

Worksheet 2-1. Change Management Skills Assessment

Here's an opportunity to rate your competency in each of the six CHANGE Model steps.

Use this 1–5 rating scale: 1 = no experience or skill; 2 = minimal ability; 3 = average ability; 4 = above-average ability; 5 = outstanding ability.

Challenge the current state:

- Use a process to gather and analyze data.
- Build a business case.
- Implement actions to establish a sense of urgency.
- Differentiate change management roles.
- Determine organizational readiness for change.

Harmonize and align leadership:

- Build trust and confidence in diverse people at all levels of the organization.
- Select and build a change implementation team.
- Coach change leaders about the required leadership qualities.
- Facilitate a process to create a compelling change vision.
- Design a communication plan.

Activate commitment:

- Attain buy-in to the vision.
- Design an implementation based on solid theory.
- Define and predict reactions to change.
- Build critical mass.

Nurture and formalize a design:

- Implement actions that address systems issues.
- Use a process to select appropriate metrics.
- Conduct a risk assessment.
- Use a variety of implementation and planning tools.

Guide implementation:

- Foster collaboration between diverse groups.
- Utilize organizational politics positively.
- Identify motivational factors for various individuals.
- Use short-term gains to build momentum.
- Coordinate numerous and varied activities ensuring that timelines are met.

Evaluate and institutionalize the change:

- Create a process to evaluate the change effort.
- Identify ways to institutionalize the change.
- Compare the organizational culture to the change results.
- Create a change-ready organization.

Worksheet 4- I. Organizational Change Readiness Audit

Past change efforts and results:

- In what past change effort have you been involved?
- What do you remember about each change effort:
 - What happened? Why?
 - When did this occur?
 - What were the results?
- How could the change efforts of the past been more successful?
- What would you have done differently?
- What lessons were learned from past change efforts?

Current readiness for change:

- How would you describe the current culture and its readiness to make a change?
- What change efforts are you aware of that are occurring now? Please describe them:
 - What specifically is happening?
 - Why is the change occurring?
 - Is there anything special about the timing?
 - Who is responsible for the change?
 - How would you describe employees' willingness to change?
- What barriers exist that will prevent change from occurring, e.g., lack of resources, lack of leadership, dysfunctional culture, rewarded for the wrong thing, policies, procedures, labor agreements, access to the workforce?
- How quickly do employees adjust to changes? Why?
- What must occur for the anticipated change effort to succeed?
- Who should lead the anticipated change effort? Why?
- Who should be involved in this change effort?
- What is the best time to initiate this change?
- What metrics shall we use to measure results?
- What resources are required?
- How would you like to be involved?
- How will we know we have been successful?
- What is the best way to celebrate success?
- What should I have asked, but didn't?

Worksheet 4-2. Change Readiness Predictor

Indicate the degree to which each of the dimensions is a concern to you with regard to your organization's change readiness. Circle the number under the appropriate heading for each factor. Dimensions have been scaled according to their relative importance in predicting the receptivity to change. Total the scores for an overall change readiness index.

Dimension	Degree of Concern				
	No	Little	Moderate	Substantial	Critical
Comprehensive variables:					
Size of change	4	3	2	1	0
Current internal stress	4	3	2	1	0
External impact	4	3	2	1	0
Change history	4	3	2	1	0
Supportive culture	4	3	2	1	0
Clear internal processes	4	3	2	1	0
Resources:					
Access to workforce	8	6	4	2	0
Workforce flexibility/agility	8	6	4	2	0
Unions/other constraints	8	6	4	2	0
Time commitment	8	6	4	2	0
Money available	8	6	4	2	0
Employee considerations:					
Workforce talent	12	9	6	3	0
Executive leadership	12	9	6	3	0
Skilled change agents	12	9	6	3	0
Management support	12	9	6	3	0
Total the scores for all dimensions:					

Total all columns: _____

If the total change readiness score is: less than 50, conduct crisis intervention before beginning; if it is between 50 and 69, proceed with caution, taking all steps in the process to ensure success; if it is greater than 69, the organization is ready for the planned change.

Source: ebb associates inc, 2004.

