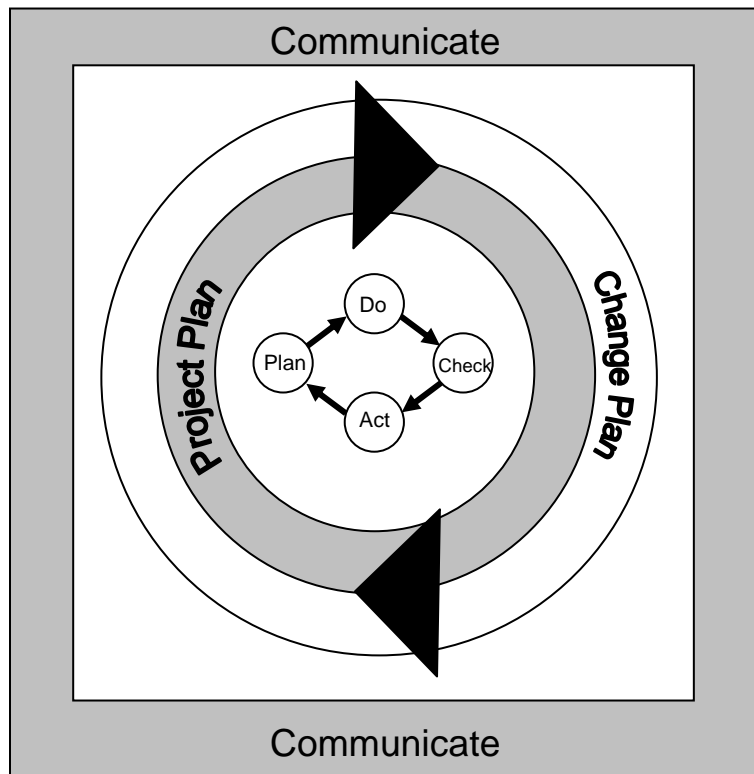


The Business & Finance Strategic Partnerships Approach to Change Management:

A Guide



Change Management Training 2004

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Objectives

1. Recognize the impact of change on various groups and people and understand the roles involved in implementing change
2. Review the basic components of project planning
3. Learn the components of change management planning/implementation, especially communication planning
4. Clarify expectations for the use of change management methods and tools for managing change on campus

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

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Section 1 - What is the Nature of Change?

WHAT IS CHANGE?

In essence, change simply means that something will be different in the future. A change may be

- an addition or deletion of service
- a new way of doing work
- a different set of expectations
- a different service provider
- a new customer
- a different organization design

In many cases, the purpose of change is to make improvements. However, increasingly the purpose of change is to increase efficiency and decrease cost of work and services provided.

For the purposes of this change management training, we will focus on changes in service intended to meet the necessary budget reductions, however the concepts covered are applicable to almost all change initiatives.

WHAT LEVELS OF CHANGE DO WE IMPLEMENT?

“Small” Service Changes: are those that involve one service or component of a service, a small internal change team, and/or few or no customers.

“Medium” Service Changes: are those that impact a critical business process, create a gap that will be difficult to fill, involve multiple campus units or large numbers of staff, require a cross-departmental implementation team, and/or are highly visible to faculty, staff, or students beyond B&F.

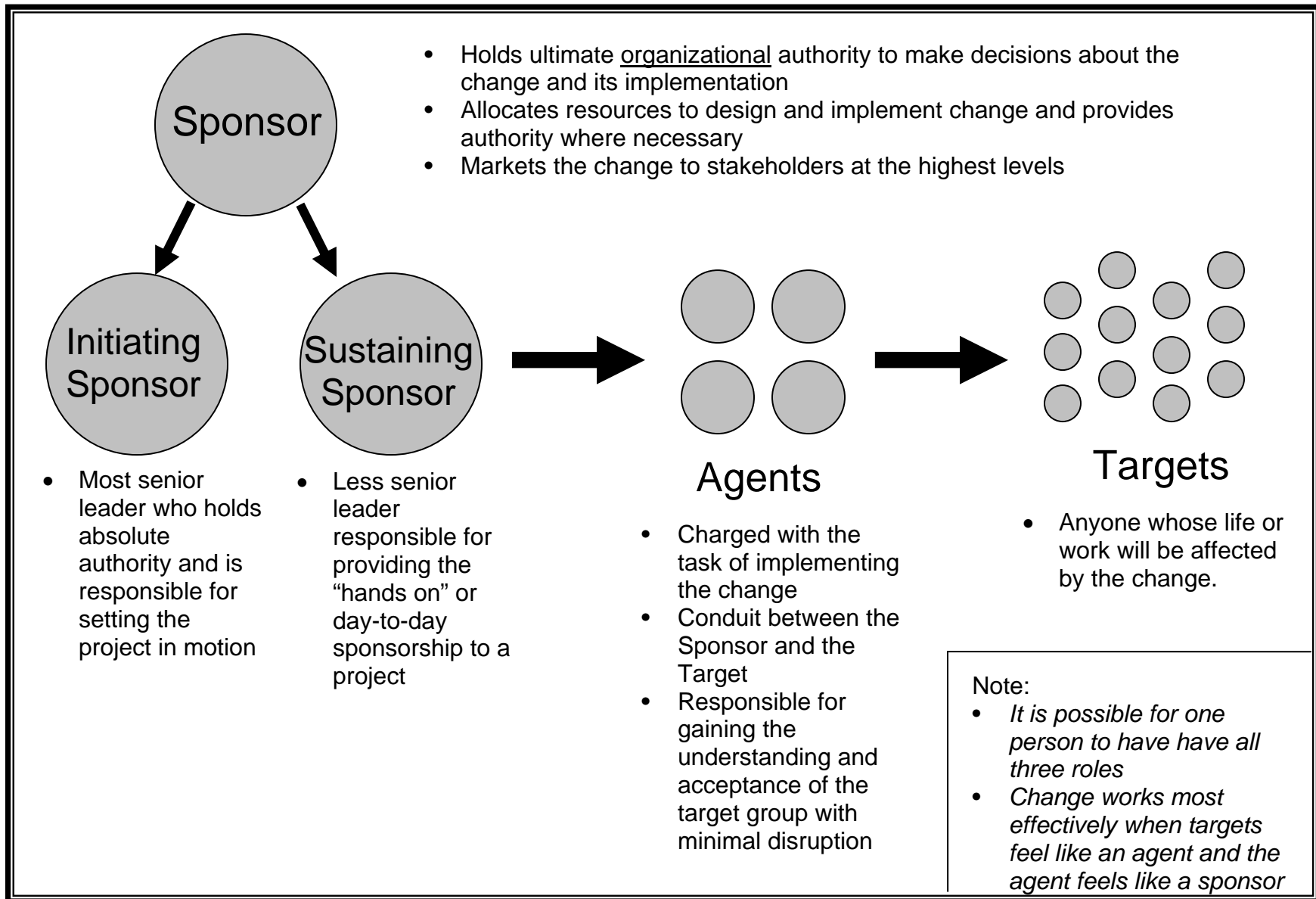
“Large Service” Changes: are those that require multiple years and/or multiple millions of dollars to implement

DISCUSSION

1. *What are examples of changes you have been involved with in the last several years?*
2. *What level of changes were they?*
3. *What tools and approaches did you find helpful?*

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Section 2.1: The Roles of Change Implementation



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Section 2.1: The Roles of Change Implementation

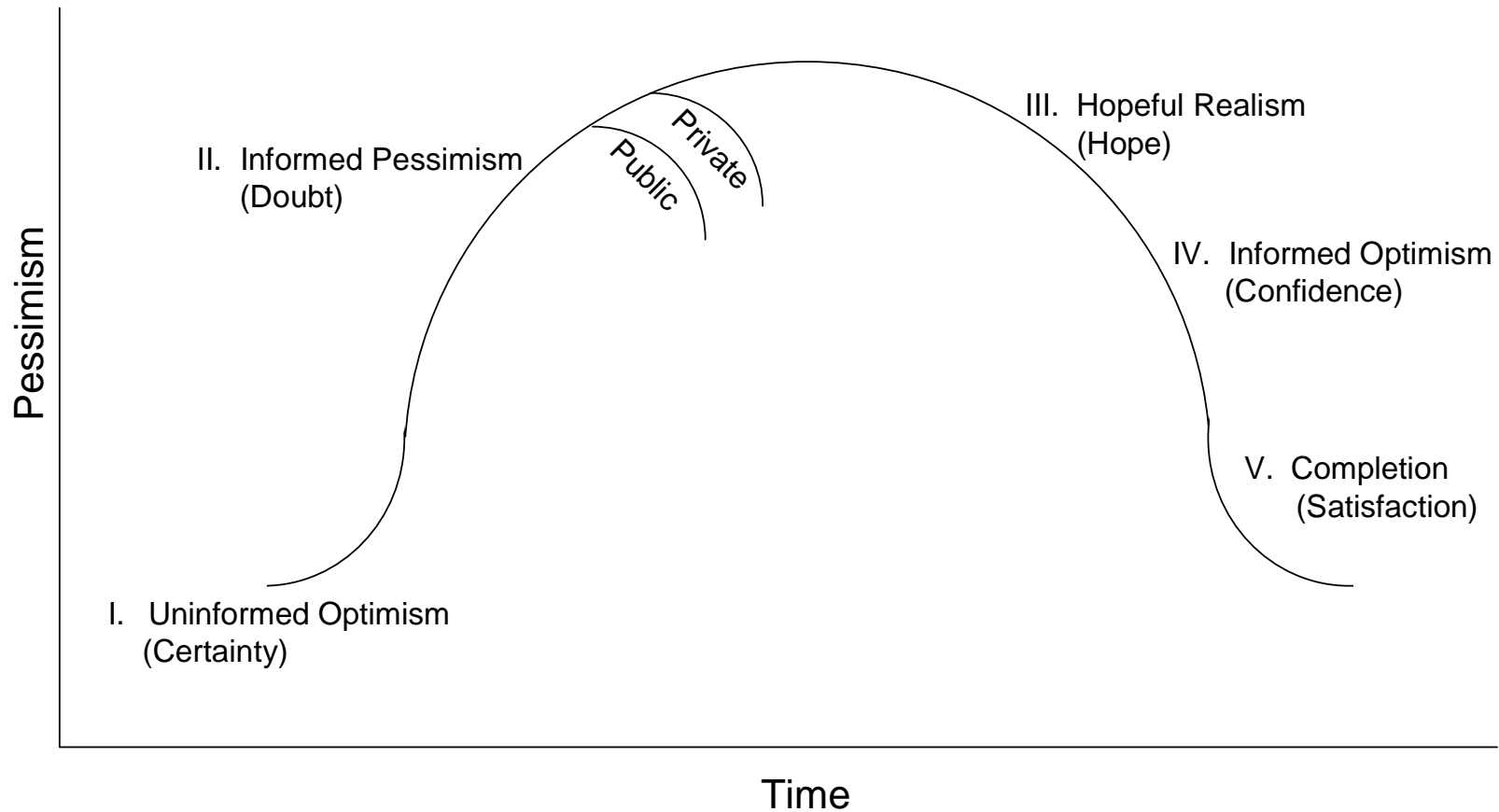
CHARACTERISTICS OF SPONSOR COMMITMENT

- Need: Understands and believes in the need for this change
- Scope: Recognizes the size and impact group
- Depth: Knows/seeks to empathize with the personal stake of the target
- Resources: Will provide what is needed / has thought this through
- Public Role: Is openly and visibly supportive of the change
- Private Role: Is ready to meet privately with affected groups, and individuals
- Impact: Is actively thinking about the long-term impact

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Section 2.2: Reactions and Barriers to Change

