

Change Management Cooking Class

Recipes for a succesful change

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95% of the population worries about change. The remaining 5% are managers who wish to implement change. Imagine your relief if there was such a thing as a recipe for successful change management. No more doubts, everyone would be motivated and production wouldn't be at risk. The cooking class below may not guarantee you a Michelin star, but if applied properly, you will save yourself a lot of time and worries.

Lesson 1: The three basic ingredients (To want, To know, To be able)

Organisational change often starts with a strategic decision. Sometimes it takes a while to ensure that the entire management team is on the same wavelength. This is due to the fact that every individual needs time to process information. Those who went through the cycle first tend to become impatient about the time that others need to do this. They forget how long it took them themselves to pass through the first cycle, they become impatient and they try to speed up the process for the others.

Every organisational change always has the same 3 ingredients : To want, To know, To be able. These are the biggest needs during every cycle of change. Questions and reactions, which fall into the 'Knowledge' category, often indicate a need for vision and an overview. The 'Ability' category indicates a need for concrete and explicit knowledge and working instructions. In addition there is also an entire range of reactions that fall into the 'Desire' category. These reactions indicate a need for involvement.



Image 1 : the 3 basic ingredients (Greenhouse Group, 2004)

The ingredient 'To want' determines whether people undergo the change or are part of it. An often made mistake consists of postponing all contacts with the target group until the very last minute. Too much influence from the target group often has a delaying and disturbing impact. « Now we really need to provide information », is the usual statement. The project teams isolate themselves from the rest of the company and the communications department fires unidirectional communication ('To know') at the target group. Without realizing it the ingredient 'To want' is put on the side burner until the project is taken into production. People feel as if a concept is being forced upon them and they aren't really given the time to fully comprehend it.

There is no time to think about the commitment of the target group (To want). In true commando style the training project (To be able) is implemented, which leaves no space for dialogue, or even for trying to understand the change. The consequence? The information sessions result in panic, incomprehension, or worse: indifference. The knowledge provided during training is so theoretical that it has nothing in common with practice. Many of the workers wonder why they have to spend all that time in training and are annoyed because their day-to-day work is just laying around. Even before the change really has started, we are already stuck in a negative, downward spiral because most target groups are not being motivated to take the project in hand.



Image 2 : why the classic approach doesn't work

When reactions indicate that there is a need for involvement, an information session or training will have the wrong effect. It's important to know where the needs lie at what precise moment. The best way to find out is to involve the target group in the project in a timely manner. A change is always a discomfort, and discomforts are easier to deal with when you're also in charge.



Image 3 : Participation creates a platform for 'Knowledge' and 'Ability'.

People should be given the opportunity to be part of the creative process that is expected from them. That is why it's necessary to effectively involve your target group and your sponsors before, during and after the development of your project.

Lesson 2 : The 4 basic tastes (basic feelings)

Most people react angrily or scared when confronted with change. Others react sadly or with relief. Fear, anger, sadness and happiness are the four basic feelings that can be experienced by every person in any culture. Just like the four basic tastes: bitter, sweet, sour and salty.

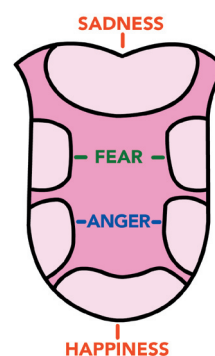


Image 4 : the range of tastes that every person is born with.

Happiness, Fear, Anger and Sadness are the basic feelings that we are all born with. As is the case with the taste buds on our tongue these can be trained (as with wine tasters) or dulled (the fast-food generation).

All the food that we eat has a taste (sweet, sour, bitter, salty) and is stored as such in our brain. Likewise we encode each change in our lives with a feeling (Happiness, Fear, Anger, Sadness). Often we experience a mix of several tastes.

Fear, Anger and Sadness are not necessarily negative! Like salty, bitter and sour they can be quite good!

Whether we like the taste of something or not, is an entirely subjective matter. It depends on our experiences, our education and the company that we're in. Likewise the fact whether we experience change in a positive or negative manner also depends on our experiences, our education and the company that we're in.

Lesson 3: Methods of preparation (types of resistance)

Changes in organisations disrupt subtle balances of power. Some people are not really interested, others will fight to achieve or maintain a position or end up caught in a political sparring match. A little insight in the basic feelings will show you how mechanical and predictable this dynamic really is.

