

# 10 Tips, Tools, and Tactics for Successful Change Management

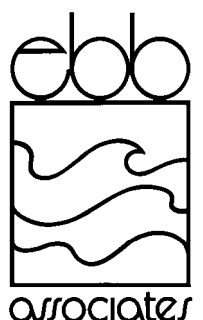
Session # SU402

## Session Objective

Introduce 10 tactics to  
design and implement a  
change management effort  
in your organization.

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## Changing Times

"Security is mostly a superstition. It does not exist in nature.  
Avoiding danger is no safer in the long run than outright exposure.  
Life is either a daring adventure or nothing."

—Helen Keller

Change—ever present, ever accelerating. Consider a couple of examples. In the 1700s a stagecoach traveled comfortably at ten miles an hour. The steam engine was invented in the 1800s and could carry people almost 20 miles an hour. The rate doubled in 100 years. Less than a century later airplanes flew 100 miles an hour, quadrupling the rate of speed. In less than 50 years manned planes such as the SR-71 and the X-15 (rocket) were flying in excess of Mach 3.

Consider knowledge. How quickly does current world knowledge change? In the past knowledge doubled from the 1 AD to 1500, or in 1500 years. It doubled again from 1500 to 1800, in 300 years. It doubled again from 1800 to 1900, in 100 years. By 1940 the doubling rate was every 20 years; by 1970, it was seven years. Today it is estimated that knowledge doubles every 1 - 2 years. It is predicted that by 2020 our collective body of knowledge will double every 72 days. For example, I 'Googled' (a new word—another sign of change) "organizational change" and the search uncovered 52,130,000 sites. The number will have changed—perhaps doubled—by the time you read this!

We are certainly an information-rich society. Over 1,000,000 new web-sites are created every day. One weekly edition of the New York Times contains more information than the average person was likely to come across in a lifetime in the 17<sup>th</sup> century.

The accelerating rate of information is directly related to the accelerating rate of change. This means more decisions and an increased number of choices. Have you tried to make a simple purchase for your home lately? How many decisions did you have to make when you purchased a telephone 15 years ago? Probably very few. How many decisions do you need to make today when you purchase a telephone? Camera? Television?

▲ **Telephone:** Land line or cell? Caller ID? Digital answering? Speaker phone? Voice-activated dialing? Camera phone? Internet capable? Bluetooth capable? Video and music capable? GPS? PDA combination? Text messaging? Picture messaging? Which carrier? What plan? How many minutes? Free minutes? Carrier-to-carrier plan? Family plan? Replacement phones? Warranties? Insurance? Ringer choices? Battery life? Headset? Charger? Car charger? Other accessories? And most important, what color?

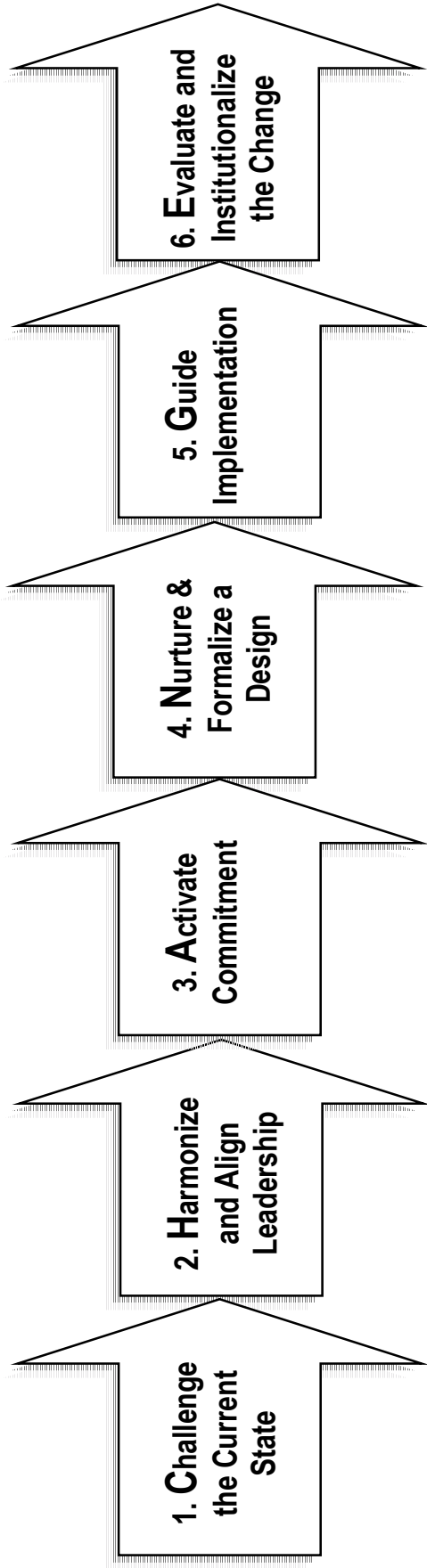
▲ **Television:** Flat screen? Plasma? HD? HD-ILA? Digital? DLP? LCD? Rear projection? Traditional? Resolution? Dual HDMI high definition input? 3HDMI? Built in DVR? Recording time? Screen size? Accessory compatibility? Built in VCR or DVD? Integrated PC input? Stereo? Home theater? Speaker system? Surround sound? Direct TV? Satellite?