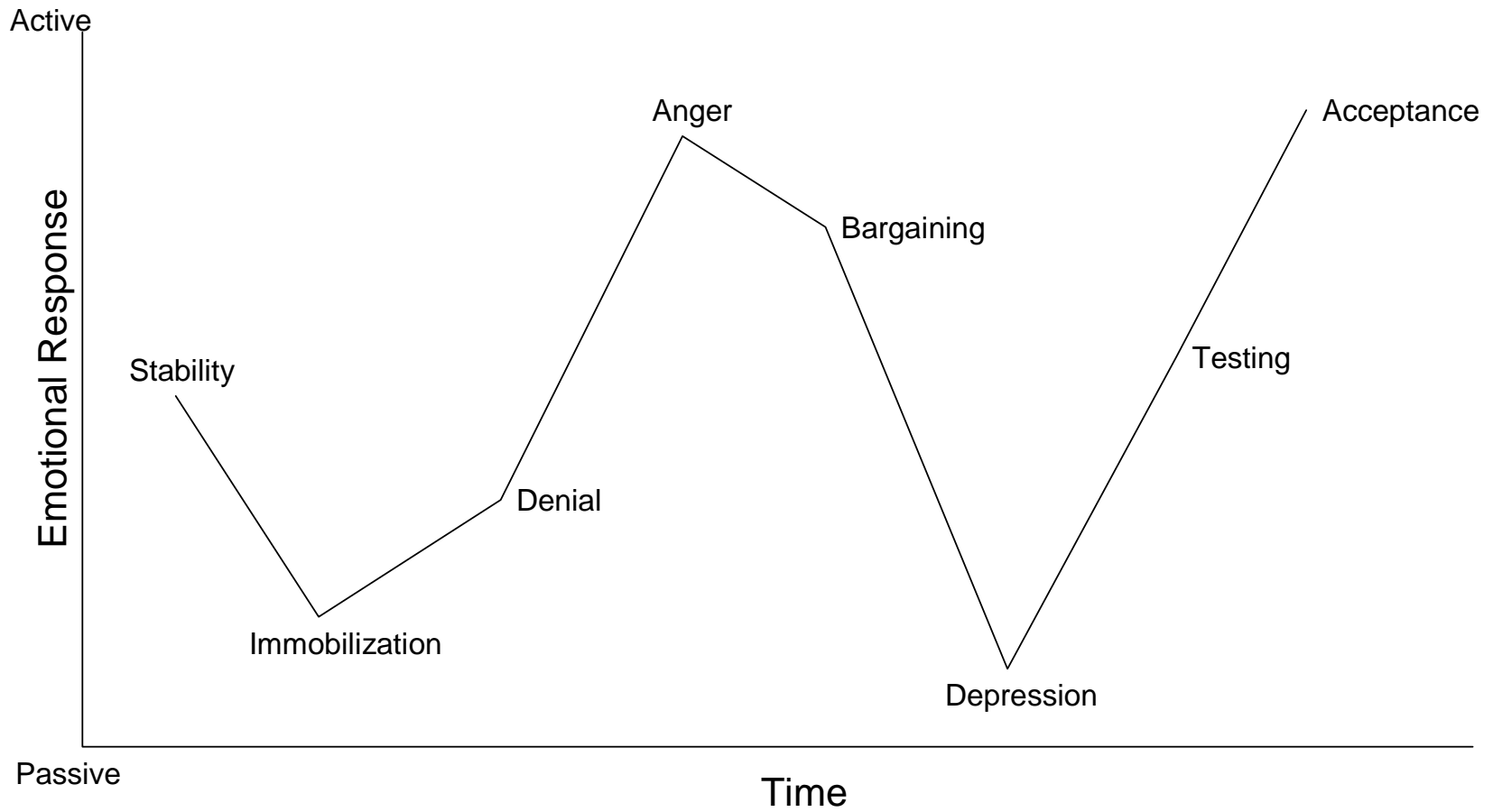
POSITIVE RESPONSE TO A CHANGE



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Section 2.2: Reactions and Barriers to Change

NEGATIVE RESPONSE TO A CHANGE



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Section 2.2: Reactions and Barriers to Change

Change can evoke a plethora of emotions and feelings within the people experiencing it. These reactions can be extremely difficult to understand, and if not managed can cause huge disruption to a change implementation. Below are examples of the reactions you may experience and suggestions for working through them. This is by no means a complete list, but should provide a good start.

REACTION	DESCRIPTION	WORKING WITH THIS REACTION
Shock	Initially the change may not really register with people and they may exhibit a sort of shock. It will take time for the idea of change to start to set in.	The Stay the Course Strategy <ul style="list-style-type: none"> • Continue to reiterate the need for change • Encourage them to formulate questions when ready
Confusion	As people begin to think about change, they are likely to be confused. They may ask constant questions, and you may feel as though you are playing trivial pursuit. Their attention may be unfocused and their attention may scurry from one topic to another. They may have a difficult time prioritizing.	The Find and Focus Strategy <ul style="list-style-type: none"> • Provide information – as much as possible • Provide a framework – the big picture • Provide assurances that you will take the time to address issues and concerns • Develop a focus – strategy for next steps • Establish priorities to structure their activities
Denial	Once the initial shock has dissipated, people may begin to deny that the change is coming or that it will affect them. You may hear them say things like “It doesn't relate to me, and it doesn't affect my department.”	The Admit and Accept Strategy <ul style="list-style-type: none"> • Make the first move to confront the behavior • Be prepared to listen – past the stonewalling behavior • Present behavior facts – observations • Identify issues to work on • Don't expect large jumps forward
Loss of Identity	People may begin to feel devalued. They may take these changes personally and feel that the changes bring negative and irretrievable consequences – hopelessness. People may begin to exaggerate the negative consequences. They may focus on the past and insist on keeping the status quo.	The Clarify and Connect Strategy <ul style="list-style-type: none"> • Create a dialogue; ask what they believe and why • Be patient as they work through it • Focus on their strengths and what they have to offer • Look for connections – their abilities to future needs

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 2.2: Reactions and Barriers to Change

REACTION	DESCRIPTION	WORKING WITH THIS REACTION
Anger	Some people may become angry about the change, especially if the decision was made for them. Anger often is displayed by actively resisting or attacking the change. As people begin to accept that changing are coming and that the old ways are in fact going away, they may show signs of passive aggressiveness. Anger may create a climate of self preservation and can promote risk avoidance. You may hear things like, "I suppose if we have to deal with this, we might as well get on with it."	<p>The Neutralize and Negotiate Strategy</p> <ul style="list-style-type: none"> • Let the person vent – allow opportunities and forums for issues, feelings and concerns • Manage yourself – prepare for feeling uncomfortable or attacked, don't defend • Legitimize the anger – "it's OK" • Negotiate the issues – sort out issues and fair compromises
Exploration	Hopefully at some point people will begin to exhibit a willingness to move forward with the change, even if they don't agree with it. They may begin to explore how the change realistically will impact them and their department and may begin to define methods for implementing the change. You may hear things like "how do we actually go forward from here?" or "so what now?"	<p>The Encouragement and Small Steps Strategy</p> <ul style="list-style-type: none"> • Notice and recognize expressions of support. You may say "I know you've had some reservations, so I appreciate your willingness to move forward." • Quickly help define small steps people can take be part of and contribute to the project • Get their input with respect to some upcoming aspect of the change
Acceptance	At some point, the change begins to be implemented, and people have begun to move forward and accept the change. They may even move one step further to making improvements based on the change or facilitating continuous improvements.	<p>The Openness to Feedback Strategy</p> <ul style="list-style-type: none"> • Recognize the steps that have been covered in the change process • Demonstrate openness to continued improvements and further contributions to the change process • Reinforce shared ownership as new ideas emerge. You may say things like: 'Thanks to Dave's great idea, we found an even faster way to implement the change in his department.'

Partially adapted from <http://www.sabrehq.com/cutting-edge/change-reactions.htm> and Woodward, Harry. 1994. *Navigating Through Change*. Richard D Irwin Inc

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Section 3 – What is Change Management

WHAT IS CHANGE MANAGEMENT?

We've all had experience with changes and our reactions to them.

- They can surprise us.
- They can make us unhappy.
- They can leave us confused.
- They can leave us at a loss about how to get our work done.
- They can require some extra work.

Change, even the most seemingly insignificant change, inevitably will raise questions and/or concerns in the people affected by it, both inside and outside the department. For example:

Imagine that an employee in your division has left to pursue other career opportunities. His/her initial departure may or may not be cause for concern, however a few months later, you realize that the position has not been filled. Rumor around the office is that the position is not going to be filled because there is not enough money in the budget to do so. Without having any information other than this rumor, other employees in your department have no way of knowing that there are not plans to eliminate other positions. They are likely to become fearful of the stability of their job, and as they talk with friends and colleagues throughout the university, this fear begins to spread employees in other areas – who begin to wonder what other services will be cut if their job could be eliminated. What started out as a seemingly insignificant change, to temporarily leave a position open until money is available to fill it, has now boiled into an organization-wide concern about job security.

Now, imagine the difference in outcome if the office supervisor had gathered the staff together for a meeting to communicate that a decision had been made to delay filling the position or to do away with it due to budget constraints and asked employees to generate ideas for elimination of unnecessary work or ideas for streamlining or reorganizing work so that they would not have to work at a breathless pace to make up for the absent colleague. They might also have been told that the department preferred to handle any future necessary staff reductions in a similar manner when possible so that cuts would be by attrition and work redesign rather than by RIFs. Staff could be given opportunities to ask questions and voice concerns during the meeting and privately, eliminating much of the disruption in the first example.

Through careful management, it is possible to optimize the positive affects, while reducing the negative affects of change – this is called change management.

Change management is most successful when a partnership approach is taken from the beginning of the project. Partnering means thinking carefully about the stakeholders and “targets” and the ways in which they and the project team can work together to ensure the best outcomes for the change implementation.

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Section 4 – Basic Components of Project Planning

Project planning and management can be as extensive or limited as is appropriate for each individual project. While they may be utilized to different extents, the key aspects of project planning and management are relevant for virtually all change projects.

PLANNING

TEAM ESSENTIALS:

It is imperative that a project team work together effectively for a change project to be successful. Building a strong team from the start will set a project up for success. (see *team essentials templates*)

MILESTONES:

Milestones are the key dates at which specific phases of the project are to begin or to be completed. They also may describe key deliverables of the project, helping to identify dependencies. Milestones provide more frequent checkpoints that if met enable a project team to more easily keep the overall project on track. (see *milestone template*)

TIMELINE:

The project timeline is a detailed outline of all components of the overall project and the sequence of steps required to complete each component. Timelines can be as broad or as detailed as is necessary for each project, but if followed allow a project team to keep the overall project on track and report on its progress. Many tools exist to enable timeline planning and may be as simple as an organized to do list. (see *timeline template*)

METRICS:

Metrics are measurements (both quantitative and qualitative) that will serve as concrete indicators of the success of a project. They can be directly or indirectly impacted by the project, but should directly measure the primary desired outcome of the project. (see *metrics template*)

IMPLEMENTATION

STATUS AND ISSUE TRACKING AND RESOLUTION:

To ensure that a project stays on track and that issues are resolved before they throw a project off schedule, status reporting and issue tracking and resolution are extremely important. It is particularly important to ensure that the status reporting and issue tracking process are designed in a way that the information gained from them is used to make positive changes in the project and to ensure continuous improvement. (see *status and issue templates in section 5*)

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Section 4 – Basic Components of Project Planning

TEAM ESSENTIALS: Charge to the Team (Worksheet)

A clear charge to the team (aka., purpose and mission) is essential to the success of your project team. It is most likely that the charge may be given to the team by its leadership, with the expectation that they will clarify and understand it, but not develop it. Without a clear charge, a team will struggle to understand its definition of success.

In developing a team charge, it maybe helpful to answer the following questions and to use your answers in articulating the purpose/mission and charge to the team:

1. What is the ultimate desired outcome of the team's work?
2. What aspects of the process by which the team will achieve its primary outcome are important to specify upfront?
3. How and why will each of the team members be chosen? What skills and roles are needed for the team to be successful?
4. How will the work of the team improve your organization?

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Section 4 – Basic Components of Project Planning

TEAM ESSENTIALS: Charge to the Team (Template)

Committee **NAME**
Mission Statement and Membership Roles/ Responsibilities

Charge

Membership

Team Reports To:

Phases and Tasks:

Phase I:

Phase II

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Section 4 – Basic Components of Project Planning

TEAM ESSENTIALS: Charge to the Team (Sample 1)

Business and Finance Metrics Committee Mission Statement and Membership Roles/ Responsibilities

Charge

The charge to the Business and Finance Metrics Committee (BFMC), reporting to the EVPCFO and the Senior Staff Team, is to identify, collect and report on metrics used (and the measurement data collected) within the Business and Finance organization in support of the Business and Finance Strategic Goals.

Membership

BFMC will be composed of, at a minimum, one person from each AVP area within Business and Finance. Team members are considered " AVP area representatives." This means that input from a team member should accurately represent the current situation in that AVP area and that each team member has responsibility to report back to his/her area. In addition to the representative members, the team will be chaired by Catherine Lilly, Special Assistant to EVPCFO.

The current members of the Business and Finance Metrics Committee are:

- Catherine Lilly, Chair, EVPCFO
- Barry MacDougall, MAIS
- Kevin Donovan, Facilities and Operations areas
- Phil Smith, HRAA
- Tony Burger, AVP Finance areas
- Erik Lundberg, CIO
- Brian Heldt, Financial Analysis
- Brian Watson, Financial Analysis

General Business Guidelines:

- The team will report progress to the EVPCFO and the Senior Staff Team.