Fear, Anger and Sadness hold the principal roles in the daily drama known as the drama triangle (Karpman, 1968): persecutor, rescuer and victim. The classic result is an emotional competition between people which – regardless of who is the winner – represents a loss for the relationship.

A persecutor will think of others as 'not OK' and will use this against them by accusing them, belittling them, suppressing them etc. A rescuer also thinks that others are 'not OK' and helps them because he is convinced that they are not capable of helping themselves. A victim thinks of himself as not OK and therefore will seek out a persecutor for confirmation or a rescuer because he or she 'is incapable of dealing with it'. The role of the victim is probably the most powerful of all three. A good victim can create a persecutor in every situation.

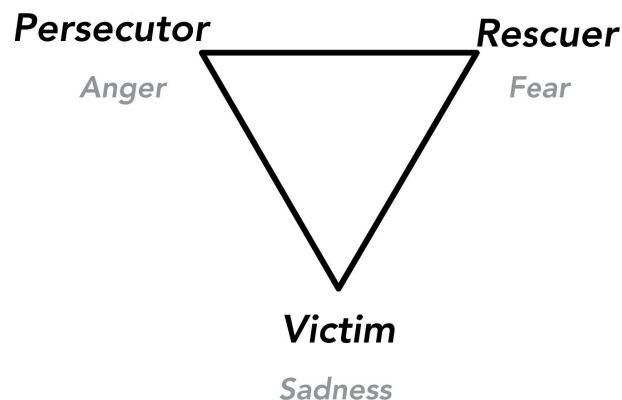


Image 5: the drama triangle (based on Clint Callahan and Stephen Karpman)

1. Persecutor (has a preference for the taste 'Anger')

I am OK – You are not OK

Only sees errors, is critical, often in a bad mood. Often feels incapable and is not self-confident. Leadership through threats, orders; disallows flexibility. Can be loud but also calm. A persecutor does not accept 'no' for an answer (no respect for people's boundaries).

2. Rescuer (has a preference for the taste 'Fear')

I am OK – You are not OK

Always goes that extra mile to 'help' others, is always very busy, tired, sometimes lonely, does not have 5 minutes to himself. Can be loud but also a silent martyr. Deals with feelings of guilt or shame in a very subtle manner. Often a hand of steel in a velvet glove. Helps unasked. A rescuer does not accept 'no' for an answer (no respect for people's boundaries).

3. Victim (has a preference for the taste 'Sadness')

I am not OK – You are OK

Doesn't answer, doesn't help, never holds a point of view. I don't know / I can't / it's all the same to me. A master at using feelings of guilt. 'Super-sensitive'. Pretends to be incompetent, but is not. Irresponsible regarding details that can be important to others. I give up! This provides me with the ultimate power. A victim does not accept 'no' for an answer (no respect for people's boundaries).

It's easy to see how people around us use these roles when interacting with one other. We don't seem to be susceptible to this behaviour. Nothing is further from the truth. It's almost impossible to see how we ourselves fall into the trap of this mechanical behaviour. That's why coaching and feedback are quintessential.

Lesson 4: Cooking is chemistry (the cycle of change)

In change ingredients are heated until 'chemistry' takes place: they fuse together until the final dish is achieved. In change management this pattern is known as the 'unfreezing – changing – refreezing' model (see box).

Unfreezing – Changing – Refreezing The process of change according to Kurt Lewin

Kurt Lewin subdivides the process of change in three phases. Each phase has different objectives and is therefore achieved in a different manner.

1. Unfreezing

The objective of this phase is to motivate the target group to proceed to change. Habits, traditions and being set in one's ways are forever done with. According to Lewin we have 4 variables to play with:

- the physical change of processes, systems and procedures; certain habits are no longer physically possible
- removing social support; certain behaviour is suddenly 'no longer OK'
- working on people so that they consider their behaviour as unworthy
- link compensation and recognition to the willingness to change

2. Changing

Once people are motivated to change, they are ready to take on a new behavioural pattern. According to Lewin, several options are open:

- Identification: behavioural patterns are offered in the subject's environment, which the subject can identify with (exemplary behaviour that becomes 'OK' from now on).
- Internalisation: often occurs in an environment where change has to come from the individual himself (AA, therapy...). Effective change occurs when identification and internalisation are combined.
- Obeying: when individuals are manipulated from a position of power, their behaviour tends to change. The disadvantage resides in the fact that this often lasts as long as power is exerted or the person in power is present (e.g. a police car on the side of the highway).

