

The University of Queensland

GUIDE TO LEADING ORGANISATIONAL CHANGE



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

**STEP 1:
CREATE A
SENSE OF
URGENCY**

**STEP 2:
FORM A
POWERFUL
COALITION**

**STEP 3:
CREATE THE
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HOW TO USE THE GUIDE

There is now an extensive body of respected research that informs us of the best ways to implement change that can lead to positive outcomes for universities and their people. As a world leading University, it is important that we 'practice what we teach'. This means that our internal practices for leading change should reflect the approaches, models and theories that we teach as best practice for our MBA or MPsychOrg students, for example.

What is the guide for?

The purpose of this Guide and accompanying online resources is to provide University staff with an overview of best practice change management methodologies based on rigorous research. The aim of the Guide is to assist in the development of change strategies that complement your work area and its operations (including change project planning), whilst supporting our people through change. The Guide provides general, practical considerations that encourage engagement with relevant people in the change process, thereby allowing the utilisation of individual and customised approaches that have regard to the operational requirements of the University.

How does it work?

The University of Queensland Guide to Leading Organisational Change is structured to lead you through the 8 step process of successful change implementation as outlined by John P Kotter, an eminent thinker in leadership and change management (Kotter 1996, Kotter and Cohen 2002). The Kotter 8 step process not only assists us in understanding the steps involved in successful change processes, but also guides thinking around our specific approach to creating major change. Each step of this process incorporates an understanding of how people approach and respond to change, based on how they see, feel and then embrace change. Each of the steps is supported with links to online resources, tools and contextual information pertinent to the University of Queensland's organisational environment. These resources are applicable to all scales of change, large to small, and can be tailored to suit the level of change you are implementing.

Organisational context

This guide has been developed to support the **University's values**, and has been developed taking into consideration the University's obligations as outlined in the **UQ Enterprise Agreement** – be sure to follow the **Industrial Requirements for Organisational Change** checklist to ensure that your change process is EB compliant. Keep in mind that this is a Guide, not a policy. The relevant policy is the **UQ PPL 5.43.06 Restructuring and Managing Change**.

Whilst the Guide is quite comprehensive, you are not alone in leading your change initiative. For assistance, contact your local **HR people**, the **Organisational Development Unit** or the **Employee Relations Unit**.

About the change process

It's important to note that although the 'Steps' follow in a logical order, they are not as linear as they may at first suggest. You don't 'finish' Step 1 and then start Step 2, then start Step 3, etc. You may start thinking about and forming the guiding coalition (Step 2) whilst still creating the urgency for change (Step 1). The guiding coalition will change and re-form over time as the change process evolves and you become clearer about the scope and scale and who should be involved. Broad-based action (Step 5) may lead to refinements to the vision and strategy (Step 3) and new communication strategies (Step 4). The steps do provide a logical framework for you to think through the issues related to your change initiative and ensure you have a comprehensive change process.

Ready to get started?

Read on overview of the eight steps, go to **Step 1: Create a sense of urgency** or go back to the **Guide homepage**.

References

Kotter, J. P. (1996). *Leading change*. Boston, Mass., Harvard Business School Press.

Kotter, J. P. and D. S. Cohen (2002). *The heart of change : real-life stories of how people change their organizations*. Boston, Mass., Harvard Business School Press.

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STEP 1 CREATE A SENSE OF URGENCY

Creating a sense of urgency is about helping people see the need for change, either to take advantage of an opportunity or to deal with an issue that is holding us back. Without urgency we risk becoming complacent and losing our leading status and reputation as a University.

► **Watch John Kotter talk through some of the issues related to urgency.**

It's important that we understand that at this step in the process we have not yet determined specifically what or how we need to change – we are just establishing that change is urgent and necessary to take advantage of an opportunity or to deal with an issue that is holding us back. In Step 3: Create a vision and strategy, we firm up on specifically what we will change and how we will go about it.