Worksheet 4-3. Business Case Template

Remember: A business case should include what is necessary to include—no more, no less. This template may be more (or less) than what you need for an initial business case presentation.

I. Cover Page

Include the change name, date, version if appropriate.

II. Executive Summary

Provide a concise summary of the key highlights. Although located at the front of the document, it is written last. It should be no more than two pages that stand alone as a single source of the overall project purpose, goals, proposed actions, cost/benefits, risks, and success criteria.

III. Current Situation

Present an introduction to the business case analysis to:

- A. Provide rationale/purpose of the business case
- B. Identify the sponsor
- C. Describe the problem or opportunity
- D. Describe the current situation
- E. Include relevant data and analysis of the options.

IV. Project Description

Provide the objective, a clear definition of what the change will accomplish. Explain how the change will address the business problem/opportunity identified in III. Include:

- A. Measurable goals and objectives (ensuring they support the business needs)
- B. Performance measures that will be used to determine outcomes
- C. Assumptions and how they were arrived
- D. Proposed new environment
- E. Major effort milestone dates.

V. Environmental Analysis and Alternatives

Describe pertinent current events outside the organization, discuss what other organizations have done, and propose viable options.

VI. Business and Operational Impact

Identify the impact for each stakeholder and technology assessment.

- A. Business impact such as a change in service or products provided, or focus or direction of a department
- B. Operational impact such as staff training required or reduction of resources
- C. Technology requirements.

VII. Preliminary Risk Assessment

Optional at the early stages of a change effort, but if included it identifies the potential risks, assesses risk for impact and probability, and presents a mitigation plan for each risk.

VIII. Cost/Benefit Analysis

Evaluate the costs and benefits associated with each viable alternative.

IX. Implementation Timeline and Strategy

Define the scope of the effort that may include:

- A. Project management controls
- B. Analysis, development, and design
- C. Transitions and training
- D. Resources required and from where.

X. Conclusion and Final Recommendations

Provide a selected alternative based on an overall evaluation in terms of impact, risk, and cost/benefit. Next steps are also usually included.

Worksheet 5-I. Sample Team Charter

Team: Talent Resourcing Team Charter

Team Lead: Dr. Frank Carr

Purpose: Address the following Human Capital Strategy Team recommendations:

- Ensure that all team results/recommendations match the greater organizational Human Capital Strategy requirements.
- Align recruitment strategies with workforce planning efforts to close critical position gaps and to employ a diverse workforce.
- Modify the internal recruitment process to eliminate gaps caused by late initiation of the hiring process.
- Educate the organization's leadership about HR flexibilities.
- Develop a succession planning process that
 - holds leaders accountable
 - identifies 25 to 50 key positions requiring a succession plans
 - identifies governance and management responsibilities
 - creates developmental opportunities that prepare employees to compete for key positions.
- Integrate diversity into the overall recruitment and succession plans.

Anticipated deliverables and products:

- Plan and timeline to modify the recruitment process.
- Set of options for increasing diversity in the recruitment and succession plans.
- Define and initiate the succession planning process.
- Communication plan to inform leadership.

Findings from Strategy Team:

- Organization lacks workforce planning and processes.
- Forty-six percent of the current workforce can retire in the next five years.
- The average age of the workforce is 49.29 (up from 48.75 in three years).
- Workforce is not representative of the nation's diversity.
- Processes related to recruitment and hiring are cumbersome and time consuming
- There is very little turnover. Most managers believe the hiring process takes too long and would like more help in identifying and marketing to a more diverse set of prospective candidates.
- Nearly 90 percent of organizations worldwide reported that succession management was a top corporate priority this past year.
- Over half of the organizations interviewed implement a Corporate Management Development Program focusing on formal training for managers including succession planning.

Conclusions:

- Organization's ability to identify workforce imbalances is inadequate.
- National pipelines of talent are shrinking.
- Duplication and a lack of connection exist among the many education and recruitment programs within our offices and our sister organizations.
- Coordinated and integrated recruiting programs and career development with cross-cutting career paths will benefit the enterprise.
- Branding career opportunities for the enterprise could position it as "employer of choice" and increase the enterprise's ability to compete for high talent.