And there will be many more changes by the time you read this page. Purchasing something new may require weeks of research with changes occurring right before your eyes.

We live in changing times. There is no doubt about it. The increased amount and rate of information has placed organizations on ever accelerating paths of change.

# 1. Use a CHANGE Model<sup>1</sup>

Use a model. Whether you use a model by John Kotter, Daryl Conner, Rosabeth Moss Kanter, David Ulrich, or any other, use a model to keep your organization focused and moving forward. Models have the advantage of being a non-personal way to say, "You're off track" or answering the question, "What do we do next?"



- Collect and analyze data.
- Determine organizational readiness.
- Establish change management roles.
- Build a business case.
- Establish a sense of urgency.
- Consider your change leader's qualities.
- Select a change implementation team.
- Create a compelling change vision.
- Explore alignment.
- Design a change communication plan.
- Design the implementation plan.
- Build a critical mass.
- Predict reactions to change.
- Plan to manage resistance.
- Attain buy-in to the vision.
- Understand how change affects the system.
- Select appropriate metrics.
- Conduct a risk assessment.
- Select appropriate implementation and planning tools.
- Encourage involvement.
- Identify ways to promote short-term gains to build momentum.
- Determine ways to increase motivation.
- Evaluate the change effort.
- Institutionalize the change elements.
- Review the organization's culture.

<sup>1</sup> *Thriving Through Change: A Leader's Guide to Change Mastery*, ASTD Press 2007

## 2. Build a Business Case

A business case should include what is necessary to include: no more, no less.

### 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.

### 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. 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 what other organizations have done and propose viable options.

### VI. Business and Operational Impacts

Identifies impacts for each stakeholder and technology assessment:

- A. Business impact such as a change in service or products, 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 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

### 3. Determine Organizational Readiness

Use a tool to help you determine how ready your organization is or if you will need to conduct a pre-change intervention.

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.

If the Change Readiness Score is:

- <50 Conduct crisis intervention prior to beginning.
- 50 - 69 Proceed with caution, taking all steps in the process to ensure success.
- >69 Organization is ready for planned change.

## 4. Develop, Refine, and Implement a Communication Plan

You can never communicate too much during a change initiative. Once you have the data, a business case, and a compelling vision, you can begin to establish a communication plan. You will add to it and change it as you work through the change effort. Update the communication plan as you continue to work through the change process steps.

During a change effort employees have very similar questions. If you eavesdrop on any discussion you will hear the same concerns:

- What is happening?
- Why do we need to change now?
- How will it affect me?
- How can I get more information?

Keep these questions in mind as you design the communication plan. Here's a simple communication to get you started.

| Date                  | Targeted Audience | Message/Event                                 | Method/Media              | Delivery                                | Status                                  |
|-----------------------|-------------------|---|---------------------------|---|---|
| 2/7                   | Admin 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   | Weekly Podcast            | CEO Present; HR Designs                 | Designed & approved ready for delivery. |
| Monday at 9 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 departments           | 30 minute Listening Posts | Implementation Team Member              | Ongoing                                 |
|                       |                   |   |                           |   |   |
|                       |                   |   |                           |   |   |
|                       |                   |   |                           |   |   |
|                       |                   |   |                           |   |   |

## 5. Predict Reactions to Change

Everett Rogers' work around the acceptance of change tells us that we can generally expect a certain percent of our employees to fall into five categories.

- ▲ **Innovators** make up 2.5% and are the first to embrace change. They are adventurous and proud of it.
- ▲ **Early Adopters** make up 13.5% of the population and like to take on new challenges. They are trend setters who stay informed and are generally influential members of organizations.
- ▲ **The Early Majority**, 34% of all individuals, are thoughtful about change initially, and become positive based on observation. They become deliberate acceptors of the change.
- ▲ **The Late Majority** includes 34% of the population who are skeptical about change. They may change due to peer pressure.
- ▲ **Laggards** include 16% of all individuals who hold onto the past and resist change. This becomes a problem if they reject the change completely. Someone in a workshop once said, "Oh! Those are the CAVE dwellers—Colleagues Against Virtually Everything!"