Phases and Tasks:

Phase I:

- Identify, collect and sort existing performance measures in support of the Business and Finance strategic goals. Identify gaps
- Identify common standards and specific measures for metrics being used across Business and Finance in support of the Business and Finance strategic goals
- Assist in analyzing and linking metrics to Business and Finance AVP area strategies
- Identify and recommend data reporting methods for use in documenting progress on the Business and Finance Strategic Goals
- Report findings to CFO Senior Staff

Phase II

- Present findings to BF Forum
- Assist in the development of missing measures as needed
- Track and report on metrics identified in Phase I
- Assist in or recommend training/orientation/support activities for Business and Finance Leadership Groups as needed (e.g. definitions, common terms, development of metrics, "balanced scorecard", change management related to metrics, etc.)
- (optional) Research benchmark measures both as to types of data collected and targets
- (optional) Clarify and raise awareness about leading and lagging measures
- (optional) Explore/assist in the development of a "Dashboard"

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Section 4 – Basic Components of Project Planning

TEAM ESSENTIALS: Charge to the Team (Sample 2)

University of Michigan Administrative Information Services

US Consulting Project Management Standards



Recycling Initiative Charge Document

Project Name	FY04 Office Trash and Recycling Reengineering Initiative
Project Leads	David Judge, Project Manager; Carie Kloack, Field Coordinator
Objectives	<p>To Implement a synergistic program that combines the best practices of facilities asset management with those of environmental stewardship to achieve a “Triple Bottom Line” win for the University, the environment and the campus community:</p> <ul style="list-style-type: none"> • Enhances Environmental Stewardship Decrease overall trash volume while increasing the volume of material recycled • Improves Operational Efficiency Increase awareness and participation in the campus community as stewards of the environment • Achieves FY04 Target Budget Continuing to provide quality custodial services in the office environment
Project Team	<ul style="list-style-type: none"> ▪ Project Leader/Project Coordinator – David Judge Shape priorities; Oversee project planning activities; Oversee information gathering and documentation; Approve deliverables; Communicate to and receive feedback from the team; Manage scope; Identify and manage risks; Schedule and track resources; Implement practices and metrics for deliverables; Make recommendations for next steps. <p>Provide expertise and guidance in regards to project management and change management methodologies. Create and manage the project plan, incorporating elements such as detailed activities, timelines, milestones, roles and resources. Follow up with resources and sites to ensure activities are tracking according to the plan. Create regular status reports for project leaders and key stakeholders. Identify and manage risks; identify, track and resolve issues as they arise. Provide communication text to building liaisons.</p> <ul style="list-style-type: none"> • Field Coordinator- Carie Kloack Determine building needs and locations and numbers of containers; train custodial staff, order products as needed, provide post-rollout Customer Care, and act as Ombusperson during rollout period; Provide backup for Project Leader tasks; Participate in bi-weekly planning and status meetings. Conduct readiness walk-throughs. • Recycle Advisor- Tracey Artley Respond to recycling questions and provide post-rollout Customer Care; Collect project performance data, analyze and produce reports as needed. Assist Field Coordinator in determining building needs, and training customers and custodial staff. Participate in bi-weekly planning and status meetings. • Communication Coordinator for Hank Baier- Diane Brown- Work with the Project Team and Linda Green to disseminate communications as appropriate.

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Section 4 – Basic Components of Project Planning

TEAM ESSENTIALS: Charge to the Team (Sample 2 *continued*)

University of Michigan Administrative Information Services

US Consulting Project Management Standards



Recycling Initiative Charge Document

Project Team (Continued)	<ul style="list-style-type: none">• MAIS Consulting- Lynn Liston, Project Management Consultant; Provide consultation and mentorship on project management and change management methodologies; provide tools and templates to support these activities. Provide communication support in terms of creating an overall communication plan and drafting specific communications.• MAIS Consulting- Linda Green, Communications Support Work with specified individuals to produce a communications plans and assist in the writing of communications for customers and internal staff.
Other Roles	<ul style="list-style-type: none">• Project Sponsors – Tim Slottow, Hank Baier, Rich Robben, Nathan Norman, S/C Deans Overall project direction and approval.• Customer Liaisons Work with the Project Team to disseminate information within their buildings; Share feedback with Project Team members; Report problems. Participate in lessons learned activities.
Timeline	Conclude Pilot Projects by January 1, 2004; commence Production Project by January 19 and conclude by June 30, 2004.
Deliverables	<ul style="list-style-type: none">• Project Schedule• Risks & Mitigation Plan• Communication Plan• Listing of issues and their resolutions• Regular Status Reports and Scorecard• Project Notebook

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Section 4 - Basic Components of Project Planning

TEAM ESSENTIALS: Roles and Responsibilities

- ROLE ON PROJECT:** Include all roles associated with the project, regardless of how small. If the same team member is responsible for more than one role, list each role separately. Project team members may change and listing each role separately will ensure that each role is always covered.
- TEAM MEMBERS:** This is the team member most responsible for the role – or the lead team member for each role. Team members may be listed more than once, as they may be responsible for more than one role.
- RESPONSIBILITIES:** Provide as much detail as possible when listing responsibilities. The more detail provided the better team members will understand each role and the more successful they will be in effectively implementing their roles.
- SUB-PROJECT TEAM:** If a team is responsible for the role, provide a list of additional team members. Also include in this list any members secondarily responsible for a role in case the primary team member is unreachable.
- MEASURES OF SUCCESS:** How will the success of each role be evaluated. Think of the project metrics that will be affected by this role and how the team member responsible for each role will be held accountable. Articulating and ensuring understanding of success standards prior to the beginning of the project increases the likelihood that each team member will be successful and that the overall project will be successful.

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Section 4 - Basic Components of Project Planning

TEAM ESSENTIALS: Roles and Responsibilities (Template)

Role on Project	Team Member	Responsibilities	Sub-Project Team	Measures of Success
Project Lead		• • •		
Change Management Lead		• • •		
		• • •		
		• • •		
		• • •		
		• • •		
		• • •		
		• • •		

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Section 4 - Basic Components of Project Planning

TEAM ESSENTIALS: Roles and Responsibilities (Sample)

Recycle Initiative Project Roles and Responsibilities				
Participant	Role on Project	Responsibilities	Backup	Sub-project Teams
David Judge	Project Manager	Overall Coordination of project Project Plan Reporting Problem Management Communication Coordination (Pre-Project) Provide Communication text to liaisons	Carie Kloack/Tracy Artley	Communications Reporting
Carie Kloack	Operations Coordinator	Field/Site Coordinator Supervise Supervisors Determine Building Needs -location of side saddles -location of central containers Train Custodians Order Products Customer Care (Post-Implementation)	David Judge staff in area Tracy Artley Tracy Artley David Judge David Judge	Building Needs Customer Care Operations
Tracey Artley	Recycle Advisor	Training (with Carie) Recycling Questions -Customer Care related Data Collection Data Analysis Reporting Determine Bldg Needs (with Carie)	Carie Pam/area staff area staff Pam/area staff Pam/area staff Carie Kloack	Reporting Building Needs Customer Care
Customer Liaisons	On-site Customer Liaison	Disseminate Information to buildings Share feedback Report problems	should be provided should be provided should be provided	
Diane Brown	Communication Coordinator for Hank Baier	Work with Linda Green on Communication Plan Long-term communications External Communications	? ? ?	Communications
Lynn Liston	Project Management Consultant	Facilitator Coach and teach	David Rob Thomas	Communications
Linda Green	Communications Coordinator-MAIS	Facilitate development of Communications plans	Diane Brown	Communications

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Section 4 - Basic Components of Project Planning

TEAM ESSENTIALS: Best Practices for Project Team Kick-Off

A project team kick-off meeting can be critical to beginning your project on the right foot. It allows your team to get to know each other, gives them an understanding of their and other's roles as they relate to the overall project, and generates excitement for the project. See the *The Group Organics Model* in the appendix for more resources on group formation.

Team Cohesion

The level of team cohesion that is facilitated at the kick-off meeting will depend on how well your team members already know each other and the length and intensity of your project. Ensure all team members know each others names and some basic information such as area of work, responsibilities outside of the project, expertise brought to the team, length of time with the University, etc. Ice breaker activities such as the name game (everyone gives their name and an adjective to describe them and everyone repeats it and those already given until the whole group has gone) or get-to-know-you bingo (create a bingo card with pieces of information about team members on it and have the team members interact to figure out who represents each square) often provide a more interactive fun way to facilitate a group's first interaction.

Communicating Project Objectives, Timelines, Roles and Responsibilities

Once your kick-off meeting is complete, all team members should have a clear idea of the project's objectives, rationales, timelines, their project roles and responsibilities, the roles and responsibilities of other team members, and how their roles impact and are impacted by other team members. In some cases, the roles and responsibilities already have been defined. If this is the case consider having each member explain his/her roles and responsibilities to the group. This will keep things more interactive and will ensure that each member understands his/her piece of the project. In other cases the specific roles and responsibilities will not have been assigned yet. If this is the case, allow the team members to work as a group to define them. This will ensure their maximum engagement in the project and will allow them to take on roles that are more of interest to them.

Generating Enthusiasm

For team members to be engaged and enthusiastic about the project, they need to understand its importance as it relates to the overall organization or the University. In some cases the team leader can provide the team with this, however, it may be more powerful for the team members to brainstorm the way that the project will have a positive impact. If this is a high profile project, consider having senior leadership from the department talk to the team about the importance of the project and their work. Understanding the level of importance that this project is given within B&F or the University will generate enthusiasm for succeeding.

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Section 4 - Basic Components of Project Planning

PROJECT MILESTONES

	Date 1	Date 2	Date 3	Date 4	Date 5	Date 6	Date 7	Date 8	Date 9	Date 10
Pilot Begins	★									
Pilot Ends		★								
Lessons learned incorporated into Project Plan			★							
Milestone				★						
Milestone				★						
Milestone				★						
Milestone					★					
Milestone						★				
Milestone							★			
Milestone								★		
Milestone									★	
Milestone										★

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Section 4 - Basic Components of Project Planning

PROJECT TIMELINE

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Milestone One	★									
Task One										
Task Two										
Task Three										
Task Four										
Milestone Two	★									
Task One										
Task Two										
Task Three										
Task Four										
Milestone Three	★									
Task One										

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 4 - Basic Components of Project Planning

METRICS

- How will we know if our goals were met?
- How will we know if this change process was successful?
- How will we track progress on this project?

At the root of every project there is an underlying business or educational need. The extent to which the change has met these needs can be measured both quantitatively and qualitatively to provide one perspective on the success of a project. Additionally, key aspects of the implementation, such as communications, training, or timing can be measured to provide feedback to the project team and to help keep the project on track.

Metrics should be established at the beginning of the process and communicated to the project team and customers to ensure that all parties are working towards similar goals. Metrics often can be used to celebrate milestones along the way, identify areas that need improvement, and provide feedback on the overall success of the project. The metrics for each project will be unique.

Metrics often are thought of as containing three components:

- Goal/Objective: the goal of the change or implementation
- Metric: defines how the target will be measured
- Measurement: actual quantitative indicator tracked at specific project points and across the duration of the project.

For example:

- Goal/Objective: Communications to customers about delays are received at least 24 hours in advance of the delay
- Metric: Delivery time for each communication
- Measurement: Hours between receipt of communication and the delay

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5 – Change Management Key Tools & Methods

INTRODUCTION TO CHANGE MANAGEMENT

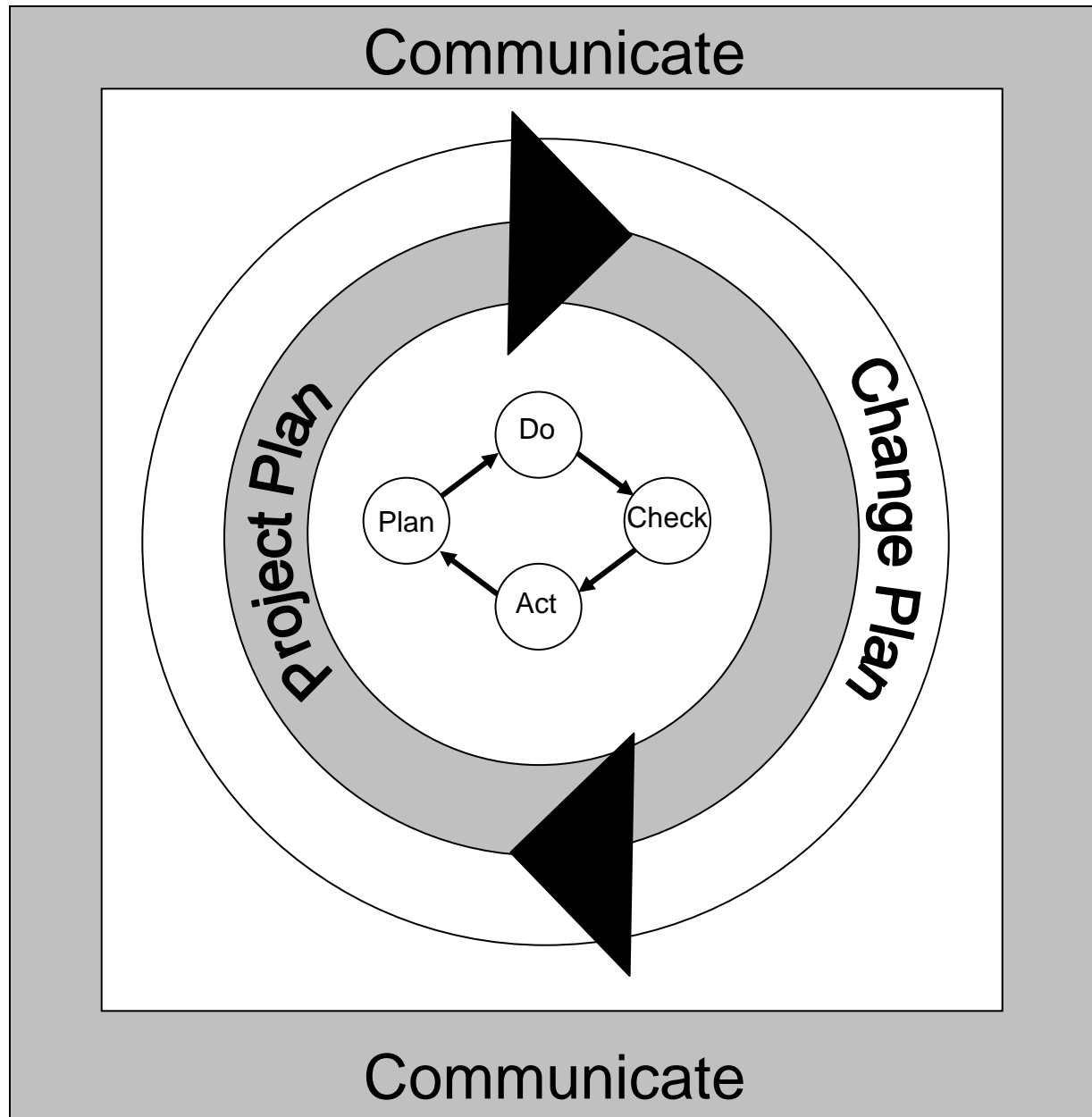
Change management includes the following activities:

- Partnering with users during all aspects of the project
- Understanding the nature and specifics of the change
- Understanding the purpose and mission of the project and project team
- Identifying the possible positive and negative affects of the change
- Identifying the possible reactions and barriers to the change
- Setting realistic expectations
- Developing a cohesive project team
- Involving users and gaining buy-in
- Effectively planning and managing the project, training, and communication
- Tracking and resolving issues

Always remember: COMMUNICATE COMMUNICATE COMMUNICATE

Basic Change Management Checklist

- Assess Change
- Involve and Partner with Users
- Project Planning
 - Is a pilot needed?
- Plan Communication
 - Internal (Organization)
 - Service Providers
 - External (Customers)
- Plan Training
 - Internal (Organization)
 - Service Providers
 - External (Customers)
- Track Feedback and Resolve Issues
- Report Status
- Coordinate the Project Plan with the Change Management Plan



BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.1 – Change Assessment

CHANGE ASSESSMENT CHECKLIST (Template)

It is critical to understand all aspects of the change, who it will impact, and how it will impact them. Use this checklist as a start to understanding your change.

Customer Needs Assessment

- What customer group(s) will be impacted?
- How will each customer group be impacted?
- When will each group be impacted? Will they be impacted more than once?
- How will the change impact the way each group/person does their work? How will the change affect the people responsible for the work? How will the change affect people's reporting structures?
- What are the current expectations of each customer group? How must these change?
- What are the potential barriers to each customer group's acceptance of change?
- What are the potential barriers to each customer group's ability to meet key business need if service change is implemented (e.g., knowledge of alternatives, resources)?
- When must customer involvement occur?
- What objections might customers express and to whom?
- How will appropriate buy-in be gained from affected leadership inside and outside the organization?
- What customer involvement is needed?
- Does the change have to be uniform among all customers, or should customers be involved in establishing new service levels and options?

Communication Assessment

- Who are the key stakeholders (internal and external)?
- Could there potentially be media interest?
- What potential supporters exist within customer groups?
- What are the communication goals?
- What communication vehicles will be most effective?
- When do stakeholders need to receive communication?
- Are there any project spokespeople or project champions?
- What are the key messages that need to be communicated?
- Is there an existing mechanism for handling customer questions or complaints?

Readiness Assessment (service provider)

- What information, documentation, or training will the service providers require?
- Will there be impacts on B&F service provider's internal work design, staffing requirements or organizational structure?
- What action items must the service provider complete to promote readiness?
- How will we know if the service provider is ready?

Readiness Assessment (customer)

- What information, documentation, or training will the customer groups require?
- Is there an actual or perceived cost or effort shift?
- Will there be impacts on customer group(s) internal work design, staffing requirements or organizational structure?
- What action items must the customer group(s) complete to promote readiness?
- How will we know if the customers are ready?

Pilot Assessment (customer)

- Are there lessons learned that could be discovered through a pilot?

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.2 – Customer Involvement and Partnerships

Why are Customer Involvement and Partnerships Important?

- Customer experience and knowledge may help you make decisions and design a more useful service or change in service
- Displaying respect and consideration by involving customers promotes understanding and cooperation and maintains a positive working relationship for the future
- Customers can communicate concerns to the project team before they become angry complaints, allowing the team to alert the sponsor and consider solutions

Involve/Partner with Customers When:

- Final decisions have not been made, or it is early enough to be responsive
- Customer involvement will increase customer buy-in
- Customers may have knowledge that you do not about timing, consequences, culture, etc.
- Customers may identify additional stakeholders or interested parties
- There may be unusual circumstances facing a customer group
- You are involved in a pilot program or phased roll- out of a change
- To some extent – ALWAYS!

Provide Information When:

- Unit leaders need to be informed in order to appropriately support the change and their staff
- Units or individuals may need to prepare for a coming change
- You can identify resources and alternatives for coping with the change about which the customer may be unaware
- Individuals need to be trained
- Units or individuals need to complete action items
- You must carry out a mandated change

Methods for Involving/Partnering With Customers:

- Ask a customer to co-lead the project
- Include customers as team members on your project team
- Involve customer leadership in communicating
- Conduct focus groups
- Conduct a survey
- Solicit email feedback
- Consult an established group

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.2 – Customer Involvement and Partnerships

Timing of Customer Involvement/Partnerships:

- When change is being considered
- When alternative options are being considered
- When scope is being considered
- When implementation approach and timing are being considered
- When project team is developed
- When project impact is considered
- While project is being implemented
- When customers are being trained
- When project success metrics are available
- When lessons learned are developed

Don't simply solicit customer involvement, see partnering with customers and stakeholders as a tool to maximize the success of any change effort.

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

ASSESSING COMMUNICATION EFFECTIVENESS

Communication activities provide a way for individuals to become aware, question, understand, and become involved. The effectiveness and success of the communication effort can be collected and measured in a variety of ways, for example in the ways noted in the following table:

Theme	The audience will feel or know:
Quality	<ul style="list-style-type: none">▪ That relevant information is communicated▪ That information is delivered using the appropriate mechanisms▪ They have easy access to information▪ That information is easily understood
Reliability	<ul style="list-style-type: none">▪ That consistent information has been given, regardless of the communication vehicle or distributor▪ That information is provided to the appropriate audience at the appropriate time
Promptness	<ul style="list-style-type: none">▪ That information has been delivered within 24 hours of the planned deadline▪ That re-active (unplanned) communication is delivered within the agreed upon time frame determined at the time the communication effort is recognized▪ That relevant parties are made aware of communication activities at the time they are made
Feedback	<ul style="list-style-type: none">▪ That customers and stakeholders have a chance to be heard▪ That action is taken to respond to questions and concerns▪ That there are a variety of feedback tools and opportunities available
Commitment/Teamwork	<ul style="list-style-type: none">▪ That customers and stakeholders are committed/accepting of the changes▪ That customers assume responsibility for the success of the change▪ That customers interact enthusiastically with project team

It is imperative that the project team continually evaluates and improves the effectiveness of the communication.

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

COMMUNICATION PLAN

Introduction:

Effective communication is the key tool that enables involvement and partnership during the planning and implementation phases of all change efforts. As such, it is important to plan for it during all aspects of the project. However, before the changes are implemented, developing a communication plan for the roll-out of the change is a particularly important step.

All good communication plans include:

- Goals
- Audiences
- Messages
- Communication Vehicles
- Spokespeople
- Timeline
- Assessment/Feedback

Goals:

- What do we want people to know
- What do we want people to do
- To whom do we want questions/concerns addressed

Audiences:

- Who will this change impact
- Who else should know (internal and external)

Messages:

- What are the key things people need to know
 - What is happening and what will be done differently
 - Why is it happening
 - When is it happening
 - How will it happen
 - What does the listener/reader need to do differently
- How does this tie in with other service changes from other departments and from B&F
- Who should people contact for more information or to provide feedback

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

COMMUNICATION PLAN *(continued)*

Communication Vehicles:

<p>What are the ways this change needs to be communicated? (examples)</p> <ul style="list-style-type: none">▪ Meetings with EOs, Health System administration, Deans, Facility Managers, others.▪ One-on-one meetings with customers▪ Presentations to groups (EOs, deans/APG, SACUA, MSA)▪ Written documents▪ Website materials▪ Newsletter items▪ Internally to own department staff	<p>What documents need to be prepared (examples):</p> <ul style="list-style-type: none">▪ Fact sheets▪ Project descriptions▪ Implementation plan▪ Power point presentations▪ Presentation scripts▪ Q&A/FAQ▪ Instruction sheet▪ Training materials▪ Emails/memos to deans, directors, building occupants, staff, students, Health System, targeted groups, etc.▪ Fliers/posters▪ Signs in buildings, on buses▪ Reminder messages▪ Press releases▪ University Record article
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Spokespeople:

- From whom will memos come
- By whom will presentations be given
- Who will respond to questions
- Who will serve as the media contact

Timeline:

- Detail on when each message needs to be delivered and by which vehicle

Assessment/Feedback:

How will the effectiveness and success of your communications be measured?

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

COMMUNICATION PLAN (Template)

Goals:

Audiences:

Messages:

Communication Vehicles:

Spokespeople:

Timeline:

Assessment/Feedback:

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

COMMUNICATION TIMELINE (Template)

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Communication Goal One										
Step One										
Step Two										
Step Three										
Step Four										
Launch Communication					1					
Communication Goal Two										
Step One										
Step Two										
Step Three										
Step Four										
Launch Communication										1

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

COMMUNICATION PLAN (Sample 1)

BUILDING SERVICES TRASH & RECYCLING PROGRAM COMMUNICATION PLAN

TEAM OBJECTIVES

- 1) Complete communications for Fleming and WoTo pilots
- 2) Draft communication plan for Dana pilot
- 3) Draft communication plan for Art & Architecture building pilot
- 4) Draft communication plan template for future building rollouts

REASONS TO COMMUNICATE

Objective #1

Eliminate current anxiety about what's happening next, set expectations for the distribution of the larger side-saddle trash bins, share the lessons learned and survey results; let building occupants know they can continue to send comments to the email group, thank the them for participating in the pilot and invite them to attend the reception/brown-bag.

Objective #2

Introduce plan to building occupants; set expectations, invite them to a reception, inform them of ombudsman program; manage survey; manage end of pilot communications

Objective #3

Share pilot project plan objectives & set expectations on Building Services role; share proposed communication plan with building manager; determine communication lead; provide expected communication support

Objective #4

Introduce plan to dean/directors/building managers; set expectations and modify plan to meet building needs; Introduce plan to building occupants; set expectations, invite them to a reception, inform them of ombudsman program; manage survey if required; manage end of pilot communications

SUCCESS METRICS

Qualitative

- Deans/Directors/Department heads agree to sponsor program
- Acceptable number of building occupants attend kickoff reception
- Building occupants show initial receptiveness to new program. (show that we're introducing the program successfully).
- Building occupants embrace recycle program objectives

Quantitative

- Number of emails to pilot email group reduced from initial pilot programs
- Number of emails to pilot email group reduces after first two weeks
- Number of complaints reduced from initial pilot program
- Number of compliments increased from initial pilot programs
- Amount of recycled materials increases throughout pilot

AUDIENCE(S)

Objective #1

Fleming and WoTo deans/directors/building managers & building occupants

Objective #2

Dana dean/directors/faculty/building managers & building occupants

Objective #3

Art & Architecture deans/directors/faculty/building managers & building occupants

Objective #4

Future deans/directors/faculty/building managers & building occupants

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

COMMUNICATION PLAN (Sample 1) *continued*

COMMUNICATION PLAN – OBJECTIVE #1 FLEMING & WOTO BUILDINGS				
DATE	TYPE	AUDIENCE	ASSIGNED TO	DESIRED RESULTS
9/17/03	Meeting	Sponsors (Tim & Hank)	Rich Robben	Review & approve presentation to APG (Solicit sponsorship)
9/24/03	Meeting	APG	Hank Baier	Inform provost & deans of project objectives and solicit sponsorship
	Meeting	Dean SNRE		Inform dean of project objectives; request pilot in Dana; solicit sponsorship
	Meeting	Dana faculty		Inform faculty of pilot objectives and solicit acceptance
10/8/03	Email	WoTo (wotoco)	Gladys Sprunk	Inform building occupants that custodial staff will begin to empty recycle containers.
10/9/03	Email	Fleming (flemdoc)	Ann Zalucki	Inform building occupants that custodial staff will begin to empty recycle containers.
10/13/03	Plan	Sponsors	Linda & Team	Complete communication plan for WoTo * & Fleming and share with Nathan, Rich, Hank & Tim.
10/14/03	Meeting	BAG members	Rich Robben	Inform budget admin. of project objectives; solicit acceptance
10/14/03	Email	WoTo (wotoco) Fleming (flemdoc)	Linda & Team Include Ann Zalucki & Gladys Sprunk	Eliminate current anxiety about what's happening next, set expectations for the distribution of the larger side-saddle trash bins, share the lessons learned and survey results; let building occupants know they can continue to send comments to the email group, thank them for participating in the pilot and invite them to attend the reception/brown-bag.
	Plan	Dana (building coord. & group)	Linda & Team Include Dana Building Coordinator	Complete communication plan for Dana pilot and share with Nathan, Rich, Hank & Tim. Incorporate communication activities into project plan.
	Reception	Fleming	Carie	End of pilot ombudsman activity: answer questions, collect feedback, thank building occupants
	Reception	WoTo	Carie	End of pilot ombudsman activity: answer questions, collect feedback, thank building occupants

REVIEWERS

All materials will be reviewed prior to distribution. Reviewers include:

- Linda Green
- Carie Kloack
- Building Coordinator
- Others?