3. Refreezing

During this phase newly acquired behaviour becomes a habit. Research indicated that only internalised behaviour can be permanent without outside validation (Schein 1980). Identification requires regular validation in the form of social support.

Ever since Kurt Lewin stated this theory various 'cycle' models have been published, which all amount to the same. There is always a distinction between before, during and after. The art lies in indicating the various phases (unfreezing, changing, refreezing) on the time line for the project's progress. Afterwards actions can be planned and adjusted (see image).

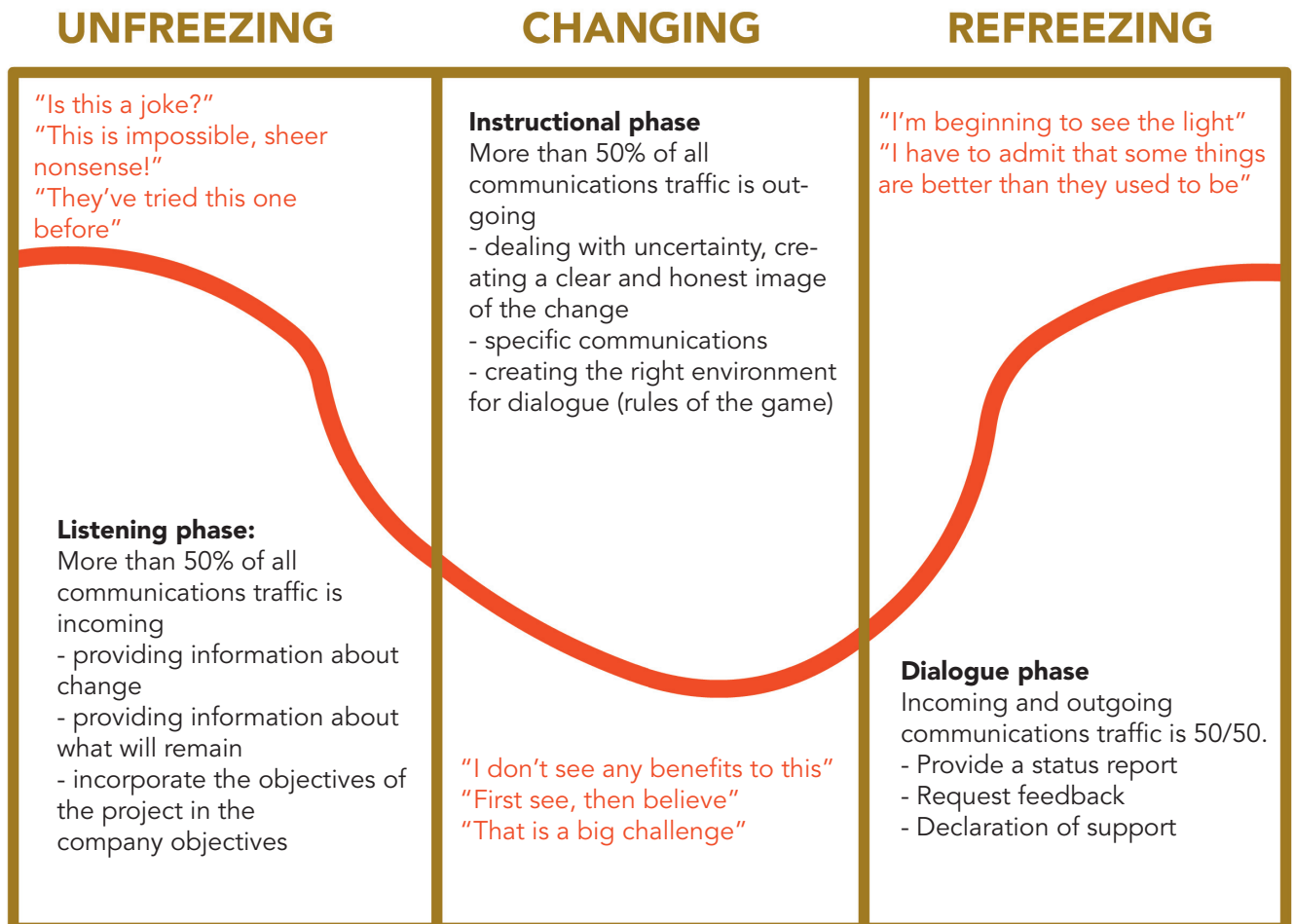


Image 6: communications traffic is in sync with the cycle of change.