Whether resistance manifests itself as foot dragging or foot stomping, you can anticipate that you'll experience at least some of each. Why do so many employees find change to be uncomfortable and unwanted? Is all change resisted? No, of course not. Is it that people just want an early warning? Want to be a part of the design? Think about how you react to change.

### Tip

Rick Maurer, author of *Beyond the Wall of Resistance*, believes that you can identify resistance at three levels and then treat it appropriately. Check out Rick's website at [www.beyondresistance.com](http://www.beyondresistance.com). It is jam packed with over 100 articles, tips and tools in change categories such as *Getting Started*, *Leading Change*, *Keeping Change Alive*, *Getting Back on Track*, and *Making a Compelling Case for Change*.

## 6. Understand and Plan to Manage Resistance

If you plan to deliver training or informational meetings, incorporate several opportunities for employees to experience change and to discuss their reactions to it. Listed here are several quick, reliable classics.

- ▲ Cross Your Arms
- ▲ Fold Your Hands
- ▲ Peter Block's Palm-Pushing Exercise in *Flawless Consulting*
- ▲ Thiagi's exercise in the 2008 *Pfeiffer Annual* (available fall of 2007)
- ▲ Spiral of Change
- ▲ Sing a New Tune

### Utilize a Process to SHIFT Resistance

Identify a process and train all change agents to use it. You may wish to encourage employees to use Kurt Lewin's Force Field Analysis. You may also want a process that change agents can use when they meet resistance from individuals. This one is from *Thriving on Change* (ASTD Press).

**S**urface the resistance by making it safe to express it; listen carefully and be certain that you understand the root cause.

**H**onor the resistance by affirming the person's right to resist; reassure that you understand, letting the person know that you appreciate the insight.

**I**dentify the kind of resistance; differentiate between current resistance and former grudges, resentment or a need for attention.

**F**ind out what the resister would prefer and begin to work toward a common objective. Check the status to learn if any agreement has been reached.

**T**hank the person and move on. Although the SHIFT process often works, you will not win everyone over and you will not be able to eliminate all resistance.

### Tip

Peter Block, author of *Flawless Consulting*, believes that resistance is predictable, natural, and a necessary part of the learning process. He believes that resistance is a reaction to an emotional process. And although he is speaking of a consultant/client relationship his advice is solid. He states that people want to use logic and data to "overcome resistance" as if resistance were an adversary. He notes that you cannot "talk people out of their resistance" because resistance is an emotional process. You cannot talk people out of how they feel. He advocates three steps to handle resistance.

1. Identify in your own mind what form the resistance is taking.
2. Name the resistance using neutral words.
3. Be quiet and allow the person to respond.

Read more about Peter's thoughts in his books.

## 7. Understand How Change Affects the System

Change impacts the whole system, so it is important to establish a deep understanding of how each of the processes undergoing change will affect the others processes in your system. Identify and alter any structures, processes, or procedures that may undermine the change effort.

Examine all the parts of the system that the change will affect and make sure that you have considered them in the design. Pat McLagan tells us that preparing the system for change is one of the most essential steps you must take. "A recurring theme in the world's change research is the importance of adjusting various aspects of the organization so that the change can take root and thrive. A change may require minor or radical shifts in processes, technology, tools, information flows, skills, structures, facilities, and so on."<sup>1</sup>

What exists in your organization's system that you need to examine to ensure that it is aligned with the change?

- ▲ Processes, both primary and those related that need to change.
- ▲ Procedures that are a part of the processes that changed and the standard operating procedures that support them.
- ▲ Pay and benefit systems.
- ▲ Recognition efforts to support the new design.
- ▲ Selection and hiring efforts to bring on people with required competencies.
- ▲ IT systems that support the change either directly or peripherally.
- ▲ New employee orientation and other training efforts.
- ▲ Support to supervisors and managers since they hold the organization together during times of change.
- ▲ Recruiting methods for the new, changed skill set.
- ▲ Budgets, IDPs, customer expectations, workload, and many others.

### Tip

Remember that red, nearly 600 page long *The Fifth Discipline Fieldbook* you used to carry around in the 90s? Time to pull it off the library shelf again. You have to understand systems to be successful with change. And nobody does systems better than Peter Senge.

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<sup>1</sup> Source: T+D, December 2002.

## 8. Conduct a Risk Assessment

An easy, but effective process to manage risk is presented here.

