Introduction to Change Management

Laurel Brenner
Director, Change Management & Business Process Strategies
University Advancement

UCI HR | Partnership
Who Am I?

Laurel Brenner
Director, Change Management & Business Process Strategies
University Advancement and Alumni Relations

24.8 years at UC Irvine
Arts, Social Ecology, University Advancement

Pronouns: they/them

Email: brennerl@uci.edu
Automat
Welcome Back!
Ground Rules/Mutual Understanding

Help Create a Collaborative and Safe Environment
- Open and supportive
- No right or wrong answers in discussions

Take Charge of Your Learning Experience
- Be fully present and minimize distractions
- Ask questions, share opinions, participate in discussions

Cameras
- On is better (so I can see if you’re laughing at my jokes); off if needed
- Cats, dogs, kids, houseplants, backyard chickens, and other household members are welcome

Eating/Drinking
- Yes!
Learning Outcomes

▪ Define **what** change management is

▪ Describe **why** change management is important

▪ Give **examples** of well-executed and poorly-executed change efforts

▪ Articulate the **most important** aspects of change management

▪ **Create** a basic change management plan using the change management tools
Agenda

Part One
- ✓ Introduction
- ✓ What is Change?
- ✓ What is Change Management?
- ✓ Moving Through Change
- ✓ Sponsors, Leaders, People
- ✓ Communication
- ✓ Tools

Part Two
- ❧ Previously on…
- ❧ Tools Wrap Up
- ❧ Did the Dog Eat Your Homework?
- ❧ Additional Tips Along the Way
- ❧ Wrap it Up!
Previously on…

Sponsor and Leader Participation and Communication

Current State

Transition State

Future State

Awareness  Desire  Knowledge  Ability  Reinforcement

Communicate, Communicate, Communicate (then, communicate some more)
Common Themes

- Involve users in early discussions
- Use staff strengths
- Ask for stakeholder feedback on the change (act on it)
- Provide appropriate training for audience

- Information cascade (leadership, change leaders, managers…)
- Clear communication of timelines
- Frequent communication to show support; reinforce the “why” for buy-in
Common Themes

People

- Involve users in early discussions
- Use staff strengths
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People
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Communication
- Information cascade (leadership, change leaders, managers...)
- Clear communication of timelines
- Frequent communication to show support; reinforce the “why” for buy-in
Prepare, Manage, Reinforce

Prepare
- Awareness / Desire

Manage
- Knowledge / Ability

Reinforce
- Reinforcement / Celebrate

Sponsor / Leadership Engagement

Communication

UCI Human Resources
<table>
<thead>
<tr>
<th>Reinforce</th>
<th>Consider</th>
<th>To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforcement / Celebrate</td>
<td></td>
<td>□ Celebrate</td>
</tr>
<tr>
<td>Celebrate!</td>
<td>▪ Cheer on each stakeholder at each milestone</td>
<td>□ Measure Success</td>
</tr>
<tr>
<td>Measure success</td>
<td>▪ Adoption of the change (quantitively – log-ins, disuse of old system, etc. and qualitatively – flash surveys)</td>
<td>□ Communicate &amp; Listen</td>
</tr>
<tr>
<td>Communicate, listen, and adjust</td>
<td>▪ Check in with staff ▪ Solicit feedback ▪ Adjust anything and everything as needed</td>
<td>□ Adjust as Needed</td>
</tr>
<tr>
<td>Reinforce the change</td>
<td>▪ Follow up on trainings and success measures</td>
<td>□ Celebrate &amp; Keep Listening</td>
</tr>
<tr>
<td>Address resistance</td>
<td>▪ Groups of stakeholders? Individuals? ▪ More training needed?</td>
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</tr>
</tbody>
</table>
### STEP 3 - Reinforce

**TO DO**
- Celebrate
- Measure Success
- Communicate & Listen
- Adjust as Needed
- Celebrate

<table>
<thead>
<tr>
<th>Date:</th>
<th>Change Project:</th>
<th>Leader:</th>
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<tbody>
<tr>
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<tr>
<td>Sponsor:</td>
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<td>Change Leader:</td>
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</tbody>
</table>