Team competencies required:

- Basic understanding of the hiring process
- Experience with the recruitment and hiring process
- Understands the critical need for a succession planning process
- Respected leaders (formal and informal)
- Excellent communication skills
- Inspires high team performance
- Creative, innovative, risk taker
- Viewed as a progressive thought leader
- Results oriented, strategic thinker
- Analytical skills
- Positive attitude.

Team members:

Scott Blacks (finance)

Maggie Masters (HR)

John Connally (contracts)

Leila Ramirez (global)

Tom Paluszkiewicz (research)

Preston Grant (S&T)

Janet Johnshoy (legal)

Guidance:

- Meet at least biweekly for 3–4 hours.
- Preliminary report due on November 7.
- Team Leader Progress Meetings will be held biweekly.
- Final implementation plan due on December 7.
- Obtain commitment from Human Resources, Contracts, and Finance.
- Facilitation will be provided by ebb associates.

CEO

Date

Worksheet 5-2. Communication Plan Template

Date	Targeted Audience	Message/Event	Method/Media	Delivery	Status
2/7	Administrative officers	What do performance goals mean to me?	Brown bag lunch	Talent manager	Complete
3/9	All	Why competencies are important to all of us	Podcast	CEO presents; HR designs	Designed and approved; ready for delivery
Monday at 9 a.m. Weekly	Managers	Weekly phone call with leadership for updates	Conference call	Change facilitator/implementation team	Ongoing
Thursdays, 1:00-3:30	All	Answer questions within department	30-minute listening Posts	Implementation team member	Ongoing

Worksheet 9-I. Evaluate for Impact

Change Intervention Goals	Successful? Why or Why Not?	Contingency Steps

Worksheet 9-2. Evaluate the Change

Event or Action	Failed Miserably	Somewhat Successful	Completely Successful
A solid rationale for change was provided			
Costs were predicted and an adequate ROI was determined			
The leaders of the change were willing volunteers			
A shared vision was created			
Commitment to change was created			
Everyone who wanted to be involved had an opportunity			
The right people were selected for the teams			
A comprehensive implementation plan for the change was prepared			
The change focused on results not activities			
Changes were completed with a minimum of interruption to the workforce			
Customers experienced no interruption of services			
Employees received training, development, and coaching as needed			
The change can be linked directly with the organizational strategic plan			
Monitoring and adjusting occurred in response to problems in the process			
Progress was tracked and published			
Clear success metrics were identified			
Change has been institutionalized with formal policies, systems, and structures			
Top management is committed to continued success of the change			
Employees are pleased with the results			

Worksheet 9-3. Lessons Learned for Leaders

Review each of these statements and rate them in the first column using the following scale (and numbers in between): 0 = not at all—must have forgotten; 3 = pretty darn average and I need improvement; 6 = completely—didn't miss a beat.

Add your comments in the third column.

To what extent did you:

0-6	Skills and Behaviors	Comments
	Provide information early and often to employees?	
	Model behavior expected of others?	
	Clearly explain the reason for the change?	
	Focus on results?	
	Help employees understand what's in it for them?	
	Build a team trusted by the organization?	
	Set expectations for continuous change?	
	Create stories and paint a future vision?	
	Engineer some quick wins?	
	Encourage others to participate?	
	Listen to individuals for facts and feelings?	
	Provide all resources required?	
	Give others credit?	
	Provide recognition for small and large wins?	
	Continue to be upbeat and positive?	
	Help to address resistance?	
	Empathize with others' needs and concerns?	
	Manage the transition effectively?	
	Identify ways to symbolize the new identity?	
	Address the change from a systems approach?	
	Find ways to celebrate?	
	Participate in the evaluation?	

What strengths do you think you displayed during the change effort?

Worksheet 11-1. Change Readiness Predictor

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Worksheet 11-2. Change Agents Unite!