1. **Risk Identification** begins by compiling a list of all the potential things that can occur to prevent achieving the outcome of the change effort. This can be completed by asking a group of informed people to brainstorm these risks. If the change management effort is very large, you may wish to conduct one with each of the implementation teams.
2. **Risk Analysis** begins with an examination of the risk events that have been identified, as well as the performers that will be used to determine the impact such as cost, schedule, quality, customer satisfaction, or others that are important to your organization. You will need to develop risk ratings, often expressed as high, moderate, and low. It is wise to incorporate definitions such as these examples. Use definitions that address your unique needs.

| Probability of Risk Occurring |                | Impact |   |
|-------------------------------|----------------|--------|---|
| 1                             | Remote         | 1      | Minimal impact                              |
| 2                             | Unlikely       | 2      | Acceptable; able to meet dates              |
| 3                             | Likely         | 3      | Acceptable; slip in key milestones          |
| 4                             | Highly Likely  | 4      | Acceptable; critical path impact            |
| 5                             | Near Certainty | 5      | Unacceptable; can't meet key customer dates |

Each of the identified risks will be compared to these scales and the scales will be placed on a grid to graphically display where the greatest risks might occur.

3. **Option Development** requires you to identify the root causes and mitigating strategies that will minimize the risks if they happen. Again, depend on your teams of experts to assist with this step.

There will not always be a clear distinction between the first three steps because it is difficult to cleanly separate the steps—and it isn't always necessary to keep the process that sterile.

4. **Monitor and Address Risks** as they change. This requires that someone be assigned to champion the risk management process; or if a large change effort, the risks may be assigned to various individuals. As the design unfolds, the responsible individuals ensure that strategies that prevent the risk from occurring are implemented as needed.

### Tip

Looking for some fabulous questions for identifying risks or brainstorming other concerns? Dan Cohen's book, *The Heart of Change Field Guide* (a companion volume to *The Heart of Change* with co-author John Kotter), has numerous lists of great questions. Just right for stimulating discussions.

## 9. Encourage Involvement: Early and Throughout

Encourage involvement right from the start and continue to obtain involvement from many different individuals, groups, and departments. Use this activity to explore ways to increase the chances of a successful change effort.

### From Barriers to Box Office Hit

#### Purpose:

- Provide an opportunity to explore barriers to successful change.
- Identify ways to increase the chances of a successful change effort.

#### Process:

1. Ask participants to think of a time when they went through a successful change. What made it successful? Post their responses on a flip chart
2. Ask participants to think of a time when they went through a difficult change. What made it difficult? Post their responses.
3. Ask what commonalities exist between the two lists? Circle them.
4. Ask people to move into smaller groups (depending upon the number of categories you wish to explore.)
5. Say, "Looking at this list what can we do to ensure a 'Box Office Hit?' Like the Oscars we have categories in which to identify the winners. May I have the envelope please!" hand out a sealed envelope to each small group. Inside each envelope is one category written on a piece of paper. Suggested categories include: employees, transitions, leadership, resources, commitment, implementation, communication, culture, systems, or others that are important to your organization. Allow about 10 minutes for them to identify as many things as possible to support a successful change effort. Ask them to write the ideas legibly on the page that was inside their envelope.
6. Ask for each group to report its best idea. Allow for some discussion about the ideas.
7. Gather the pages of ideas. Thank them and tell them that they will see their ideas manifest themselves in the implementation plan.

#### Variation:

- ▲ In keeping with the Box Office Hit theme, hang old movie posters in the room and serve popcorn.
- ▲ If you have time you can have each sub group read its entire list and you could post the ideas on a flip chart.

# 10. Evaluate the Change Effort

Evaluating the change effort is a step that some change agents prefer to skip. They are tired and want to move on to something different. Don't skip this step. There is a lot to be learned from this step and a lot to be gained by your organization. Capturing the lessons learned for your next change effort is well worth the time investment. Involve others in the dialog. How engaged were employees? What was the outcome? What would you do differently next time? You may consider at least three evaluations. You may wish to evaluate the:

- ▲ Impact—Did we do what we said we wanted to do?
- ▲ Process—How well did we do what we did?
- ▲ Leader—How well did the leader perform?

Each of these allows the organization to learn from mistakes and successes, creating valuable information and lessons learned in preparation for the next change initiative. Without evaluation, managers may not recognize which of their actions contributed to the outcome.

| <b>Evaluating the Process<br/>Event or Action</b>                                | <b>Failed<br/>Miserably</b> | <b>Somewhat<br/>Successful</b> | <b>Completely<br/>Successful</b> |
|--|-----------------------------|--------------------------------|----------------------------------|
| 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 to the 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   |                             |                                |                                  |

## Elaine Biech Bio Sketch

**Elaine Biech** is president and managing principal of ebb associates inc, an organizational development firm that helps organizations work through large-scale change. She has been in the training and consulting field for thirty years, and works with business, government and non-profit organizations.