**Measure Success**
*Use qualitative and quantitative measures*

<table>
<thead>
<tr>
<th>What</th>
<th>Method</th>
<th>Stakeholder(s)</th>
<th>Who is Responsible?</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>What aspect of the change are you measuring?</td>
<td>How will you measure it?</td>
<td>Who will be included?</td>
<td>Who will be responsible for the action?</td>
<td>Target date of measurement</td>
</tr>
</tbody>
</table>

**Reinforcement Actions Needed**
*Based on success measures, sustain the new behavior/performance until it is no longer considered a change*

<table>
<thead>
<tr>
<th>Action Owner</th>
<th>Action</th>
<th>Stakeholder(s)</th>
<th>One-Time or Recurring?</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be responsible for taking this action?</td>
<td>What reinforcing action(s) will be taken?</td>
<td>Who are the stakeholders this action is intended to impact?</td>
<td>Will this action occur once or is it intended to be recurring (if so, how often)?</td>
<td>What date is the reinforcing action due?</td>
</tr>
</tbody>
</table>
## Lessons Learned Worksheet

**Goal:** Reflect on anything that may be helpful for future organizational changes.

<table>
<thead>
<tr>
<th>What went well in this change?</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>What needed improvement?</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What would you do differently if you were to do a similar change in the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Prepare</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Awareness / Desire</td>
</tr>
</tbody>
</table>

**Sponsor / Leadership Engagement**

Communication
Did the Dog Eat Your Homework?
Think of a change scenario (past, future)

Go through **Step 1 – Prepare** and **Step 2 – Manage** of the Change Management Plan

Jot down your answers and thoughts

What else should be considered?/What’s missing from the guide?

We will talk through them next week
<table>
<thead>
<tr>
<th>Prepare</th>
<th>Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness / Desire</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What is changing and when?</strong></td>
<td>▪ Aspects: roles, location, mindset/behaviors, reporting structures, processes, systems/tools</td>
</tr>
<tr>
<td></td>
<td>▪ Transitioned or cut-off change</td>
</tr>
<tr>
<td><strong>Why is the change happening?</strong></td>
<td>▪ Business case for the change / Why now?</td>
</tr>
<tr>
<td></td>
<td>▪ Transparency builds trust</td>
</tr>
<tr>
<td><strong>What will success look like?</strong></td>
<td>▪ Quantitively – log-ins, disuse of old system, etc.</td>
</tr>
<tr>
<td></td>
<td>▪ Qualitative</td>
</tr>
<tr>
<td><strong>Who is impacted by this change?</strong></td>
<td>▪ Stakeholders: your staff, departments, units you serve or interact with (students, faculty, alumni, donors, staff, vendors, facilities, etc.)</td>
</tr>
<tr>
<td><strong>How big is the change?</strong></td>
<td>▪ Minor adjustment vs major shift</td>
</tr>
<tr>
<td></td>
<td>▪ Consider the impact for each stakeholder</td>
</tr>
<tr>
<td><strong>Start communicating (and listening)</strong></td>
<td>▪ Acknowledge and begin communicating about the change as soon as possible</td>
</tr>
</tbody>
</table>
# STEP 1 - Prepare

## TO DO
- Confirm Sponsor
- Form Change Team, Project Leader, Communications, Area Leaders
- Agree on: Case for Change, Change Objectives, Success Measures, Communications Plan, Stakeholder Registry

### Change Project:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Project Leader:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsor:</td>
<td>Change Leader:</td>
</tr>
</tbody>
</table>

### Understand the Change

**Goal:** Articulate the change and why it is needed. Identify stakeholders.

#### What is changing and when?

**Why is the change happening?** (Business need, case for change)

#### What will success look like?

### Who is impacted by this change? (List below!)

| Stakeholder Areas/Work Units: |
| Stakeholder Individuals: |
| Impacted stakeholders in other areas: |
| Others: |