Lesson 5: The 4 cooking plates (an obvious necessity)

When teams are reduced, reorganised or have to change direction a lot of chemistry starts acting up. People tolerate management's logic but they draw their own conclusions. That is why it is essential to formulate the need for change as clearly as possible. This is referred to as 'making the case for change'. As it is the case when starting up a business, where a business case needs to be drawn up, it is essential to formulate a 'motivation' in order to build credit for one's project.

A good cook is well-prepared and has a clear plan. According to Jensen Group (2004) a compelling case for change is always built up along the lines of the 4 Ps:

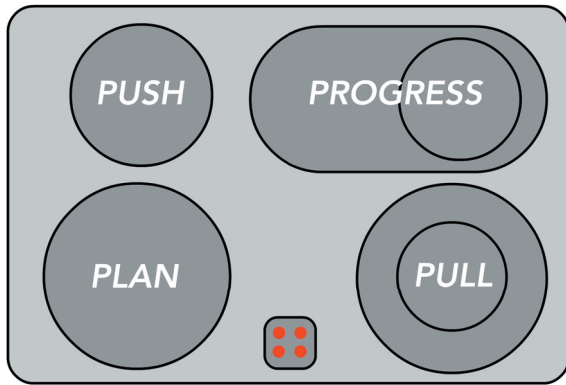


Image 7: the 4 Ps of change communication (Jensen, 2004).

1. PUSH: people will only take the leap into the unknown if their house is on fire. That is why the first step always serves to indicate that there is no other option than change.
2. PROGRESS: a status quo, which clearly indicates which certainties and means are at our disposal to undertake this process of change.
3. PLAN: clarification of the different steps and actions that we need to undertake indicating milestones.
4. PULL: the final destination, which serves as the magnetic North or the lodestar when one loses one's sense of direction.

These 4 Ps function as cooking plates, which release sufficient energy to generate a chemical process. Henceforth all you need to do is check whether the heat is too high or too low.

Lesson 6: Nutritional value (feedback)

As soon as change is in the air a stream of feedback is set in motion, which always has a certain taste (Happiness, Fear, Anger, Sadness). As a project leader you will almost always be surrounded by people who are involved up close with the project. It is quite difficult to get a real feel of what's eating your target group. The art is to build contacts in trust with different people within the organisation. Feedback literally means to feed-back; these contacts will feed back your communication so that you are capable of communicating at the level of the receiver of the message. Anger, Sadness, Fear all have a function. They contain information that only becomes visible once we are capable of disconnecting the emotional load of its message. But we are often not prepared for the feedback of colleagues in the role of persecutor, rescuer or victim. We are not capable of reading into the underlying feelings. That is why we tend to block out this information because we feel that it is negative. Sadly in doing so we also neglect a lot of valuable information.

What information is hiding behind the feelings?



Anger – Clarity

When we are angry we are often very aware of what we want or don't want: Yes!, No!, Don't!, Stop!, Now!,... This leads us to clarity about our objective and the objective of our team. Anger helps us take decisions, to stay alert and to stop confusion.



Fear – Possibilities

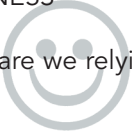

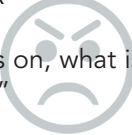
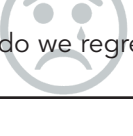
When we are afraid this means we are approaching unknown territory. New opportunities arise when we have the courage to take that direction. Fear often works as an indicator towards dangers, but also towards new opportunities.



Sadness – Relations

The essence of each relationship is contact. The measure in which we are in contact depends on the empathy and the self-confidence that we have. Cynicism for instance is a hidden form of sadness. Cynical people often are very good at feeling which relations are important in a change project.

The table below indicates which nutritional value the resistance has when we make an effort to listen to it. As mentioned before you can divide in three main categories (To want, To know, To be able). The feedback in these categories is always spiced with a basic feeling.