Below is a list of effective change agent/facilitator characteristics:

- Credible
- Trusted and respected
- Tolerance for ambiguity
- Self-confident
- Persistent
- Ability to influence
- Attentive listener
- Eager for improvement
- Process oriented
- Customer focused
- Organizational knowledge
- Big picture vision
- Detail orientation
- People person
- Passion
- Deals well with negativity
- Creative idea-person
- Collaborator
- Achievement oriented
- Realistic
- Sense of timing
- Interest in change
- Logical thinker
- Excellent communicator

1. Identify the five characteristics that you think are your strongest and highlight them with a green marker.

2. Identify the five characteristics that you think you may need support with and highlight them with an orange marker.

3. Find someone who has selected a strength where you marked needed support or vice versa (you marked it as a strength and someone else needs support in that area). Discuss:

- Why is it a strength for one of you?
- Why is it not a strength for the other?
- How important do you believe this particular characteristic is for the task of being a change agent?
- How can you help each other?

Worksheet I I-3. Oh, the Places You'll Go!

Make your personal commitment to conducting the best darn change efforts in the world. In the Dr. Seuss book *Oh, the Places You'll Go!* characters react and respond to change differently:

- The path to change can be either pleasurable or miserable.
- The road to change may be a daunting experience or an exhilarating one.
- The experience can be one that you hope will go away or one that evokes responsibility to get it done.
- Change can be an exciting open road or a speed bump to avoid.

1. How did you feel when you were asked to sit in a circle to read the Dr. Seuss book?

2. How helpful is this reaction to change? _____

3. What reactions do you anticipate from individuals in your organization? How can you address them?

4. In your role as a change agent, identify three things you will do to help us navigate through change.

• _____

• _____

• _____

5. What skills will you need for this task?

Worksheet I I-4. Leader VIEW Assessment

Complete the following self-assessment. Then schedule a time to discuss it with your change facilitator.

Characteristic	Yes	No	Not Sure
Visionary			
• Ability to imagine the future			
• Focuses on results			
• Articulate; excellent communicator			
• Strategic thinker			
• Challenges the status quo			
• Comfortable with ambiguity			
• Willing to take calculated risks			
• Anticipates the unexpected			
Inspiring			
• Sells the vision, benefits, and what can be			
• Genuine; models the intended change			
• Passionate; evokes followers to get on board			
• Engaging; builds alliances across the organization			
• Trusts others, and is trusted			
• Aware of how own behavior has an impact on others			
• Comfortable making presentations in public			
• Remains calm during turmoil			
Enthusiastic			
• Energizes others to overcome barriers			
• Involves others; collaborative			
• Open to others' ideas; allows for mistakes			
• Rewards and appreciates others			
• Able to use humor to relieve tense situations			
• Caring; empathizes with others			
• Maintains positive, focused attitude			
• Persistent despite obstacles			
Wise			
• Has wisdom in many areas			
• Knowledgeable of organizations, people, and processes			
• Analytical; understands data and can develop solutions			
• Anticipates and addresses issues			
• Exudes business acumen			
• Is a problem solver			
• Is politically astute			
• Knows how to obtain resources			

Worksheet 11-5. Exploring Barriers

Barrier	Root Cause	Approach
Lack of a clear vision		
Insufficient information		
Limited management support		
Lack of communication		
Organizational complacency		
Lack of change leadership experience		
Lack of planning for resistance		
Lack of time		
Insufficient resources allocated		
Policies not aligned to the change		
Poor follow-through		
Lack of rewards for change or consequences for not changing		

Worksheet I I-6. Decision Matrix for Selecting Team Members

Assign a letter from A to F, and so on, to each person you are considering. Use the following rating scale:
 1 = never; 2 = rarely; 3 = sometimes; 4 = usually; 5 = always.

Criterion	A	B	C	D	E	F
Select the right people:						
• Offers executive-level support						
• Is an informal leader						
• Possesses required expertise and knowledge						
• Is credible throughout the organization						
• Capable leader and manager						
• Respected and trusted by other executives						
From the right areas:						
• Fulfills cross-section representation						
• Respected by all stakeholders						
• Represents the most critical area						
• Ability to allocate resources						
With the right attitude:						
• Positive						
• Trusting						
• Problem solver						
• Enthusiastic						
• Persistent						
• Team player						

Worksheet 11-8. Employees Speak Up

Why does change seem to be uncomfortable and threatening?