### Understand the Impact

**Goal:** Understand the specific changes and their magnitude for each stakeholder.

<table>
<thead>
<tr>
<th>Who is Impacted?</th>
<th>What is Changing?</th>
<th>How Big is This Change?</th>
</tr>
</thead>
<tbody>
<tr>
<td>List each stakeholder from above!</td>
<td>Let each change impact stakeholders. Consider aspects of change: roles, locations, mindset/behaviors, operating procedures, systems/technology. Will be a transfer or cultural shift?</td>
<td>Impact of the change: 1 = Minor; 2 = Moderate; 3 = Major</td>
</tr>
</tbody>
</table>

### Start Communicating and Listening

**Goal:** Ensure action plan is communicated and understood.

<table>
<thead>
<tr>
<th>Message</th>
<th>Audience</th>
<th>Format</th>
<th>From</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine main points of the change</td>
<td>Should all stakeholders receive initial message?</td>
<td>What format will the message take (email, memo, etc.)?</td>
<td>Who will deliver the message?</td>
</tr>
<tr>
<td>Manage</td>
<td>Consider</td>
<td>To Do</td>
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<td>--------</td>
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</tr>
<tr>
<td>Knowledge / Ability</td>
<td></td>
<td>Sponsor / Leadership Engagement</td>
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</tbody>
</table>
| **What trainings are needed?** | ▪ New/enhanced skills?  
▪ Consider each stakeholder (group trainings, individual trainings, documentation)  
▪ Schedule and hold trainings | □ Involve Leaders / Champions |
| **Where will there be resistance?** | ▪ Consider each stakeholder (reluctance to use new tools; lack of participation; lack of trust) | □ Schedule & Hold Trainings |
| **How will resistance be mitigated?** | ▪ Adjustments to trainings  
▪ More detailed communications (smaller group meetings, one-on-ones)  
▪ Increased transparency | □ Document Resistance & Mitigation Plans |
| **Tailored communications plan** | ▪ Appropriate for the message (big meeting vs. small or one-on-one)  
▪ Appropriate for the stakeholders  
▪ Specific and often | □ Confirm Communications Plan |
| **Communicate, listen, and adjust** | ▪ Check in with staff  
▪ Monitor and mitigate resistance  
▪ Modify communications | □ Communicate & Listen (email, meetings, info sessions) |
| | □ Adjust as Needed | |

*Note: The table is a summary of steps and considerations for managing knowledge and ability in an organizational context.*
**STEP 2 - Manage**

**TO DO**
- Involve Leaders/Champions
- Schedule & Hold Trainings
- Document Resistance & Mitigation Plans
- Adjust as Needed
- Communicate & Listen
- Adjust as Needed

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**What Trainings Are Needed?**

<table>
<thead>
<tr>
<th>What is Changing?</th>
<th>Who Needs Training?</th>
<th>Training Coordinator</th>
<th>Due Date</th>
<th>Training Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>What new/enhanced skills are needed/optional stakeholder needs to be trained</td>
<td>Who will conduct the training</td>
<td>When must the training be conducted?</td>
<td>How will the training be conducted?</td>
<td>List the resource and training contact</td>
</tr>
</tbody>
</table>

**Resistance and Mitigation**

<table>
<thead>
<tr>
<th>Anticipated Resistance</th>
<th>Mitigation Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>List stakeholders and anticipated resistance (e.g., resistance to new tools, lost of trust)</td>
<td>What action(s) should be taken to mitigate specific resistance? (e.g., adjustments to trainings, more detailed communications, increased management involvement)</td>
</tr>
</tbody>
</table>

**Tailor Communications (or use separate Communications Plan template)**

**Goal:** To plan for timely and relevant communications with all stakeholders to ensure stakeholders’ desire to support and participate in the change.

**Note:** Depending on the level and scope of the change consider coordinating with school/unit communications team prior to creating a communications plan to ensure messaging is coordinated with campus and senior leadership in the school/unit.