COMMUNICATION TEAM

SPONSORS:

Tim Slottow—CFO
Hank Baier—AVP Plant
Rich Robben—Dir Plant Operations
Nathan Norman—Dir Bldg Svcs

COMM. LEAD:

Linda Hancock Green—MAIS

CONTRIBUTORS:

Carie Kloack—Building Services
David Judge – Building Services
Ann Zalucki—Fleming Building Coordinator
Gladys Sprunk—WoTo Building Coordinator
TBD—Dana Building Coordinator
TBD—Art & Architecture Building Coordinator

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

COMMUNICATION PLAN (Sample 2)

AVI COMMUNICATION PLAN

Nov. 2003- spring 2004

GOAL: To inform the University community, including faculty, staff, students, and retirees, about the implementation of Automated Vehicle Identification (AVI) in the parking structures and the impacts including hours of operation; and to motivate drivers who need access to the converted structures to exchange their permits for AVI devices.

KEY MESSAGES:

- AVI has many benefits:
 - o The system is fast, convenient and hands-free;
 - o The system will count vehicles entering and exiting and alert approaching drivers when the area is full;
 - o The system will prevent unauthorized parkers from gaining entry;
 - o If the AVI device is lost or stolen, it can be deactivated immediately so it can't be used illegally;
 - o The AVI device can be used indefinitely making the renewal process easier.
- AVI has been successfully implemented in many gold Health System areas
- Now AVI will be implemented in U-M structures:
 - o M15 (CGC – North Entrance) – Nov. 17
 - o S8 (Hill) – December
 - o M22 (Simpson Circle Drive) – January
 - o E8 (Church)
 - o M5 (Catherine)
 - o M61 (Glen)
 - o N4 (Thayer)
 - o W3 (Thompson) – March 2004
 - o Fletcher and Palmer – Fall 2004
- Those with permits authorized for a structure post-AVI implementation will need an AVI device or swipe card for entry during enforcement hours.
 - o The devices are lightweight, battery-free, hard-plastic, credit-card-sized instruments that are mounted inside the front windshield using Velcro-like adhesive strips.
 - o Gold, Blue, and UM Blue (Retiree) permits must be exchanged for the AVI devices.
 - o Students with after-hours access who park at structures are to email umpark@umich.edu to request access. Access will be programmed onto their Mcard identification cards that may be used in card-reader/display panels in the Blue entry and exit lanes
 - o Staff and faculty using business vehicle parking permits will need to exchange their permits for UMBV access cards.
- Existing Blue and Gold permits can be exchanged for AVI devices during business hours at the Thompson Street parking office or at an off-site location near the converting parking structure three days prior to conversion. UM Blue (Retiree) permits may be exchanged for an AVI device at the PS office during normal business hours. A \$20 refundable deposit is required to obtain an AVI device. After-Hours Retiree permits may be exchanged for access cards at the PS office during normal business hours.
- Daily scratch-off permits holders need to view the website or call for instructions.
- Enforcement hours post-AVI implementation on Central Campus will be unchanged and are 6 a.m. to 6 p.m. Monday through Saturday. Exceptions are the Fletcher and Thayer structures when they are used for special events parking until 10 p.m., and the Hill structure which ends at 5 p.m. On the Medical Campus, all structures will be enforced from 6 a.m. through 6 p.m. Monday through Friday except the Simpson Circle Drive structure (M22) which will continue to be enforced 24 hours, 7 days per week.
- Details about how the system works and user instructions can be viewed at www.parking.umich.edu.

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

COMMUNICATION PLAN (Sample 2) *continued*

KEY DOCUMENTS:

- Initial article (also used as press release)
- Follow-up articles re next group of structures
- Flier per structure or group of structures converting
- Posters to departments
- Instructional hand-outs
- Web site information
- Banners installed at structure entry approximately 2 weeks pre-conversion
- Request UM gateway placement of initial press release

VEHICLES & TIMELINE:

Presentations:

- Facilities Users Network – August 2002
- FUN – November or December 2003
- MSA and RHA – December 2003 or January 2004

1. WEEK OF NOV. 3 - Distribute initial article/press release to:

- a. University Record
- b. Michigan Daily
- c. Local media, including Ann Arbor News
- d. Emailed to Facilities Users Network and Communicators Forum for forwarded distribution throughout campus units
- e. Request placement on UM gateway

2. TWO WEEKS PRIOR TO EACH CONVERSION (DECEMBER, JANUARY, ETC.) Follow-up articles – with specific timing for next structure conversion

- a. University Record
- b. Michigan Daily
- c. Hospital Star or Bulletin
- d. Health System global user email system
- e. Emailed to Facilities Users Network and Communicators Forum for forwarded distribution throughout campus units

3. TWO WEEKS PRIOR TO EACH CONVERSION -- TO BEGIN NOV. 5 FOR FIRST STRUCTURE - Flier

- a. Posted in converting structure's stairwells and elevators
- b. Used as handout at Parking Office
- c. Distributed to offices in buildings near converting structure
- d. Used as handout at locations where P&T will sell the AVI devices
- e. Banners installed at converting structure

4. TO BE POSTED OCT. 31 - Web site – Parking website news item with locator map, instructions and FAQs

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

COMMUNICATION CONTINUUM

No matter how big or small the change project, or how “internal only” or “customer impacting” the project or change may be, there are minimal communications needed in every situation.

Minimally Required:

- Summary paragraph with facts sheet
- Internal memo – what, when, why, who to refer questions to
- Note: Many small changes may get reported together

Probably Need:

- Message to deans
- Presentation to FUN, APG, BAG
- Web site updated information
- Internal training – how will service be changed and who will do it going forward, how will my job change, how to answer questions

Recommended if a Service Impact is Included:

- Meetings with facility managers or customer contacts
- Series of messages to customers (introduction, confirming agreement with decision-makers, memo to circulate to building, reminder before effective date)
- Q&A/FAQ (from fact sheet)
- University Record article
- Meetings with SACUA, others

Other:

- Fliers, signs, posters, banners
- Power point presentation
- Lobby displays

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

INTERNAL COMMUNICATION FACT SHEET

The internal communication fact sheet should be a one-page executive-level summary of the specifics of the project. All team members should keep a copy of the fact sheet so that they can articulately answer any key questions. It is possibly most important to provide the internal communication fact sheet to the sponsor chain for your project. This summary will enable them to articulately and accurately speak about the project with other executives or other areas of the University. For example, the internal communication fact sheet should enable your sponsor chain to speak with the media or an academic dean.

Your internal communication fact sheet should include:

- Summary paragraph briefly describing topic/change/issue:
 - What is the change?
 - When will the change take effect?
 - Why is the change needed?
 - Who is responsible for implementing the change?
 - Who will be impacted by the change?
 - How will the change be implemented?

- Key facts:
 - What are the key facts that justify the project?
 - Examples: budget impact, productivity improvement, regulatory compliance
 - What is the basic “high level” timeline for the project?
 - Are there any anticipated obstacles? If so, what are the planned solutions?

- Additional information:
 - What are the resources for additional information?
 - Examples: project coordinators and/or key point persons, phone numbers for questions, website, links to additional documents

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

INTERNAL COMMUNICATION FACT SHEET (Sample)

BUILDING SERVICES SHIFT CHANGE OVERVIEW

Fleming Administration Building

Effective April 5, custodial services in the Fleming Administration Building will be performed during an early morning shift from 4 to 8 a.m. This shift change has occurred in many buildings across campus, including for several years in the Business School and most recently in the College of Engineering.

WHAT WILL CHANGE --

- Cleaning activities in Fleming will occur between 4 and 8 a.m.
- In other campus buildings that have or will convert to the early morning shift, weekday cleaning efforts will continue until 12:30 p.m. in areas that are less heavily traveled or cause little interruption to normal operations.

WHY --

Changing from our standard afternoon shift to an early morning shift provides numerous benefits.

- It fosters more effective communication between clients and custodians.
- It will improve our response time to special needs or requests because we will have more staff available during the day.
- We anticipate improved custodial morale and productivity.
- It will achieve a financial savings of more than \$200,000 annually.

However, the early morning shift may not be workable in all areas of campus. Therefore, we will continue to have some afternoon and midnight shift schedules. As a result, our custodians will have more flexibility to match their hours with their personal situations. Multiple shifts also will provide us with opportunities to assist schools and colleges with special needs, such as external door locks and unlocks.

HOW WE WILL TRANSITION THIS BUILDING --

- Building Services supervisors will coordinate with Ann Zalucki, Fleming facility manager, to create a cleaning plan for the building that addresses specific unit needs.
- An email message will be sent to all building occupants summarizing the shift change.
- The week before the change, our custodians will leave a card on each office desk informing the occupant of the day of the week their office is scheduled to be cleaned, including removal of trash and recyclables.

John Gleason, Building Services assistant manager, is managing the shift change process. If you have specific questions, needs or concerns, please share them with Ann Zalucki or with John. He can be reached at jgleason@umich.edu or 4-0521.

We look forward to continuing our partnership with you in our efforts to provide excellent customer service.

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

MEMO (Sample)

Building Services Trash & Recycling Program

TO: XXX Building staff

FROM: Nathan Norman, Director of Plant Building Services, and
John Lawter, Director of Grounds & Waste Management

DATE: XXXXX

RE: Office Trash Removal

We have the opportunity to enhance our environmental stewardship efforts in a manner that is fiscally responsible and allows us to provide better services for you. Each of us can make a difference through disposal of our office trash. The University cost of recycling is 30% less than landfilling, but many of our recyclables are thrown in the trash.

This message describes some changes in our processes that will affect your handling of waste and recyclables.

To help capture more of the recyclable materials, we are going to provide the appropriate receptacles and additional training. This program, which will be implemented campus-wide in phases, will enable Building Services to provide core custodial services, while addressing necessary budget reductions.

Beginning XXXX, traditional waste baskets in each office of XXXXXX building, including cubicles, will be converted to “mixed paper” recycling containers. Recycling labels will be affixed to the baskets listing the acceptable and non-acceptable items for mixed paper recycling.

To accommodate non-recyclables (an apple core, empty paper cup or soiled napkin, etc.), we will provide you with small waste receptacles, or “side saddles,” that will hang from your mixed paper recycling baskets. These will be emptied each week by the custodians, though you may choose to deposit your own waste in the central area receptacles each day.

We also will provide three larger receptacles in central areas on each floor for you to empty your mixed paper baskets and your side-saddle non-recyclables as well as deposit any recyclable containers (plastic bottles, glass jars, juice boxes, etc.). Cardboard can be left outside your offices or placed at the central recycling areas.

Custodians will empty the *central area* receptacles *each weekday*. Daily cleaning of common areas, lobbies, lounges, kitchen areas, restrooms, conference rooms and classrooms will continue. Custodians will empty your *individual office* containers *once a week* when they clean your offices.

We know you will have questions about what is and isn't acceptable to recycle. We encourage you to check the lists that will be posted on your recycling containers and in the central areas as well as our web site at www.plant.bf.umich.edu/grounds/recycle/materials. If you have questions about the custodial procedure change, please contact our recycling team by email at office-recycling@umich.edu or your facility manager.

By everyone working together to increase our recycling and central area disposal, we will help our environmental stewardship efforts and enable our Building Services staff to produce high-quality results in public areas. This makes good business sense for our community.

