

THE UNIVERSITY OF HUDDERSFIELD

CHANGE MANAGEMENT

GUIDANCE AND TOOLKIT



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Introduction

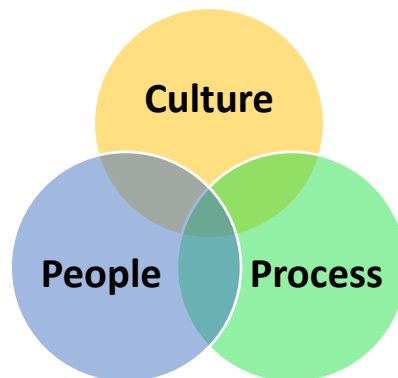
Change is a constant and essential part of life and work, and as the University of Huddersfield is an evolving organisation leading and managing change is integral to its success.

Managing change requires thoughtful planning and implementation and, above all, involvement and consultation with the people effected by the change. A forced or mismanaged change can lead to problems and not achieve the desired outcome.

This guide provides a recommended approach to leading and managing change, and the University expects anyone who is leading or managing a change initiative to consider all the stages within this guidance and use the tools provided, wherever possible.

Where change is likely to impact on the employment, contracts and / contractual terms and conditions of staff, there is a legal requirement to consult formally with the recognised Trade Unions and the staff involved. If there is any question of a change affecting the employment, contracts and / or contractual terms and conditions of staff, you **must** consult with Human Resources who will advise on the process to be followed.

Change usually involves three aspects:



As change is constant we should aim for it to be part of the culture and embedded in what we do, and so thinking about it as an event or a project is not always helpful. Change can be messy and non-linear with unintended, as well as, planned consequences. A dynamic, emergent approach where you learn from experiences or new information and adapt the approach and plans along the way is likely to be more successful than one which is rigidly planned and implemented without flexibility.

With many change initiatives the greatest emphasis is usually placed upon the process, however, people will be responsible for the success (or failure) of the change. Therefore, engaging stakeholders, involving staff in the planning and decision making, and communicating effectively are vital and help to ensure that the implementation of the change has the best chance of success.



Leadership and management

Before planning and implementing a change initiative as a leader and manager consider if you have the required skills and competencies to prepare and plan for this change. Use the self-assessment questionnaire below to reflect upon your skills, and note any areas for reflection / development.

Skills / Competency	Never	Seldom	Sometimes	Often	Always
I share information and keep my colleagues up to date about changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make sure I have all the information I need by asking good questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I regularly keep my colleagues updated even if it is only to let them know that nothing has changed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of and am sensitive to the needs of my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am articulate and speak persuasively when addressing my colleagues to get my point across	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am honest with my colleagues and am comfortable in conducting a difficult conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the impact that my behaviour may have on my colleagues and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I listen carefully and attentively to my colleagues and I am open to suggestions and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I critically reflect on my own performance and am open to criticism and advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give timely and specific feedback with the intent of motivating my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give colleagues room to try things out even it means mistakes are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identify and plan collaboratively with colleagues about how to effect change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I establish and agree goals for my colleagues that clearly state what needs to be achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I delegate responsibilities based on colleagues strengths and provide opportunities for development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognise colleagues for a job well done both formally and informally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I establish relationships with relevant colleagues during times of change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider the repercussions of any changes I am considering on my colleagues and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Key considerations for successful change

The following are key areas to think about if you are a leader and manager looking to implement a change.

1. Establish the rationale

Create a clear and understandable vision which is linked to organisation targets.

There is no point in bringing in change for change's sake, however, it is also critical that action is taken when a clear need for change has been identified.

Key factors

- Why are you thinking of change?
- What are the reasons for it?
- Is it in line with School / Department / University strategies?
- What would you like to achieve by changing?
- What will happen if we do not change?

2. Prepare the business case

Formulate an outline / rationale for the change.

Consider the benefits and barriers to the change, including options, risks, dependencies, assumptions and resource implications.

You will need to be able to get across to stakeholders the rationale and purpose of your change.

Key factors

- Consider your stakeholders
- List everyone who has an interest / involvement in what you are proposing to change
- Consider how your stakeholders are likely to be affected or have an opinion about the change
- How influential are your stakeholders, do they have the power to enable or prevent the change?
- Talk to the people who are likely to be most affected by the change

3. Develop and plan

Have a clear vision of the desired end state and establish key accountabilities, roles/responsibilities, resources and timelines.

Be prepared to revisit and modify your plan, as imposed or inflexible change plans are less likely to succeed.