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<td>What needs to be communicated?</td>
<td>What stakeholders need to hear the message?</td>
<td>Who should deliver the message?</td>
<td>How should the message be delivered? Tip: High stakes messages are best delivered in person (or zoom)</td>
<td>When should the message be delivered?</td>
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**Step 1. Prepare  Step 2. Manage  Step 3. Reinforce  Lessons Learned - Optional**

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22
Homework Discussion

Breakouts

➢ Odd Numbered Breakout Rooms = **Step 1 – Prepare**
➢ Even Numbered Breakout Rooms = **Step 2 – Manage**
➢ Leader = **first name** comes last (ex Peter Brady)
➢ Spokesperson = **last name** comes last (ex Alice Nelson)

Assignment

• Talk about your experience with assigned step
  - Easiest part?
  - Hardest part?
  - Sticking points?
  - Ah-ha or OMG moments

▪ **Leader** - make sure everyone gets a turn, call on colleagues to share

▪ **Spokesperson** - take notes and report back (common themes)
It Takes a Village

The origin of a change
  -- Top down (or middle down)

Securing Resources
  -- Sponsor and Leader(s)
  -- For the change and for change management

Assembling a Team
  -- Managers and supervisors
  -- Change Champions
  -- Communications
  -- Training
  -- Engagement/growth opportunities
    -- Graphics, communications, training, celebrations, change management
# Stakeholder Registry

<table>
<thead>
<tr>
<th>Groups (and/or Individuals)</th>
<th>Points of Contact</th>
<th>Training Needs</th>
<th>Anticipated Resistance/Mitigation</th>
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</table>
Communication Tenets

**WHEN**
Communicate early and often

**WHAT**
Use clear, consistent, and kind messaging

**HOW**
Tailor for audience and message

**WHO**

**WHAT?**
Ask for and respond to feedback
Communicate early and often

- As much, as soon, as often as possible (more often than your initial instinct tells you)
- Do not communicate only when there is "big" news
- Communicate at every step
WHAT

Clear
- Tell them what to expect specifically, clearly, and in context
- Business reasons - why and why now?
- Articulate what successful change looks like

Consistent
- Coordinate communications
- Discuss with unit leaders and set expectations for communications

Kind
- Be aware of personal situations and levels of risk-tolerance
- Be sensitive to any ongoing bad feelings surrounding past changes
- Do not use large meetings or email for high-stakes information
Tailor communications to audience and message

- Do not use a text-only email for complex training
- Mix it up (email, website, graphics, verbal)
- Who should receive messages?
  - Stakeholders - don’t be stingy but don’t unnecessarily overload
- Who should deliver the message?
  - Sponsors and Leaders
- Be aware of messages out there from managers and peers
- Address rumors and misinformation quickly, clearly, and tactfully
What?

WHAT?

Ask for and respond to feedback

- Successful change management communication is a two-way street
- Do not be afraid to solicit feedback
- Provide a variety of ways for staff to “talk” to leadership
  - Dedicate a portion of meetings to listening
  - Surveys
  - Polls
- Do not solicit feedback just for the sake of asking
**Tailor Communications**

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<tr>
<td>Strategy</td>
<td>Audience (Who, When)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Channels (How, Where)</strong></td>
<td><strong>Description &amp; Message (What, Where, Why)</strong></td>
<td><strong>Attending Physicians</strong></td>
<td><strong>Residents</strong></td>
<td><strong>Medical Students</strong></td>
</tr>
<tr>
<td>Instructions: How will you communicate your message: i.e. launch announcement, email, memo, daily huddles, Intranet post, etc.</td>
<td>Instructions: What do you want to say? Describe the channel in more detail? Why is this channel important?</td>
<td></td>
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</tr>
<tr>
<td><strong>Example:</strong> Change Request Log Email</td>
<td>IT will send a change request log to users of the Acme Software. The change request log highlights updates to the Acme Software so users know what they are, how to access them, and use them.</td>
<td></td>
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</tr>
<tr>
<td><strong>Example:</strong> Brochure</td>
<td>The core team will distribute a brochure highlighting new software enhancements, links, and login instructions to increase utilization.</td>
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</tbody>
</table>
## Understanding Chain Worksheet