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

PRESS RELEASE (Sample)

Note: While you may be asked to participate in drafting a press release, it is important to understand that only designated people within the University can actually issue a press release.

AVI Press Release

Nov. 3, 2003

U-M Parking Structures to Automate

ANN ARBOR -- The implementation of a gate-controlled parking management system at the University of Michigan continues this month with the conversion of the first U-M-owned parking structure. The change will require many employees to obtain a new type of parking device.

Automatic vehicle identification (AVI) will be activated in the North Entrance (Cancer and Geriatric Center) parking structure as of Nov. 17. Seven additional structures are scheduled to be converted in subsequent months.

Access to the controlled areas for faculty and staff is obtained through pre-programmed devices, commonly called tags, that are placed in vehicle windshields. These devices, about the size of a thick credit card, make access control efficient because communication between the tags and the gates at the structure is automatic.

“The AVI technology will be a significant tool for our faculty and staff as we continue to manage our parking challenge,” says David Miller, interim director of Parking and Transportation Services. “The automated system will help keep our main parking areas accessible for authorized users. The technology has proven highly efficient in highway and parking systems across the country and enhances our various initiatives to provide parking and transportation services for our campus community.”

AVI has been operating successfully in U-M gated, gold parking areas as well as the jointly owned city of Ann Arbor-University Forest Avenue parking structure for many months. It provides several benefits:

- It controls access to an area, allowing only legal parking in the area;
- The devices can be disabled easily if stolen, unlike a permit
- Tags can be programmed for any time period of use and do not require batteries. Tag holders can continue to use the devices as long as they are affiliated with the University, and the tags can be turned off when no longer in use. The system ultimately may allow for multi-year, perpetual permits and eliminate the costly annual renewal process;
- AVI will “count” the vehicles entering a structure and inform parking patrons when their structure is “FULL,” eliminating the frustrating process of search for a parking space in a full structure.

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.3 – Communication Planning

PRESS RELEASE (Sample) *continued*

“Faculty, staff, and retirees who plan to park in a U-M parking structure will need to exchange their existing permits for AVI devices,” Miller says. “Exchanges can be made weekdays at our office at 508 Thompson. We also will provide exchange opportunities at a temporary location near a converting structure three days prior to activation.”

A \$20 refundable deposit is required to obtain a device, though this can be paid through a one-time payroll deduction. In anticipation of the North Entrance activation, permit exchanges will be conducted at the University Hospital cashiers’ office Nov. 13, 14 and 17 from 7:30 a.m. to 3 p.m. Permit holders should bring their permits to the exchange location.

Students with after-hours access who park at structures should email umpark@umich.edu to request access. Access will be programmed on to their MCard identification cards that may be used in card-reader/display panels in the blue entry and exit lanes.

Staff and faculty using business vehicle (UMBV) parking permits will need to exchange their permits for UMBV access cards. Installation of devices for U-M fleet vehicles will be scheduled with department managers.

The gate-arms at converted parking structures will be active during enforcement hours, which mostly will be unchanged. Parking structures on the Medical Campus, including CGC, will be enforced from 6 a.m. - 6 p.m. Monday through Friday, except the Simpson Circle Drive structure (Mott) which will continue to be enforced 24 hours, seven days per week. Enforcement hours on Central Campus remain 6 a.m. - 6 p.m. Monday through Saturday, except Fletcher and Thayer structures which are extended to 10 p.m., and Hill, which ends at 5 p.m.

People parking in a structure during off-hours must remove their vehicle from the structure prior to 6 a.m., or be subject to a parking ticket and in need of assistance to exit the structure. Signs will be posted at all structure exits with instructions for obtaining assistance.

Details about activation of the AVI system and how it works, instructions for parkers, and location maps can be viewed at www.parking.umich.edu. For further information, call the Parking Services office at (734)764-8291.

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.4 - Training Planning

TRAINING Worksheet

Many change projects require that internal and external stakeholders learn new skills or procedures. It is important to the success of any change effort that this training be provided in advance of (or at least during) the change process. This training may be as simple as communication that a process is changing to full training courses on a new concept or system. Use the following questions when assessing the training needed for your project.

1. Who will be affected by this change?
 - Internal Stakeholders:

 - External Stakeholders:
2. What will each affected group need to know about the change?
3. What level of training does each affected group need?

Note: On the simple end training may be as straightforward as communicating the details of the change. For the most complex changes, full training session may be required
4. How will you provide training to each affected group? What method/vehicle will you use?
5. What is the timeline for scheduling and holding training?
6. Who will be responsible for training?
7. How will the effectiveness of the training be assessed?

BUSINESS & FINANCE CHANGE MANAGEMENT TRAINING

Section 5.4 - Training Planning

TRAINING (Template)

Groups Affected

- Internal

- External

Training Content

Timeline and Roles/Responsibilities

Group Affected	Training Provided	How and When	Team Member Responsible

Assessment of Effectiveness

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Section 5.4 - Training Planning

TRAINING (Sample)

B&F Change Management Training Training Plan

Groups Affected

- Internal:
 - B&F executives, directors, managers, and supervisors
 - Change agents all budget and service changes

- External:

Training Content

- Understanding of concepts of change management and how to apply them in B&F projects
- Understanding of appropriate use of the tools provided
- Knowledge of additional resources available
- What are the new expectations around change management in B&F
- How to effectively fulfill sponsor, target, agent roles

Timeline and Roles/Responsibilities

Group Affected	Training Provided	How and When	Team Member Responsible
B&F Executives and Directors	Overview of tools and training and expectations of EVP/CFO	B&F Forum March, 11 2004	Catherine Lilly Diane Brown Sue Eklund Tara Sullivan (tool kit development)

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Section 5.4 - Training Planning

TRAINING (Sample) *continued*

B&F Change Management Training Training Plan *continued*

Timeline and Roles/Responsibilities *continued*

Group Affected	Training Provided	How and When	Team Member Responsible
Managers and Supervisors	<ul style="list-style-type: none"> • Understanding of concepts of change management and how to apply them in B&F projects • Understanding of appropriate use of the tools provided • Knowledge of additional resources available • What are the new expectations around change management in B&F • How to effectively fulfill sponsor, target, agent roles 	3 hour training session scheduled by AVP area March through May	Catherine Lilly Diane Brown Tara Sullivan
Change Agents	<ul style="list-style-type: none"> • New change management expectations • Knowledge of available tools and resources 	<ul style="list-style-type: none"> • Train the trainer meetings • Specially scheduled training sessions 	<ul style="list-style-type: none"> • Change Management Training Team • B&F Managers and Supervisors

Assessment of Effectiveness

- Use of change management concepts and tools during B&F change projects
- Use of change management concepts and tools for upcoming budget cuts
- Satisfaction of training participants
- Experience of customers experiencing changes initiated by B&F

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Section 5.5 – Tracking Feedback and Resolving Issues

INTRODUCTION

Managing customer and stakeholder feedback and resolving issues is critical to the success of any project. Customers and stakeholders often have experiences that project teams did not anticipate and their feedback can enhance the project or assist in avoiding unforeseen potholes.

Feedback

Establish a method for customers, stakeholders (and staff) to provide feedback and to ensure that that feedback is communicated to the appropriate project leaders. The method of receiving feedback may be as simple as an email address that customers can send comments to, but may be as complex as a full customer service center. Chose an option that is most appropriate for your project, but make sure that customers and other stakeholders have a clear understanding of how to communicate their feedback. All initial communication should include a mechanism for communicating feedback.

Issue Tracking

Once a project or change is underway obstacles and issues that are reported need to be resolved in a timely manner. Issue tracking is completed by either one member or many members of the project team and creates one centralized location where all issues (whether experienced or anticipated) are housed. It is critical to create a clear process for logging issues in your issue log as well as a clear process for resolving these issues. With some, more complex projects, a daily or weekly issues meeting might be necessary to ensure that issues are resolved and the project is enhanced.

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Section 5.5 – Tracking Feedback and Resolving Issues

ISSUE LOG (Sample)

University of Michigan Administrative Information Services
 US Consulting Project Management Standards

Project Issues Log: Recycling Initiative Project

Item #	Date Opened	Requested By	Problem/Issue	Priority	Assigned To	Date Closed	Status
1	10/16/2003	D. Judge	Change Management: Change of roles/duties should be planned for.	Low			To be discussed
2	10/16/2003	T. Artley	Hotline for Customer Support	High			Email group has been set up: still need tracking
3	10/16/2003	L. Liston	Communications/Scheduling/ Timelines need to be coordinated	High	Lynn		Carle does keep kudos
4	10/16/2003	L. Liston	Kudos process	Low			
5	10/16/2003	L. Liston	Project Summary Report	Med	David		
6	10/16/2003	L. Liston	Reporting needs should be defined by management	Med	David		
7	10/21/2003	C. Kloack	Early receipt of side-saddles-need plan	High	Carie	11/3/2002	Distributed
8	11/3/2003	T. Artley	Insufficient money to cover additional container receptables or additional building pickup	High	Tracey		

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Section 5.6 – Status Reporting

INTRODUCTION

Status reports should be provided by the project team agents to the sustaining sponsors and from the sustaining sponsors to the initiating sponsors on a scheduled basis. For some projects, this schedule may be once per month, once per week, or even once per day depending on the scope and timeline of the project. Status reports can be as formal or informal as the specific project requires. While status reports may seem to take up valuable time, they are imperative to the success of the project in that they:

- Keep sponsors, teams and others informed of activities, risks, and issues
- Serve as a primary link between sponsors and agents
- Enable initiating sponsors and sustaining sponsors to speak knowledgeably about the project to the university community and other stakeholders and to “back-up” their agents

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Section 5.6 – Status Reporting

STATUS REPORTING (Template)

Week Ending: _____

Milestone Date	Milestone	Accomplished?	Comments

Major Events and Accomplishments of the Past Week:

Open Issues and/or Concerns:

Slipping Tasks and Activities:

Major Events Planned for the Upcoming Week:

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Section 5.6 – Status Reporting

STATUS REPORTING (Sample)

University of Michigan Administrative Plan Building Services Office Trash and Recycling Initiative Project Weekly Status Report

Week Ending: November 14, 03

Major Events & Accomplishments Past Week

- Diane Brown and Linda Green met Monday to finalize some communication documents.
- Carie Kloack, Tracy Artley met with Helen Hoskins (ISR) Thursday to confirm January rollout plans.
 - Scheduled office recycle training for ISR staff – December 4, 4:00PM
 - Confirmed and received agreement from Helen regarding the rollout strategy.
- Carie Kloack and Tracy Artley held the pilot celebration WoTo information booth Thursday the 13th.
 - Many staff stopped by. Both positive and negative feedback was offered.
 - Positive feedback centered on recycling education, which made office occupants more aware of recycling at work and at home.
 - Negative feedback mainly centered on custodial staff emptying other recycle containers in their office (old system). We have retrained all custodians regarding this issue and have incorporated this training in the new curriculum for future buildings
- Carie Kloack and Tracy Artley presented the recycling program to Dana administrative staff Thursday. There was good participation and a lot of questions. The program is expected to go well with Dana.

Open Issues and/or Concerns

- Custodians reporting their preference (a two week test period) regarding the “one stop” equipment used for removing both trash and recycling.

Slipping Tasks and Activities

- Recycling web page needs to be completed with links to Grounds and Plant Ops.

Upcoming Week

- There will be a recycling display in the Dana commons Nov 17 thru December 1
- Diane Brown and David Judge will meet with Mike Skora (Web Master, Office of the Plan Director) about the recycling web page.
- Will continue to finalize the overall campus plan

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Section 5.7 – Lessons Learned

INTRODUCTION

Lessons learned from one project can assist future teams by ensuring they do not have to make the same mistakes. When starting a change project, seek the lessons learned from previous projects around the Division. When finishing a change project, provide your lessons learned to the organization.

Lessons learned also may be relevant to consider midway through your project or at key milestones. Taking an assessment of your own lessons learned will enable your team to correct its own mistakes and improve the project.

In thinking about lessons learned, consider these questions:

- What was learned from the pilot?
- How will/was this incorporated into the project
 - What have you learned about:
 - The project in general
 - Project management
 - Working with your sponsors
 - Working with your targets
 - Communication
 - What went well
 - What needs to change

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Section 5.7 – Lessons Learned

LESSONS LEARNED (Template)

What have you learned about the following, and how can these learnings assist you in improving this project or future projects?