Key factors

- Consider your choice of approach (directive – “do as I say” vs emergent “we need to be here, let's work out how we get there together”)
- Balance the need for a speedy outcome against the need to plan and work with stakeholders to implement the change

- As the change leader you are responsible for assembling and managing the required resources necessary to coordinate and drive the change (as well as managing business as usual) therefore consider:
 - Who is responsible for approving actions, providing resources and support?
 - Who is responsible for checking progress and overseeing activities?
 - Who is responsible for certifying that the changes have been successful?
 - Who is responsible for ensuring effective communication with all relevant stakeholders are maintained?
 - Do you need to seek the advice of a specialist? (e.g. advice on legislative implications / organisational development needs)
- Where appropriate break the change down into manageable, measurable stages
- Build in opportunities for feedback, reflection and learning

4. Effectively communicate

Communicate and engage at every stage during the implementation of the change.

Consider people's reactions and their feelings through effective communication based on openness and honesty.

The ultimate stage of the change initiative is internalisation (acceptance of the change).

Key factors:

- Change can be an emotional journey and individuals move through change at different paces
- Consider how the people involved in the change may react and plan how you will manage this
- Remember that effective two-way communication and involvement builds commitment, understanding and acceptance
- Effective communication requires investment of managers' time and effort
- A well-managed change process will have less emotional transition for the individuals concerned

5. Evaluate and feedback

Ensure that you allocate sufficient time during each stage to review and evaluate the impact of the change, specifically where the change has significant impact to key University strategies and/or School / Department objectives as outlined in service plans.

Key factors:

- How are people feeling?
- Consider what went well
- Consider any lessons learnt for the future
- How can you evaluate / demonstrate if your change has been beneficial?
- Has there been any significant achievements / results?
- How will you celebrate success and successful individuals?

Use the change checklist below to assist you in your preparation to undertake a change initiative within your area of the University.

Before planning and implementing a change initiative consider the prompt questions and note any areas for further reflection / development.

Change Checklist			
Is this change in line with School / Department / University strategies?	Yes	No	n/a
Have you prepared an outline / rational for the change? Taking into account the benefits and barriers to the change.	Yes	No	n/a
Does your change have implications for staffing which require support from HR? Taking into account that any major or minor organisational restructure will require collaborative support from HR.	Yes	No	n/a
Have you identified key stakeholders and assessed the readiness for change?	Yes	No	n/a
Have you presented the change through the required University channels i.e to the University Executive or School / Department Management Team for awareness / discussion / consultation and where necessary approval?	Yes	No	n/a
Are you preparing a communication plan? Taking into account the full range of stakeholders who need to be involved in the change.	Yes	No	n/a
Have you prepared an outline of the requirements/specifications for your change? Taking into account resources, materials, methods, processes, services, systems, time, and work required.	Yes	No	n/a
Have you considered how you will involve staff / users in developing the requirements / specifications of your change?	Yes	No	n/a
Have you considered what, if any, additional support will be required from across other parts of the University?	Yes	No	n/a
Have you considered the impact the implementation of the change will have on business continuity and the on-going delivery of business as usual activities?	Yes	No	n/a
Have you prepared a timetable / plan of activities and assigned responsibilities for carrying them out?	Yes	No	n/a
Have you identified any potential risks to the University associated with the implication of the change and considered how you will reduce these?	Yes	No	n/a
Have you fully considered the impacts your change will have on students, staff and external partners?	Yes	No	n/a
Have you identified any possible sustainability impacts associated with the change initiative?	Yes	No	n/a
Have you identified any possible equality and diversity impacts associated with the change initiative?	Yes	No	n/a
Have you assessed if this change might have a positive or negative impact on the University's reputation?	Yes	No	n/a
Are you personally prepared to lead and manage this change initiative? Taking into account your own skills and competency in managing change.	Yes	No	n/a
Is there a major School / Department / University event scheduled, which would affect the timing of the commencement of your change initiative?	Yes	No	n/a
Have you considered training / support needs for those affected by the change? Taking into account the needs / requirements of individuals.	Yes	No	n/a
Have you considered how you will actively manage issues as they arise during the implementation of the change?	Yes	No	n/a
Have you considered how you will communicate the implementation of the change to stakeholders?	Yes	No	n/a
Do you have a strategy to monitor and track the success of the change? Taking into account ways for diagnosing any gaps and/or resistance	Yes	No	n/a
Will you allocate time for feedback and review during the change process?	Yes	No	n/a
Notes:			

