropriate to the magnitude of the change and communicate the change program to everyone, preferably at the same time. As the change process is implemented, the next vital step in the process is monitoring the progress of the program.

3. Monitoring the progress of change.

Effective change management entails not only careful and thoughtful planning, but also diligent monitoring of the program's progress. As the old expression goes, "what gets measured gets done." Change must be SMART (Specific, Measurable, Achievable, Realistic, and Timely). Therefore, it is imperative that you set goals that can be measured and achievable in order to monitor the progress of the program.

Depending on the magnitude of the change program, issue a periodic progress report, or establish a monitoring team with responsibility for interacting with key players in the implementation plan on a regular basis. As mentioned earlier, one of the most critical success factors to any change management program is communication. While it is important to obtain buy-in from the group at the onset of the program, it is even more important to inform everyone of the progress. If people feel that no one else is making the change, they will revert back to old behaviors, and the success of the program will be either delayed or doomed. Even when people are committed to making a change, it is easy to fall back into old practices. Constant communication as to the progress of the program will solidify the change behaviors sought from the group. If you measure success factors that are meaningless to the stakeholders, the program will be deemed unimportant or not credible.

John Kotter in his two famous books on change management, "Leading Change" and "The Heart of Change" emphasizes the importance of creating some short-term wins. Just as important as monitoring progress, so is setting achievable goals as part of the total program. Set some of the goals that are easy to achieve in a short period of time.

People like to see that their efforts are successful. Celebrate victories by recognizing and rewarding people for their progress and achievements. It is always good to create a lot of smaller, achievable initiatives early in the program to encourage people to move onto the larger ones. Encourage everyone to report on progress however small an accomplishment might be. Set larger milestones that everyone can celebrate.

In order to make these changes a permanent part of the culture, it is necessary to reinforce the value of success. Let everyone know how each success brings everyone closer to the goal. The United Way has organizations involved in their fund raising campaign construct a large image of a thermometer with contribution milestones added on weekly to show everyone the progress. This effect has two purposes; 1) to let everyone know where they stand against the goals, and 2) encourages those who have not yet made their contribution to "get on with it." Peer pressure can be a wonderful motivator to drive success.

Empower change agents to make decisions at various points along the way of the implementation plan. During the early stages it is best to have only a few key players making critical decisions since early victories are important to the long-term success of the program. As the implementation plan moves on you can expand the decision making to a wider circle of stakeholders.

Another important aspect of any change management program is flexibility. Not everything will go as planned, and when unexpected barriers spring up, be flexible. Adapt to unexpected obstacles that challenge plans. Allow people to find creative solutions to problems that arise that might slow progress. Committed individuals with a desire to succeed will do whatever it takes to be a part of a winning strategy. Remember, success has many participants; failures have but one.

In conclusion, establish SMART goals, define early wins, monitor progress often, communicate and celebrate successes, empower people to overcome obstacles, and never lose sight of the end goal.

4. Train others in change management.

A sign of a good leader is one who trains others to take over the job. Change is a natural process, and so having good change agents to implement new programs will always be in demand. Once you have gone through the stages of developing a change model and a logic model, and have successfully implemented a change program of sufficient magnitude to gain sound working knowledge of the principles of change management, it is time to train others. The easiest way to begin is to identify those individuals from the existing group that were instrumental in supporting efforts to implement a change. It is likely that during development and implementation of a new program assistants or deputies played a significant part in one or more aspects of the change. These are candidates to assign to the next new change evolution. But remember, delegation does not equate to abdication. Coach the trainee carefully by 1) communicating your needs, 2) defining general goals and timelines, 3) checking on the development of the change model and logic model (planning stage), 4) reviewing the

implementation plan (and communication plan, if there is one), and 5) monitoring progress frequently.

It is always best to start someone new to change management with a small project, especially one where there is a high probability of success and a low likelihood of a resistance from the other members. Reward victories along the way and praise success in public. Try to show how taking on responsibility for a change program is sufficiently rewarded so others will be encouraged to volunteer next time.

Sometimes a change program is large enough to warrant a team approach. Creating a team to implement a new program can be valuable when trying to train a group of people at the same time. However, beware of personalities that may conflict with one another and try to mitigate conflicts. Never have more than one chairperson to head the team, or allow team members to come to you for decisions. There are several personality assessment techniques available to determine which styles complement one another. If there is a choice, assemble an ideal working team that will coalesce and achieve the desired results in a timely manner. Despite efforts to bring an optimal team together, remember all teams must go through the four stages of 1) forming, 2) storming, 3) norming, and 4) performing. It is important to realize that delegating responsibility to a team requires the same degree of diligence and follow-up as it does in working with one person, so heed the coaching techniques mentioned above.

Lesson Summary and Closure

An important element of leadership and management is knowing when to make a change. Changes could be to an overall strategy or direction of an organization, changes to a process or activity, or changes to people or structures. But all change requires careful planning and implementation. Deciding to make a change is only the beginning. As Albert Einstein once declared, "All changes are created twice; once in your mind, and secondly in the real world." To implement a change it is valuable to select a change model that best fits the scale of the change you are trying to accomplish with your group or organization. Then develop a logic model that defines the steps you will use to implement your new program. After you have completed these first two steps, it is vital to monitor all progress against your goals, and communicate this progress to all stakeholders. Reward all victories, large and small. And lastly, since you will always be confronted with a need to change things, train as many other people as you can to implement new programs.

In the Civil Air Patrol, you will have ample opportunities to implement changes. Several of these changes will come from National, Regional, or Wing headquarters and will be mandated. Oftentimes, clear implementation plans will be included with the demand for such changes, and they might even be formalized in regulations and policies. But there will be other occasions where you will either initiate a new program, or will be asked to lead a change initiative. Whether deciding to be the sole change agent, or establishing a change management team, you will have to ensure the change you make is implemented well and success is achieved. You must rely on your ability to sell your ideas to your group, motivate them to want to make changes, and encourage them to change their behaviors. Having a sound plan to develop and implement a change will go a long way to convincing your members to follow you down a new path. So, while change may feel uncomfortable at times, armed with effective techniques and careful planning, you can become an effective change agent for your organization.

For further information

CAP National Web Page

http://members.gocivilairpatrol.com/Prof_Dev_Modules/cap_lesson_03/lesson3_html/lesson3.htm

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