Which information has feedback?	TO KNOW Strategy	TO BE ABLE Skills	TO WANT Motivation
HAPPINESS  "What are we relying on?"	'Finally something is about to change'.	'I am curious about the properties of this new package'.	'I'm nervous about what's coming our way.'
FEAR  What opportunities and dangers are we worried about?"	'Why change things when things also function this way?'	'Does this new system meet all our requirements?'	'I fear that this doesn't fit in with our company culture'.
ANGER  "What's on, what isn't? Clarity!"	'It's too early for that'.	'Amateurs! I have a friend in company X and they took care of this problem in a much more efficient manner!'	'We're always the last to be informed'.
SADNESS  "What do we regret?"	'Why don't we inform our clients, because they will also experience disruptions'.	'This new system is hindering our communication.'	'Nobody asked for my opinion'.

Most feedback can be classified in one of the twelve spaces in the table above. Because we are expressly taking into account feelings this table provides information about what the target group is really experiencing. This is a starting point to communicate at the level of the receiver.

Lesson 7: Tools for cooking (coaching)

Feedback tells us 'what works and doesn't work' and coaching tells us 'how things can be improved'. A lot of books have been written about coaching and a lot of definitions are out there. However there is one thing that you always need to keep in mind when coaching somebody: coaching is done on 'behaviour' and not on 'being' (in football language play the ball, not the man).

Coaching often goes wrong when you try to give people the feeling that they aren't OK. Most people will obey because they feel guilty and follow up on your advice. It gives direct results ('fast food') but it infringes on the self-confidence of the person you're coaching. You create a defensive context of 'obligation' and 'hope' with a tension that eats up energy. In other words: the nutritional value of this type of 'fast-food' is negative.

Are the coach and the person who is being coached bosom pals? Not in the least. When things are going well a relationship is built in which the coach wins the confidence of the coached person step by step. This relation of trust will enable him to be open and critical without losing trust or feeling 'not OK'. The coach recognises behavioural patterns and names them. As the most powerful insights are the conclusions that we draw ourselves, the most popular question of the coach is: "do you recognise this behaviour?".

Do you need to raise or reduce the heat? The Skill-Will matrix

How often do you need to coach and ask for feedback? To know the optimal frequency you need to examine the combination of the ingredients 'To want' and 'To be able'. The so-called Skill Will Matrix (Landsberg, 1998) can be used to this end.

This matrix is often used to estimate the frequency of coaching. The model is based on 4 combinations, which each have a different follow-up:



Image 8: the Skill Will Matrix (based on Max Landsberg, 1998)

- **Supervising:** the coach clearly defines the roles and tasks and supervises their execution. Decisions are taken by the coach and communications is unidirectional.
- **Coaching:** the coach still determines the tasks and roles but also asks the coached person for suggestions. Decisions are taken by the coach, but communications are dialogue-based.
- **Support:** the coached person takes the decisions and executes them. The coach facilitates decision-making but is no longer in the driver's seat.
- **Delegating:** the coach is still involved in problem-solving but the coached person is in the driver's seat. The coached person decides when and how the coach is involved.

Attention! In practice we often find that coaches use this matrix to confirm their prejudice. Supervision for instance will not inspire people to take responsibility and to work independently. The Desire/Ability balance of a person is not a constant given, it evolves as time goes by. Nevertheless it's a good guideline to estimate your timekeeping as a coach, especially when you are coaching an entire team.

Lesson 8: The nutritional pyramid (knowledge management)

Most change projects represent substantial investments in training and documentation. But sadly we never look at the result of these actions. The investments are considerable and the expected result is often not forthcoming. Why? Again this has to do with the balance between To want, To know and To be able. Training and documentation are only the tip of the nutritional pyramid. At the top of the pyramid you will find all the information contained in instructions, procedures and

manuals. This is the knowledge transfer, which garners the most substantial investments. But the bottom part of the pyramid is much more important: the knowledge as it lives within the organisation. This knowledge cannot be classified in an orderly manner; rather it's a bricolage¹ of all the formal knowledge featuring real issues, possible solutions, actions, war stories and your colleagues' experience.