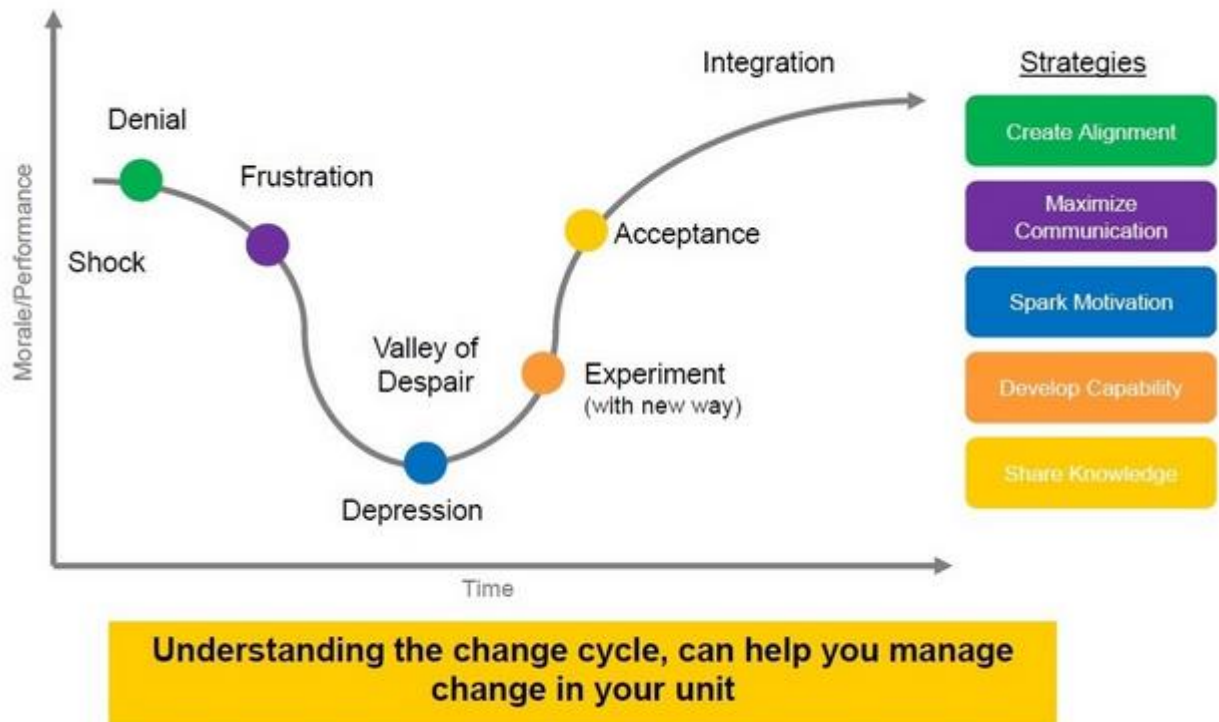
People and Change

As an effective leader and manager, it is important to realise that people will experience change in different ways and at different rates, displaying varying degrees of enthusiasm along the way.

Key factors:

- One size does not fit all – other peoples change journeys are not the same as yours
- Make time to listen, understand and support those who are affected by / experiencing the change
- Prepare people for the reality of change
- Minimise factors such as resistance and fear
- Be clear about the rationale to start people on the road to acceptance and commitment
- Support and encourage commitment to achieve acceptance
- Recognise the past but gain closure to focus on the future
- Be clear about what is ending and what is remaining
- Watch and look out for behaviours
- Allow people to share thoughts and ideas
- Provide facilitation or training to develop new ideas / ways of working / skills and behaviours
- Recognise achievement and celebrate success
- Encourage and support the development of a culture of continuous improvement and service excellence

The Change Curve originally developed by Elisabeth Kubler-Ross demonstrates the varying stages that people go through on the change journey.



As an effective leader and manager of change your role is to identify where people are on the change journey and help them to move forward. Even when a planned change is completed and becomes the new state, people need to make a psychological transition into this new state of being.

Resources and Tools

Human Resources

The team can offer a number of formal or informal change management training and development activities. Please contact a member of the team to discuss your training, development or support needs.

Chartered Management Institute

The CMI has some good resource within the ManagementDirect which can be accessed through your membership log in.

<https://www.managers.org.uk/>

The ACAS 'How to manage change' publication

<http://www.acas.org.uk/media/pdf/q/q/Acas-How-to-manage-change-advisory-booklet.pdf>

The following are some useful problem solving tools for managing change:

- **Force Field Analysis**
A method for listing, discussing and evaluating the various forces for and against a proposed change. When planning a change a force field analysis helps you to look at the bigger picture by measuring all the forces impacting the change and weighing up the pros and cons.
- **SWOT Analysis**
This a simple but useful framework and is an effective tool for testing out new ideas and problem solving when looking at the rationale for change. It helps you to focus on the strengths, weaknesses and the opportunities and threats that implementing the change may face.
- **Brainstorming**
Holding a brainstorming session you can gather a large number of ideas from a group of people in a short time. The benefits of this allows for team members to get involved in the issues and gives each individual an equal voice in putting forward ideas and suggestions.

HR People and Organisational Development

Through our ***Managing and Dealing with Change Theme***, we support teams to navigate through change. For sessions under this Theme, please click [here](#) for further details.

We also offer the following:

- Leading with Emotional Intelligence in a Changing Environment
- Coaching and Mentoring (C&M) - Pre, during and post-change
- Change Consultancy Service for Individuals
- Implementing Change Using Action Learning
- Bespoke Change Team Workshops
- Lessons Learned from Change Team Workshops

Note: Best practice approaches and behaviours for managing change at the University will be included in all future Leadership and Management programmes.