<table>
<thead>
<tr>
<th>Who is your target?</th>
<th>3 Questions: What do they need to understand?</th>
<th>What do you want them to Do?</th>
</tr>
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<tbody>
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</tbody>
</table>

**Date:**

**Name:**

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**XPLANE**

Leading Change Through People

[https://xplane.com/worksheets/understanding-chain-worksheet/](https://xplane.com/worksheets/understanding-chain-worksheet/)
We Were on a Break!
Resistance

- Ohm’s Law
- Resistance (Ω)
Resistance

- Ohm's Law

Antibiotics
Resistance

- Ohm's Law
- Antibiotics

Rebel Alliance
Resistance

**Personal**
- Personal/family situation
- Career history and path
- Degree of impact

**In Context**
- Trust issues
- Change fatigue
- Not understanding reasons for the change
- Lack of support from leadership

**Manifestations**
- Vocal complaints
- Reluctance/refusal to use new tools
- Lack of participation
- Track record of rumor spreading
- Retirement/resignation
Mundane Mitigation

- Tailoring trainings for a particular group
  - Shorter and more often
  - Variety of mediums or times

- Provide more direct communication from a trusted leader
  - Small group meetings
  - One-on-ones

- Less detailed communications
  - Briefer briefs (shorter newsletters/updates)

- Increased transparency
Marvelous Mitigation

Include
- Collaborate on the change (or at least the change plan)
- Solicit, listen to, and act on feedback

Ensure
- Understanding and buy-in of why the change is being made

Empower
- Ask for feedback and make the changes if possible
- Encourage peer support
Ron Ashkenas, managing partner of Schaffer Consulting posits that…

“The greatest area of opportunity is to empower managers to be responsible for implementing and driving change themselves, versus outsourcing it to other departments.”
Leaders and Managers Relating

Focus on the people, not just the change

Be visible, active, available, and honest

Be good to your word or risk eroding trust and stability

Check in with staff, listen, and validate

Understand that people need to talk to help support each other

Recognize impact of the change, be patient with yourself and others
Leaders and Managers Doing

- Be the change you want to see
- Illustrate benefits and rationale for change
- Ask how you can help
- And then do it... provide resources, choices, remove barriers
- Mitigate (if not eliminate) resistance
- Positive reinforcement, recognition, proactive coaching
Guide your Sponsor
- Importance of being a Sponsor (#1 preferred messenger)
- Provide notes, compose emails, write talking points

Consult on the plans
- Change management and communications plans
- Up, down, and across (Sponsor, Leader, Managers/Supervisors, Staff Champions, Unit Experts)

Share what you are hearing
- Don’t forget to listen
Co-Creating and Buy-In

1. CO-CREATE
2. INVEST IN ACTIVATION
3. EMPATHIZE
4. VISUALIZE
5. SYSTEMIZE
6. ENGAGE EMPLOYEES
7. EMBED IT IN YOUR ORGANIZATIONAL DNA
8. MAKE IT AGILE
Reality Check

You won’t always have a say in how change happens.

Sponsors and Leaders may not embrace change management.

Sponsors and Leaders may not embrace the values of change management.

You can have an impact.
Learning Outcomes Achieved?

✓ Define **what** change management is
✓ Describe **why** change management is important
✓ Give **examples** of well-executed and poorly-executed change efforts
✓ Articulate the **most important** aspects of change management
✓ **Create** a basic change management plan using the change management tools
Wrap Up & Celebrate!

- Empowered to support people through change
- Share your knowledge
- Where do we/you go from here?
  - Prosci certification
  - XPLANE webinars
  - ChangeFit 360
- Tools
  - PowerPoint
  - Change Management Plan Excel Workbook (including Alternate Stakeholder Registry)
Laurel Brenner

Director, Change Management & Business Process Strategies
University Advancement

brennerl@uci.edu
MS Teams