Change expert William Bridges, author of *Managing Transitions*, says that employees expect these four Ps to be more accepting of change:

- Purpose or the reasons for the change.
- Picture of the expected outcome.
- Plan for navigating from the current situation to the future.
- Part the employee will play in making the changes successful.

Take a minute to think about the last time you resisted change.

What changes have you resisted in the past? _____

Why did you resist change? _____

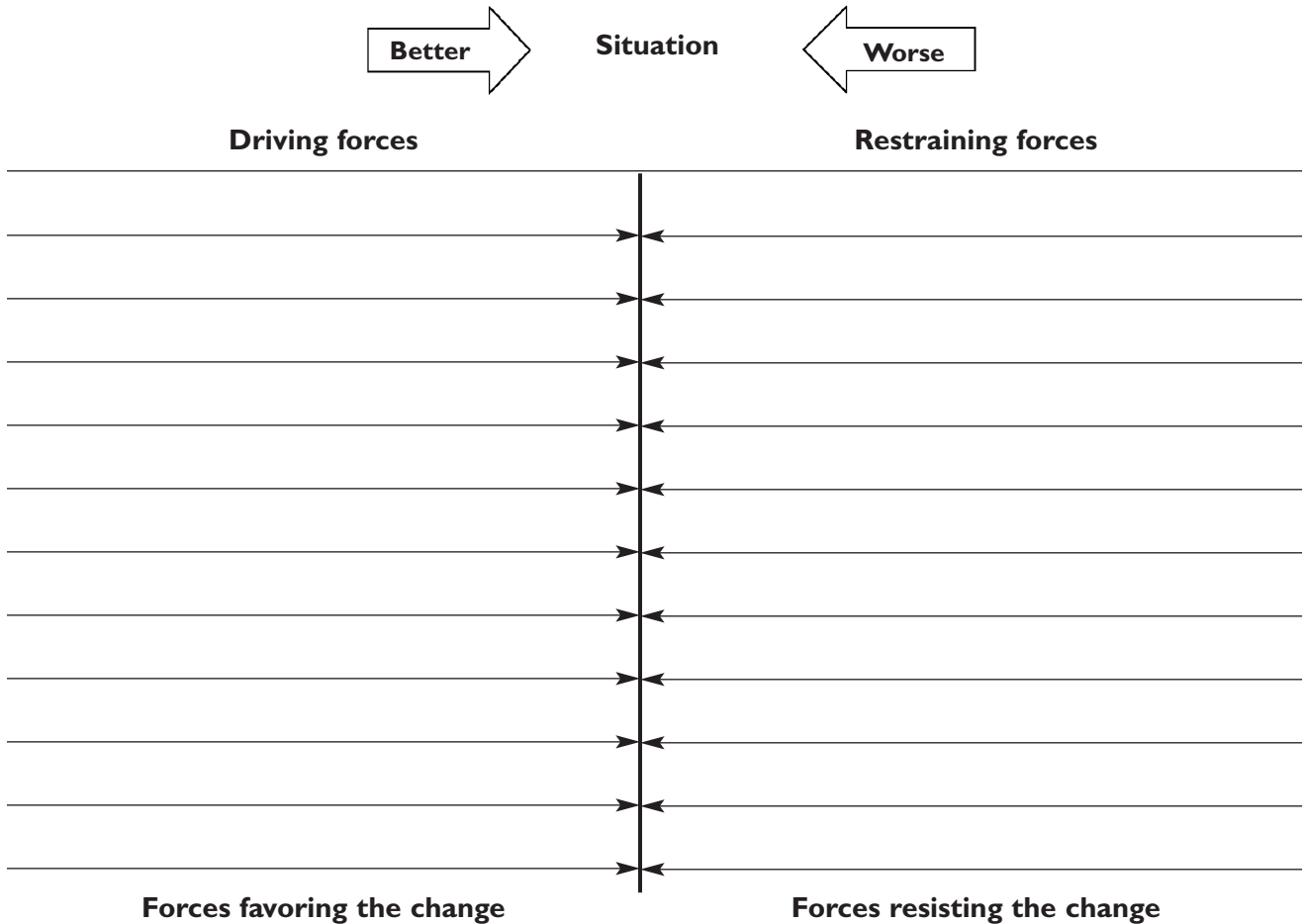
What strategies would have reduced your resistance? Do any of these strategies match Bridges's four Ps?