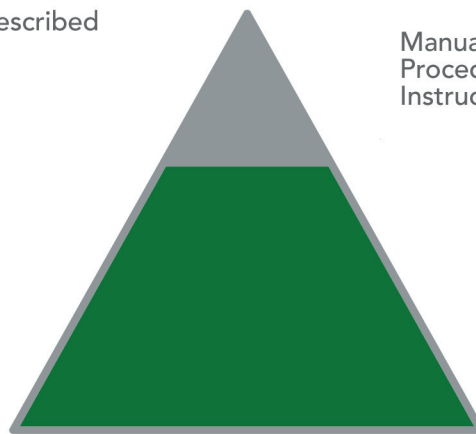
¹ When using the word 'bricolage' we refer to an observation of anthropologist Claude Lévi-Strauss (1962). He established that people don't use an algorithmic and logic approach in their thought process but that our mind works according to the principle of 'pick and mix'. A 'bricoleur' uses concrete, used materials to create something new.



Knowledge as it is described

Manual
Procedure
Instruction

Knowledge as it is
experienced



Experiences
Stories
Real Issues
Possible Solutions
Points of View and Interpretations

Image 9: the nutritional pyramid of knowledge in organisations (based on John Seely Brown, 2000)

For instance you can train people regarding the production process, using formal knowledge (instructions, procedures and manuals) but it will not make somebody into a production manager. To that end you need to be immersed in the culture of a manufacturing company, with its own way of looking at things and taking action. Real learning only occurs when we move in a community of a manufacturing organisation, a network of product engineers, the circle of graduates, etc. A manual or a procedure will not help you figure out whether a problem is important, or whether a solution is elegant, or whether it is even a solution.

Real knowledge is not taught, it is experienced in the form of unwritten stories and conversation. If you're not present when the experience is created, you will not create knowledge. A perfect educational project, which is documented with the best manuals and e-learning is still not a guarantee for successful organisational change.

A second conclusion is that there is no such thing as an expert. Often expertise can simply be found within the organisation's network. It is wrong to express intelligence in terms of IQ because in reality intelligence is the social skill to work together in a network of experts. If we only take into account Knowledge and Ability in our project, we actually overlook the most important ingredient. Involvement (To want) creates a climate in which people are encouraged to take part in the knowledge network of their profession.

Change management, which stops once a training project and its documentation has been finalised, is often a disappointment. The real work starts with the support of participation in the field. In the case of change, in combination with a reorganisation, follow-up in the shape of coaching is not a luxury.



Lesson 9: The finishing details and harmony (meeting and integration)

An organisation does not grind to a halt while a project is preparing organisational change. We often find that 'our' project has to compete with one or more projects for the attention of the target group. It is therefore essential to continuously watch over the integration of your project within the organisation. The organisation and facilitation of meetings is the most important instrument to do so. Realistically the course of the project may be adjusted during the project due to a changing environment.

When referring to the finishing details for a dish we are referring to the communications sauce that is poured over it. One of the most important communications instruments for a change manager is the meeting. In order to use this channel in the best possible manner you need to be aware of the different reasons why meetings are held (Leaver 2003):

- providing/gathering information
- generating ideas/brainstorming
- listing of issues
- solving of issues
- taking decisions
- generating solidarity with the team/teambuilding

When people are not capable of prioritizing one of these targets the meeting has no just cause and the valuable time and attention of the participants is not used.

Haute Cuisine: facilitated workshops

Once all the conditions for an efficient meeting have been met (the preparation alone takes up 50% of all the work) you can arrive at surprising results using a number of additional techniques. Properly facilitated workshops are used to solve ongoing issues, to facilitate discussion about conflicts and to stimulate creativity in an exponential manner.

A facilitator watches over his workshop, just as a cook monitors a thousand and one things at the same time and adjusts where necessary. Facilitators will mainly focus on 3 things:

1. Scanning reactions and participation of the participants;
2. Defining perceptions by giving feedback about them;
3. Guiding participants through coaching

Most people are surprised at how many ideas can be generated in just a few minutes or the level of creativity that a group is capable of in 90 minutes. Experience shows that the best results are achieved during workshops lasting between 45 and 90 minutes. A characteristic of this type of properly facilitated workshop is that participants leave feeling more energized than at the beginning.