The pilot:

The project in general:

Project management:

Working with the sponsors:

Working with the targets:

Communication:

What went well:

Improvements to be made:

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Section 5.7 – Lessons Learned

LESSONS LEARNED (Sample)

Lessons Learned

Recycling Initiative Project Team 2/24/04

Lessons Related to General Project Management:

- Plans change
- As you facilitate change, people respond in time if you allow them time to adjust
- Grasp how helpful organization is: love the project plans
- You can have more details on your plan at first and fewer as you go along
- Different users require different levels of detail
- At start-up, identify each step and who is in charge
- Assigning roles at start helped
- ❖ Grasp how important good communication is for change management

What We Would Do Differently Now Before Startup:

Management Would:

- Apply project management tools at the start
- Start with a problem statement
- Develop solutions, then create a charge document and set up the team
- Communicate clear goals

The Team Would:

- ❖ Get a charge document first
- Start with a better understanding of the competing charges/issues going on
- Get a better understanding of managements' decisions, discussions and issues
- Get clarification first
- Identify key customer players first
- Gain more customer input
- Survey customers about options more thoroughly before starting
- Glad we didn't do all the initial ideas – some would not have worked
- Establish a project team first – things went smoother
- Audit building equipment and labor first
- Conduct broader research of vendors and equipment first
- It took a while to come up with a timeline to stick to

Lessons Related to the Recycling Project:

- Identify key players first e.g. list of Building Facilities Managers
- Talk to the BFM's – maybe you have options in working with them
- Supervisors with differing levels of involvement in the project performed the change with differing levels of success.

Helpful Tools:

- Project Plan – it helped to have the detail
- Status Reports, Scorecard
- Risk Assessment Tools

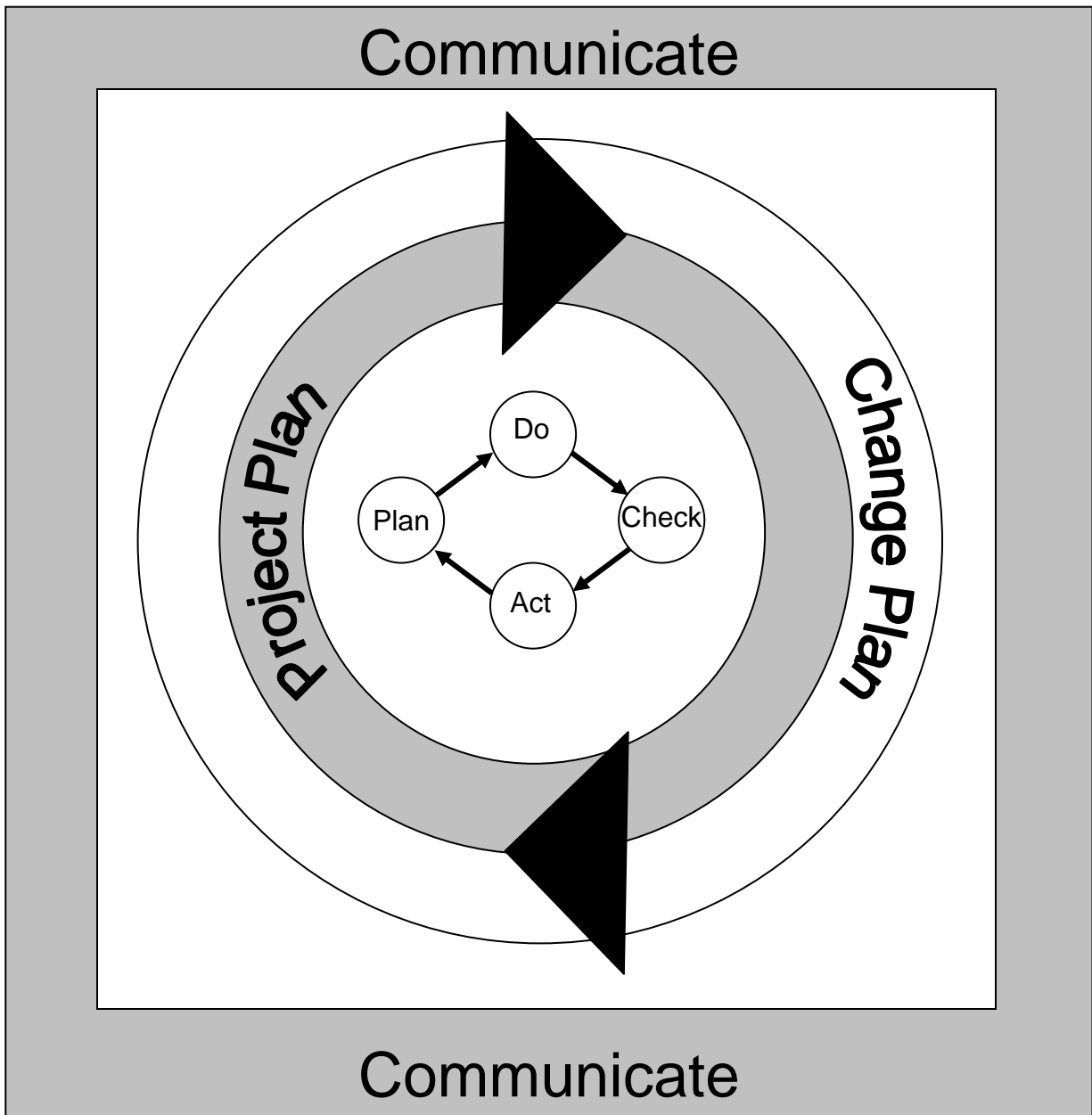
Not so Helpful Tools:

- Individual Project Plans for each building – it is very time consuming to create and maintain

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Section 5.8 - Integration of Project and Change Plans

Your project plan must continuously improve your change plan and your change plan must continuously improve your project plan. If these two plans are not connected, your project likely will seem disjointed and unorganized, which will limit its ability to succeed.



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Section 6 – Change Management Checklists

CHANGE MANAGEMENT CHECKLIST (Template)

Basic Check-list for Small Changes			Additional Checklist for Medium Changes
	Key Item	Key Question	Available Tools
<input type="checkbox"/>	1) Assess Change	1) What is the nature of the change and who will it affect?	<input type="checkbox"/> Change Assessment <input type="checkbox"/> Organization Impact
<input type="checkbox"/>	2) Involve and Partner with Customers	2) How will you partner with customers, service, providers, and staff? And provide opportunities for input, involvement, and co-planning?	<input type="checkbox"/> User Involvement
<input type="checkbox"/>	3) Plan Communication - Internal (Organization) - Service Providers - External (Customers)	3) How will you communicate about this effort?	<input type="checkbox"/> Communication Plan Template <input type="checkbox"/> Communication Plan Timeline <input type="checkbox"/> Communication Continuum <input type="checkbox"/> Communication Assessment
<input type="checkbox"/>	4) Plan Training - Internal (Organization) - Service Providers - External (Customers)	4) How will you train customers and/or service providers on the new procedure or skills?	<input type="checkbox"/> Training Plan Template
<input type="checkbox"/>	5) Track Feedback and Resolve Issues	5) To whom will feedback be directed and how will they be accountable for response and resolution?	<input type="checkbox"/> Issue Log
<input type="checkbox"/>	6) Report Status	6) To whom and how will status be reported?	<input type="checkbox"/> Status Report
<input type="checkbox"/>	7) Coordinate the Project Plan with the Change Management Plan	7) How will these components (1-6) be included in the overall plan (to do list) for this change?	

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Section 7 – Realistic Expectations

Even with the best change management plans and execution, it is often impossible to implement change without experiencing some negative reactions. In general, people naturally are adverse to change and reactions often are difficult to predict and mitigate. However, with these templates, tools, and best practices, we expect that the Business & Finance organization can generate understanding and minimize the negative impact of the changes we implement.

Expectations Include:

- Change management concepts and tools are utilized in all B&F change projects.
- The reason for and nature of the change and the planned implementation steps are communicated to all stakeholders using appropriate vehicles and effective frequency
- Users are involved and have bought into the change to the greatest extent possible
- Positive and negative publicity is handled in a constructive manner
- Customer questions, complaints, and issues are handled professionally and in a timely manner
- Sponsors are informed of status and issues in a timely manner
- The project team is flexible and makes appropriate changes to accommodate issues and stakeholder feedback where possible
- Any change in the project timeline, scope, or implementation plan is effectively communicated to all stakeholders

However, We Still Expect That:

- Not all customers will be completely happy about or bought into the change
- The project will need to be flexible and change along the way to resolve unforeseen issues and user feedback
- Your communication plan may be complicated by the office/campus “rumor mill”

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Section 8 – Feedback/Appendix

CONTENTS:

- Kazmierski, Stas' and Lilly, Catherine. *The Group Organics Model*. The OD Practitioner.
- Wheatley, Margaret. *When Change is Out of Our Control*. www.linkageinc.com

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"When Change is Out of Our Control"

by Margaret Wheatley

http://www.linkageinc.com/newsletter/archives/od/change_wheatley.shtml

"Organizations are now confronted with two sources of change: the traditional type that is initiated and managed; and external changes over which no one has control. We are just beginning to experience what it is like to operate in a global environment of increasing chaos, of events beyond our control that have a devastating impact on our internal operations and culture. The business news is filled with stories of the perils of interconnectedness. Activities occurring in one part of the system always affect many other parts of the system. The nature of the global business environment guarantees that no matter how hard we work to create a stable and healthy organization, our organization will continue to experience dramatic changes far beyond our control. When so much is beyond our control, when senior leaders reveal their own feelings of powerlessness, what skills can we call upon to successfully maneuver and survive the turbulence?"

UNCERTAIN TIMES

In June 2002, the Chief Financial Officer of Oracle Corporation, spoke on prospects for the second half of the year. His comments were radically different than the upbeat statements typical of one in his position:

"We are hoping for a revenue recovery in the second half of the year. But I said that same thing six months ago and I have lost confidence in my ability to predict the future." In his humility, this CFO described the new world of the 21st century -- this interconnected planet of increased uncertainty and volatility. Organizations are now confronted with two sources of change: the traditional type that is initiated and managed; and external changes over which no one has control. We are just beginning to experience what it is like to operate in a global environment of increasing chaos, of events beyond our control that have a devastating impact on our internal operations and culture.

The business news is filled with stories of the perils of interconnectedness. One country suffers economic problems, and analysts are quick to say that their problems will not affect other countries. Then we watch as an entire continent and those beyond are pulled into economic recession by the web of interdependence. Or we read how the actions of a few corrupt executives bring down an entire company (and industry), even though tens of thousands of people work there with integrity.

Interconnected systems are always this sensitive. Activities occurring in one part of the system always affect many other parts of the system. The nature of the global business environment guarantees that no matter how hard we work to create a stable and healthy organization, our organization will continue to experience dramatic changes far beyond our control. For example, Continental Airlines had spent years developing a strong culture. "Our employees believe in this company and will do anything for our president." (All quotes in this article are from personal interviews conducted in July 2002 by the author.) But then came September 11th, and Continental, like all airlines, suddenly found its entire industry and business model at risk.

There is no company, industry, or nation that is immune to these potentially devastating system effects. One executive in a large corporation commented: "It was always dysfunctional, but it was working. Now it's not. It's a different feeling than years ago. Now we can't influence outcomes. We're 'at the top' but feeling that things are being 'done to' us." Another executive said simply: "What used to work, doesn't. The old strategies don't work."

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When so much is beyond our control, when senior leaders reveal their own feelings of powerlessness, what skills can we call upon to successfully maneuver and survive the turbulence?

NEW ORGANIZATIONAL DYNAMICS

In an era of increasing uncertainty, new organizational dynamics appear and old ones intensify at all levels of the organization. It is important to notice how these new dynamics affect employees, leaders, and core operating functions.

EMPLOYEE BEHAVIORS

Uncertainty leads to increased fear. As fear levels rise, it is normal for people to focus on personal security and safety. We tend to withdraw, become more self-serving, and more defensive. We focus on smaller and smaller details, those things we can control. It becomes more difficult to work together, and nearly impossible to focus on the bigger picture. And there are physiological impacts as well. Stress deprives the human brain of its ability to see patterns. People become reactive and lose the capacity to understand their work as part of a larger system. We also have difficulty with memory and become forgetful. And then there are the physical manifestations of sleeplessness, restlessness, sudden anger and unpredictable tears.

Obviously, each of these has negative consequences on work behaviors for individuals and teams. As people experience their growing incapacity to get work done well, they often blame themselves for failing to produce. One woman executive expressed that, "So many good people are failing at the changes they're committed to."

PRESSURE ON LEADERS

Because of increased fear, many people turn to leaders with unreasonable demands. We want someone to rescue us, to save us, to provide answers, to give us firm ground or strong life rafts. We push for a strong leader to get us out of this mess, even if it means surrendering individual freedom to gain security. But the causes of insecurity are complex and systemic. There is no one simple answer, and not even the strongest of leaders can deliver on the promise of stability and security. We seldom acknowledge that; instead, we fire the leader and continue searching for the perfect one. A troubled male executive described it this way: "We still charge the leader to provide solutions. When he doesn't, we then sacrifice the king/priest to atone for the sins of the system."

It is critical that leaders resist assuming the role of savior, even as people beg for it. This can be extremely difficult as people grow more fearful and fragile. Sophisticated emotional skills are required, especially if people have been directly affected by external events. In these cases, the leader must simultaneously struggle to provide emotional support while also working to maintain decent levels of productivity. If the leader has also been personally affected by recent organizational challenges, it becomes very difficult to inspire confidence. As one woman leader asked: "How do you maintain credibility when you (as the leader) are not sure you want to be there?"