Think about the current change effort our organization is implementing. What recommendations do you have for management to make the change more acceptable to employees?

Worksheet I I-9. Force Field Analysis Practice

Think of a personal situation you would like to see changed. Enter the goal or target at the top of the force field analysis diagram below. List all the forces that are working to prevent the change you desire on the right side. List all the forces that work in favor of the change you desire on the left side.

Name the objective, target, need, or goal: _____



Identify how you can make the driving forces stronger: _____

Identify how you can weaken or eliminate the restraining forces: _____

Worksheet 11-10. Self-Examination for Building Trust

There are four general ways to build and strengthen trust. Number the behaviors from 1 to 4 in order of what you believe is easiest for you; 1 should be easiest and 4 most difficult.

_____ *Honesty and candor.* "I say what I mean." "You will always know where I stand." "You can be straight with me."

_____ *Accessibility and openness.* "I'll tell you all about me." "Tell me what works for you." "Let's keep our agendas open and have fun."

_____ *Approving and accepting.* "I value people and diverse perspectives." "You can count on being heard without judgment or criticism."

_____ *Dependability and trustworthiness.* "I do what I say I will do." "I keep my promises." "You can count on me."

What makes some easier than others for you?

What makes some more difficult for you?

Recognize that what you perceive as easier are the strengths that are natural to you. They are the natural ways you go about building trust with others. Those you listed as more difficult are important to others who do not have the same characteristics as you. Those are the ones you will need to work to improve.

Generally, it is easier to build trust with others who appreciate the same values in building trust that you do. During the change initiative, however, you will work with people who value trust from all perspectives.

Trust will occur more easily if you identify what is important to each individual and focus on what that person needs from you to be able to build trust. You will be more successful building trust with everyone if you can determine what is important to others and focus on those behaviors.

What specific behaviors will you need to practice?

Worksheet 11-11. Holding On and Letting Go

Issue: _____

	Holding On	Letting Go
Advantages		
Disadvantages		

Worksheet 11-12. Question Six-Pack

Think of a recent situation that you wish you had handled differently. Respond to these questions.

1. Why are you disappointed in this situation?

2. What negative impact did it have?

3. What do you wish you had done?

4. What can you do to mitigate it now?

5. What do you want to do differently in the future?

6. How will you remember?

Worksheet 11-13. Evaluate for Impact

Change Intervention Goals	Successful? Why or Why Not?	Contingency Steps

Worksheet 11-14. Customize Lessons-Learned Evaluation

Event or Action	Failed Miserably	Somewhat Successful	Completely Successful

Worksheet 11-15. Evaluate the Change

Event or Action	Failed Miserably	Somewhat Successful	Completely Successful
A solid rationale for change was provided			
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Monitoring and adjusting occurred in response to problems in the process			
Progress was tracked and published			
Clear success metrics were identified			
Change has been institutionalized with formal policies, systems, and structures			
Top management is committed to continued success of the change			
Employees are pleased with the results			

Worksheet 11-16. Lessons Learned for Leaders

Review each of these statements and rate them in the first column using the following scale (and numbers in between): 0 = not at all—must have forgotten; 3 = pretty darn average and I need improvement; 6 = completely—didn't miss a beat.

Add your comments in the third column.

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	Clearly explain the reason for the change?	
	Focus on results?	
	Help employees understand what's in it for them?	
	Build a team trusted by the organization?	
	Set expectations for continuous change?	
	Create stories and paint a future vision?	
	Engineer some quick wins?	
	Encourage others to participate?	
	Listen to individuals for facts and feelings?	
	Provide all resources required?	
	Give others credit?	
	Provide recognition for small and large wins?	
	Continue to be upbeat and positive?	
	Help to address resistance?	
	Empathize with others' needs and concerns?	
	Manage the transition effectively?	
	Identify ways to symbolize the new identity?	
	Address the change from a systems approach?	
	Find ways to celebrate?	
	Participate in the evaluation?	

What strengths do you think you displayed during the change effort?