Secondly, it is good to bear in mind that participants are entrusting you with part of their life, i.e. the time that you are meeting with them. Always ask yourself the three following questions (Jensen Group, 2004):

- What is the participant getting from this meeting?
- What is the participant's added value?
- If the participant is suddenly taken ill, can the meeting take place without him/her?

At the end of the day efficient meetings are not a question of pot luck. They require a lot of discipline and hard work. The four-leaf clover of meetings functions as a good guideline: objectives, agenda, roles and rules of the game. As was the case with the four-leaf clover of balanced meals this clover is the symbol of 'doing away with bellyaching'.

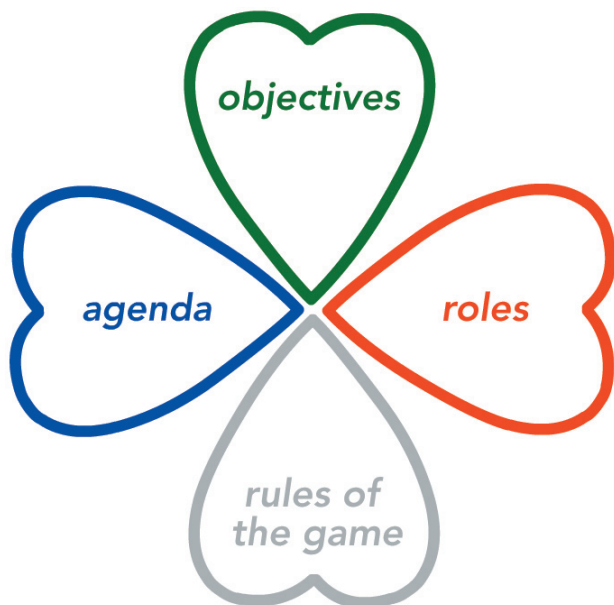


Image 10: The four-leaf clover of how to hold more efficient meetings (based on Greenhouse Group, 2004)

Doing away with bellyaching The four-leaf clover of how to hold more efficient meetings

Objectives

- What are the objectives of this meeting?
- What should there be following the meeting that wasn't there prior to the meeting (a decision, ideas, a solution...)

Agenda

- A clear agenda determines the field of play: what is right here and what isn't?
- All participants are aware of the objectives and agenda prior to the meeting in order to determine whether they have added value.

Roles

- Who will chair the meeting?
- Who will take notes?
- Logistic organisation?
- ...

Rules of the Game

Some examples:

- Everybody present on time and closing of doors
- Agenda on the flipchart
- Take a decision per point on the agenda and note down actions
- ...

Lesson 10: The secret ingredient (responsibility)

If “To want’ is the most important ingredient, how can we ensure that people will ‘want’ the change? Responsibility is the specific ingredient that will take care of this. An organisation is a network of relations that wants to achieve specific results. The result depends on how these relations interact or better yet: to which extent people choose to take responsibility for what they want to achieve. Responsibility is a choice, not something that happens to you.

Everything becomes clear when we study the English term for responsible: it literally means ‘able to respond’ or even ‘being capable of responding’. When people choose to take responsibility in a situation, they co-own it. This insight is fundamental for change management. We always have the choice of becoming the owner or the victim of a situation. William Glasser (1998) calls this the Choice Theory. An owner will look for solutions; a victim will search for a persecutor or a rescuer.

A second important insight in choice theory is that we only control our own behaviour. We do not control the behaviour of our colleagues, boss, partner, children etc. Is this a restriction? On the contrary: it clearly shows us what we can be responsible for as a change manager. We have the choice to:

- measure resistance (lesson 1)
- knowledge the preferred feelings (lesson 2)
- deal with resistance (lesson 3)
- judge what phase of the change we’re in (lesson 4)
- gear the 4 Ps towards the project plan (lesson 5)
- receive feedback and interpret it (lesson 6)
- coach (lesson 7)
- convert information into valuable knowledge and behavioural changes (lesson 8)
- use the time and the energy of the organisation in an efficient manner (lesson 9)

Choosing to take responsibility is behaviour that is just as contagious as panic or stress. As is the case with panic or stress this behaviour can start to be part of the social standard (the ‘culture’). When people choose to take responsibility an organisation is able to respond to changes.

Conclusion

We have tried to summarize the basic elements of change management in a 10-class cooking course. The recipe is clear: pay attention to what is going on within the organisation and you will discover how people can manage change themselves. It’s your choice.

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