CORE FUNCTIONS

It wasn't long ago that companies engaged in five year strategic planning. Those sweet, slow days seem very distant now. Many of the primary functions of business, and of Human Resources -- planning, forecasting, budgeting, staffing, individual development plans-only worked because we could bring the future into focus, because the future felt within our control. Shortly after September 11th, the CEO of a major technology company reported that it was impossible to do a reliable budget for the coming year, even though they had a very good record at budget forecasting in the past. His proposed solution for dealing with so much uncertainty was to submit five alternative budget scenarios to his board.

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It is important to note how many people in organizations have honed their skills at predicting or anticipating the future. Businesses have depended upon and rewarded their expertise. But now these skills can be a liability. They may lull the organization into a false sense of security about a predictable future and thereby keep people from staying alert to what's going on around them in the present. Yet even though they may be a liability, often such experts are charged with bringing stability back to the organization. The organization may clamor for new planning tools and processes, and push hard on planning staff to find new modes of prediction. Such staff often suffer severe burn-out as they work zealously on the impossible task of stabilizing an inherently temperamental world. A wise planning executive commented on how he has changed expectations of his function: " I tell people we're not going to get any more clarity. This is as good as it gets."

THE GREAT PARADOX

I have painted a fairly grim picture of these new organizational dynamics spawned by tumultuous times. However, there is a great paradox that points to the hopeful path ahead. It is possible to prepare for the future without knowing what it will be. The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another. In New York City and Oklahoma City, as well as many other disaster situations, people had engaged in emergency preparedness drills prior to having to deal with the real thing. Working together on these simulations, they developed cohesive, trusting relationships and inter-agency cooperation. They had only prepared for simpler disasters, but when terror struck, they knew they could rely on each other. Elizabeth Dole, when President of the American Red Cross, said that she didn't wait until the river was flooding at two in the morning to pick up the phone and establish a relationship.

When people know they can rely on each other, when there is a true sense of community, it is amazing how well people perform. This was the experience of the community of Halifax, Nova Scotia on September 11th. Forty-two planes were grounded at their small airport, and eight thousand distressed and stranded passengers suddenly appeared on their doorstep. The community's open-hearted response transformed the city, and led to relationships with strangers that will last a lifetime. "It was one of those times when nothing was planned but everything went so smoothly. Everybody just kind of pulled together."

NEW ORGANIZATIONAL CAPABILITIES

In order to counter the negative organizational dynamics stimulated by stress and uncertainty, we must give full attention to the quality of our relationships. Nothing else works, no new tools or technical applications, no redesigned organizational chart. The solution is each other. If we can rely on one another, we can cope with almost anything. Without each other, we retreat into fear.

There is one core principle for developing these relationships. People must be engaged in meaningful work together if they are to transcend individual concerns and develop new capacities. Here are several ways to put this principle into practices:

1) ***Nourish a clear organizational identity.*** As confusion and fear swirls about the organization, people find stability and security in purpose, not in plans. Organizational identity describes who we are, the enduring values we work from, the shared aspirations of who we want to be in and for the world. When chaos wipes the ground from beneath us, the organization's identity gives us some place to stand. When the situation grows confusing, our values provide the means to make clear and good decisions. A clear sense of organizational (and personal) identity gives people the capacity to respond intelligently in the moment, and to choose actions that are congruent with each other. Times of crisis always display the coherence or incoherence at the heart of our organization. Are we pulling together, or rushing off in many different directions? Are people's actions and choices congruent with the stated values, or are they basing

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their decisions on different values. If they are using different values, are these the true albeit unspoken values, the real rules of the game?

It is crucial to keep organizational purpose and values in the spotlight. The values come to life not through speeches and plaques, but as we hear the stories of other employees who embody those values. It is important to use all existing communication tools, and invent new ones, to highlight these personal experiences. In the year following September 11th, United Airlines communicated this type of story twice weekly as one means to support employees during very difficult times.

2) ***Focus people on the bigger picture.*** People who are stressed lose the ability to recognize patterns, to see the bigger picture. And as people become overloaded and overwhelmed with their tasks, they have no time or interest to look beyond the demands of the moment. Therefore, it is essential that the organization sponsor processes that bring people together so that they can learn of one another's perspectives and challenges. If the organization doesn't make these processes happen, people will continue to spiral inward. This inward spiraling has a devastating impact on performance. People become overwhelmed by the volume of tasks, they lose all sense of meaning for their work, and they feel increasingly isolated and alone. Everybody is busier and more frantic, but the major thing they are producing is more stress. The other serious consequence is that both individual and organizational intelligence decline dramatically as people lose the larger context for their work.

It is important that the processes used for bringing people together not be formal. People need less formality and more conviviality. They need time to decompress and to relax enough to be able to listen to one another. Processes, such as conversation and story-telling, help us connect at a depth not available through charts and PowerPoint presentations. However, people don't recognize how much they need this time, and usually resist such informal gatherings--until they attend one and notice what they've been missing.

3) ***Demand honest, forthright communication.*** In a true disaster or crisis, the continuous flow of information gives people the capacity to respond intelligently as they seek to rescue or save people and property. They are hungry for information so that they can respond well to urgent human needs. They take in the information, make fast judgment calls, try something, quickly reject it if it doesn't work, and then try something else. They call to one another, exchanging information and learnings. They contribute what they can to everyone becoming more effective in the rescue effort.

Even though most organizations don't deal with this level of crisis, the lessons are important. People deal far better with uncertainty and stress when they know what's going on, even if the information is incomplete and only temporarily correct. Freely circulating information helps create trust, and it turns us into rapid learners and more effective workers. Often, it is not the actual situation that induces stress as much as it is that people aren't told what's going on, or feel deceived. The greater the crisis, the more we need to know. The more affected we are by the situation, the more information we need. After every commercial air crash, family who have lost loved ones complain about not being adequately informed by the airlines. They want to know details of how their loved one died, a disclosure that often brings relief to those grieving. Yet the airlines are constrained by potential legal liability from sharing the details that would ease their grief. The families end up suing the airline to get the information, and add emotional damages to their suit. This devastating cycle is fed by feelings of rage and loss that are exacerbated by lack of information.

4) ***Prepare for the unknown.*** The U.S. military has invested large sums of money in the development and use of complex simulations that prepare troops for different battle scenarios. Similar simulations now are used by most civil defense and community agencies. Yet it is surprising how few companies engage in

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any type of simulation or scenario work. The evidence is dramatically clear that this type of preparation allows people to move into the unknown with greater skillfulness and capacity. While traditional planning processes no longer work, it is dangerous to abandon thinking about the future. We need to explore these newer methods that project us into alternative futures. As people engage in processes such as scenario building or disaster simulations, they feel more capable to deal with uncertainty. Individual and collective intelligence increase dramatically, as people become better informed big-picture thinkers. And trusting relationships develop that make it possible to call on one another when chaos strikes.

5) ***Keep meaning at the forefront.*** Often in organizations we forget that meaning is the most powerful motivator of human behavior. People gain energy and resolve if they understand how their work contributes to something beyond themselves. When we are frightened, we may first focus on our own survival, but we're capable of more generous and altruistic responses if we discover a greater purpose to our troubles. Why is my work worth doing? Who will be helped if I respond well? Am I contributing to some greater good?

Of course, the work truly does have to contribute to something meaningful. People don't step forward in order to support greed or egotists or to benefit faceless entities such as shareholders. We need to know that our work contributes to helping other human beings. My favorite example of this desire to contribute was expressed in the mission statement created by employees at a facility that manufactured dog food. They expressed how their work was serving a greater good when they wrote: "Pets contribute to human health."

6) ***Use rituals and symbols.*** As shrines appear on streets mourning the dead, and other demonstrations of grief flare on TV screens throughout this sorrowing world, we are becoming aware of the deep human need for shared symbolic expression when we experience something tragic. And also the need for celebration when we've experienced something wonderful.

The use of ritual and symbols is common in all cultures, although they almost disappeared in the U.S. until our lives became so stressful and isolatory. Now we are rediscovering this basic human behavior. Because it is so basic to humans, symbols and rituals appear spontaneously, even in organizations. No one department has to create them (a scary thought), but the organization does need to notice them when they appear, and to honor them by offering support and resources.

7) ***Pay attention to individuals.*** There is no substitute for direct, personal contact with employees. Even though managers are more stressed and have less time, it is crucial to pick up the phone and connect with those you want to retain. Personal conversations with key people, with experienced workers, with innovators, with those just joining the organization, with younger workers new to the workforce—all of these and more need to know that their leader is thinking about them. When people feel cared for, their stress is reduced and they contribute more to the organization. One of the key findings in the field of Knowledge Management is that people share their knowledge only when they feel cared for and when they care for the organization. It is not new technology that makes for knowledge exchanges, but quality human relationships.

THE DIFFICULTY IN INVESTING IN RELATIONSHIPS

None of these suggested behaviors is new organizational advice. Most of us have had enough experience in organizations to know the importance of relationships. So why, as the storm clouds thicken, are we not investing in creating healthy, trusting relationships? One answer is that many organizations, as a matter of policy, deliberately distance themselves from their employees. They hold a dangerous assumption, which is that organizational flexibility is achieved by being able to let go employees when times get hard. The ability to remain efficient is primarily found in the organization's ability to downsize staff. If you need to

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downsize, so the assumption goes, you don't want to know your employees or get personally involved with them.

What is most dangerous about this belief is that it is partly true. Organizations do need to be able to shrink and grow as times demand. But it is absolutely possible to achieve this workforce flexibility without sacrificing loyal, dedicated, and smart workers. Years ago, Harley-Davidson had to let go nearly 40% of their workforce. This was a wrenching but crucial decision for the survival of the company. However, they took the time and paid attention to those individuals who were leaving and those who were staying. Every employee had a personal conversation with the CEO, and received complete information about the company's circumstances. People understood why they were being let go, appreciated the personal conversation, and expressed their love and support for the company going forward. Over the years, many of those employees stayed in contact and were rehired as Harley prospered.

ONE PREDICTION ABOUT THE FUTURE

There is only one prediction about the future that I feel confident to make. During this period of random and unpredictable change, any organization that distances itself from its employees and refuses to cultivate meaningful relationships with them, is destined to fail. Those organizations who will succeed are those that evoke our greatest human capacities—our need to be in good relationships, and our desire to contribute to something beyond ourselves. These qualities cannot be evoked through procedures and policies. They only are available in organizations where people feel trusted and welcome, and where people know that their work matters. The evidence is all around us, and here's one powerful story.

On September 11th, the Federal Aviation Authority (FAA) cleared the skies of nearly 4500 planes carrying 350,000 passengers in just a few hours. (75% of them landed within the first hour, more than one landing per second.) It was an unprecedented feat for the agency, one that had not been simulated since the end of the Cold War. And it was the first day on the job for the top FAA official who gave the initial order to clear the skies. Controllers had to land these planes, while also staying vigilant for signs that any other planes had been hijacked. They succeeded through intense cooperation, absolute focus and dedication, and because they made decisions locally, including some that were outside of policies. In the months following, officials started to try and capture this astonishing feat in new procedures, but then they scrapped the idea. "A lot of things were done intuitively, things that you can't write down in a textbook or you can't train somebody to do." What is the FAA's policy and plan for preparing for another crisis of unknown dimensions? They will rely on the judgment, intuition, and commitment of its controllers and managers.

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Margaret Wheatley writes, teaches, and speaks about radically new practices and ideas for organizing in chaotic times. She works to create organizations of all types where people are known as the blessing, not the problem. Meg is president of The Berkana Institute, a charitable global foundation serving life-affirming leaders around the world, and has been an organizational consultant for many years, as well as a professor of management in two graduate programs. Her latest book, *Turning to One Another: Simple Conversations to Restore Hope to the Future* (January 2002), proposes that real social change comes from the ageless process of people thinking together in conversation. Wheatley's work also appears in two award-winning books, *Leadership* and *The New Science* (1992, 1999) and *A Simpler Way* (with Myron Kellner-Rogers, 1996), in addition to several videos and articles. Meg draws many of her ideas from new science and life's ability to organize in self-organizing, systemic, and cooperative modes. And,

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increasingly her models for new organizations are drawn from her understanding of many different cultures and spiritual traditions.

Meg Wheatley will be keynoting on "Making Meaningful Connections and Contributions, and Utilizing Creativity in the Workplace" at Linkage's upcoming Best of Organizational Development Summit. In its fifth year, the Best of OD Summit offers a practical learning experience that combines expert facilitation by Meg Wheatley, Warner, Burke, Peter Block, Ed Schein, and David Cooperrider, to name a few, along with best practices from Motorola, Corning, GE Capital, Johnson & Johnson, Federated Department Stores and Hewlett-Packard. For details on the Best of OD Summit, [click here](#).

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