Help others see the need for change and the importance of acting immediately

One of the first things to consider in any change process is to ensure everyone in your school/faculty/institute/unit understands the need for the change and the importance of acting immediately. By developing a sense of urgency around the need for change, you will be able to spark the initial motivation to get things moving. This is about opening up an honest and convincing dialogue about the opportunities and issues that are relevant to us. Developing an understanding of the nature of and reasons for change in the early stages can provide a sound base for action.

Assess your current situation

- How is my school/faculty/institute/unit currently performing?
- What are our strengths and how can we capitalise on them?
- Are there any weaknesses in the overall performance of our area?
- Where can we improve?
- What are the external or internal factors that are impacting on the future?
- What is the likely impact on people of the current future outlook?

Key questions to shape your thinking

- Why is the status quo no longer acceptable?
- What are the possible downsides of not changing?
- What are the possible benefits of changing?
- How will change affect individuals?

A **SWOT analysis** can be a useful tool to assist us to assess the current situation. You can run this exercise yourself or contact the **Organisational Development Unit** for assistance.

We all understand that change can bring out an emotional response from our people. It is important therefore to make sure that right from the beginning of the change process we understand the need to engage people emotionally with change, in a positive way. The table below differentiates those aspects of the change that speak to logic and those aspects that appeal to emotions. By engaging both of these, you will be relating to people's response and approach to change so that they are able to see, feel and then embrace the need for change.

Engage the head	Engage the heart
<p>Facts and consequences</p> <ul style="list-style-type: none"> • Gather information on course demand, research trends, best practice from other leading Universities • Benchmark performance • Obtain powerful testimonials • Note relevant trends in tertiary education 	<p>Speak to people's emotions</p> <ul style="list-style-type: none"> • Make it real – use demonstrations, stories or visits to ensure people see the problem, solution and progress in a compelling way • Paint an inspiring picture of what the future could look like • Note the outcomes (particularly rewards and benefits) at a personal level • Engage people's sense of identity – change is about who and what we want to be in the future

► **Watch John Kotter talk about how to win over both hearts and minds.**

Now what?

Once we've created the urgency for change, we need to build a team to help guide us forward on our change journey: **Step 2: Form a powerful coalition.**

References

Kotter, J. P. (1996). *Leading change*. Boston, Mass., Harvard Business School Press.

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STEP 2 FORM A POWERFUL COALITION

Forming a powerful coalition is about making sure you have a team with the expertise to assist with achieving the outcomes you need from the change initiative. Without the right people to help us, the change effort can stall and we can miss important perspectives and information.

In this step in the process we start to involve as many people as we can, at many levels and across many parts of the University, to enable us to fully understand the opportunities or issues that we are dealing with and help bring us to a better understanding of possible ways forward.

► **Watch John Kotter talk through some of the issues related to forming a guiding coalition.**

The role of the coalition

The guiding coalition is your group of change leaders, and has a very important role to play. The guiding coalition is involved in setting direction for the change, identifying options and making decisions about where energy should be focused, as well as mustering support and resources from other parts of the organisation.

Creating the team

Creating the team is about putting together a group with enough influence and energy to lead the change, and getting the group to work together as a team. No one person, no matter how competent, is capable of single-handedly:

- developing the right vision
- communicating it to large numbers of people
- eliminating all of the key obstacles
- generating short term wins
- leading and managing multiple change projects, and
- anchoring new approaches deep in an organization's culture.

Putting together the right team to lead a change initiative is critical to its success. That team must have the right composition, a significant level of trust, and a shared objective. You can find effective change leaders throughout the University – they don't necessarily follow the traditional hierarchy. To lead change, you need to bring together a team of influential people whose relevance comes from a variety of sources, including job role, status, expertise, and representation from different levels of the organisation affected by the change or who can help with the change. These people should be committed to supporting the change from beginning to end.