Elaine specializes in helping people work as teams to maximize their effectiveness. Customizing all of her work for individual clients, she conducts strategic planning sessions and implements corporate-wide systems such as quality improvement, reengineering of business processes, and mentoring programs. She facilitates topics such as coaching today's employee, fostering creativity, customer service, time management, stress management, speaking skills, training competence, conducting productive meetings, managing change, handling the difficult employee, organizational communication, conflict resolution and effective listening.

She has developed media presentations and training materials and has presented at dozens of national and international conferences. Known as the trainer's trainer, she custom designs training programs for managers, leaders, trainers, and consultants. Elaine has been featured in dozens of publications including *The Wall Street Journal*, *Harvard Management Update*, *The Washington Post*, and *Fortune Magazine*.

As a management and executive consultant, trainer and designer she has provided services to FAA, Land O' Lakes, McDonald's, Lands' End, General Casualty Insurance, Chrysler, Johnson Wax, PricewaterhouseCoopers, American Family Insurance, Marathon Oil, Hershey Chocolate, Johnson Wax, Federal Reserve Bank, U.S. Navy, NASA, Newport News Shipbuilding, Kohler Company, ASTD, American Red Cross, Association of Independent Certified Public Accountants, the University of Wisconsin, The College of William and Mary, ODU, and hundreds of other public and private sector organizations to help them prepare for the challenges of the new millennium.

She is the author and editor of four dozen books, including: *The Business of Consulting*, 2<sup>nd</sup> ed, 2007, *Thriving Through Change: A Leader's Practical Guide to Change Mastery*, 2007; *90 World-Class Activities by 90 World-Class Trainers*, 2007; Nine volume set of *ASTD's Certification Study Guides*, 2006; *12 Habits of Successful Trainers*, ASTD Infoline, 2005; *The ASTD Infoline Dictionary of Basic Trainer Terms*, 2005; *Training for Dummies*, 2005; *Marketing Your Consulting Services*, 2003; *The Consultant's Quick Start Guide*, 2001; *Successful Team-Building Tools*, 2001; *The Consultant's Legal Guide*, 2000; *Interpersonal Skills: Understanding Your Impact on Others*, 1996; *Building High Performance*, 1998; *The Pfeiffer Annual for Consultants and The Pfeiffer Annual for Trainers* (1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008); *The ASTD Sourcebook: Creativity and Innovation – Widen Your Spectrum*; 1996; *The HR Handbook*, 1996; *TQM for Training*, 1994; *Diagnostic Tools for Total Quality*, INFO-LINE, 1991; *Managing Teamwork*, 1994; *Process Improvement: Achieving Quality Together*, 1994; *Business Communications*, 1992; *Delegating For Results*, 1992; *Increased Productivity Through Effective Meetings*, 1987; *Stress Management, Building Healthy Families*, 1984. Her books have been translated into Chinese, German and Dutch.

Elaine has her BS from the University of Wisconsin-Superior in Business and Education Consulting, and her MS in Human Resource Development. She is active at the National level of ASTD, serving on the 1990 National Conference Design Committee, a member of the National ASTD Board of Directors and the Society's Secretary from 1991-1994, initiating and chairing Consultant's Day for the seven years, and as the International Conference Design Chair in 2000. In addition to her work with ASTD, she has served on the Independent Consultants Association's (ICA) Advisory Committee and on the Instructional Systems Association (ISA) board of directors.

Elaine is the recipient of the 1992 National ASTD Torch Award, the 2004 ASTD Volunteer-Staff Partnership Award, and the 2006 ASTD Gordon M. Bliss Memorial Award. She was selected for the 1995 Wisconsin Women Entrepreneur's Mentor Award. In 2001 she received ISA's highest award, The ISA Spirit Award. She has been the consulting editor for the prestigious Training and Consulting Annuals published by Jossey-Bass/Pfeiffer for the past ten years.

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## Change Management Job Aid

| Steps  | What I Need to Do | Management Needs to Do |
|--|-------------------|------------------------|
| <b>C</b> hallenge<br>the Current<br>State              |                   |                        |
| <b>H</b> armonize<br>and Align<br>Leadership           |                   |                        |
| <b>A</b> ctivate<br>Commitment                         |                   |                        |
| <b>N</b> urture &<br>Formalize a<br>Design             |                   |                        |
| <b>G</b> uide<br>Implementatio<br>n                    |                   |                        |
| <b>E</b> valuate and<br>Institutionalize<br>the Change |                   |                        |