Involve supporting areas

Supporting areas have a critical role to play in any change initiative and should be engaged early in the process. Depending on the the nature of the change and the extent of what is being proposed, supporting areas you involve may include the following:

- your local **HR Manager**
- the Employee Relations and Organisational Development Units in **HR Division**
- **Finance**
- **Property and Facilities**
- **ITS**, etc.

They can all contribute to the success of a change initiative and should be consulted and engaged from the initial stages onwards.

Building a coalition that can make change happen

Consider the following questions about your proposed coalition:

- Do we have people with strong positional power, broad expertise and high credibility?
- Do we have people with leadership skills?
- Is there broad based representation?
- Is the size and composition of the coalition commensurate with the issue/opportunity?

Enterprise Agreement implications

It is important to note that the Guiding Coalition is formed prior to final decisions about the scope and scale of change are made – in fact, that is one of their key initial tasks. Even at this early stage, however, often some sense of the scope and scale starts to emerge and to be discussed. If it becomes apparent that the change will likely be contentious or perhaps result in job loss, you should discuss your early thinking with the **Employee Relations Unit**.

Now what?

Now that we have our Guiding Coalition, we can use their input to **create our vision and strategy (Step 3)**.

References

Kotter, J. P. (1996). *Leading change*. Boston, Mass., Harvard Business School Press.

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STEP 3 **CREATE THE VISION & STRATEGY**

Steps 1 and 2 were about creating motivation for change and bringing together people who can lead change. In Step 3, create the vision and strategy, the guiding coalition has two distinct roles:

1. Creating a vision for change that clearly paints a picture of where we want to go; and
2. Developing a plan to get us there.



In this step in the process we use the guiding coalition to help us more fully understand the opportunities or issues that we are dealing with and bring us to a clear vision and strategy for moving forward.

Create your vision

Once the need for change has been clarified we need to be able to explain the purpose of the change – what are we trying to achieve, or, in other words, what is the vision for the future? The success of the change will hinge on this picture of a desirable future and how it is communicated and understood. If the vision is not clearly defined, the change efforts can become confusing and take the school/faculty/institute/unit in the wrong direction.

A clear vision serves four important purposes:

- It motivates us to take action in the right direction
- It can be communicated quickly and clearly
- It helps co-ordinate actions in a fast and efficient manner
- It empowers action.

To be effective, a vision should incorporate the realities of the current situation but also set in place goals that are truly ambitious. Great leaders know how to make these ambitious goals seem achievable and meaningful. When communicating your vision, ensure you convey to your audience that it is underpinned by a strong, credible strategy; this will help them see the vision as achievable and relevant.

The process you use to create your vision will depend somewhat on the size and scale of the proposed change. For example, the change vision for a large scale change such as a faculty review involves a Review Committee (the guiding coalition) developing a number of issues papers, inviting broad based input and then creating the vision – the Formal Proposal.

Your vision will be appropriate to the change proposed, for example:

‘We will embrace new mobile learning technology as a way to deliver enhanced teaching outcomes for our students and increase accessibility to our courses.’

It will most likely take you a number of attempts to get the vision right, and you’ll need to have conversations with your guiding coalition and broader stakeholder group to ensure the vision is compelling and focussed.

Create your strategy

The change strategy is not the same as a detailed change management plan. A change strategy is a high-level document that considers three crucial elements:

- **The ‘content’ of the change** - strategy, structure, systems, technology, business processes, products, services, or culture
- **The ‘people’ aspect of the change** - people’s emotional reactions to the change changes in mindset, behaviour, and culture that your future state requires, how to engage your people in design and implementation, and how to ensure commitment and capacity to change
- **The ‘process’ component of the change** - a high-level roadmap to get you from where you are today to where you need to be to achieve results from your change.

You will flesh out your change strategy with specific actions at different levels as you move through the change process. Read the on-line resource by Anderson & Anderson from the [Change Leader’s Network on Building Your Change Strategy: How to Ensure that Your Effort Is on the Right Track](#).

Enterprise Agreement implications

It’s important as you create your vision and strategy that you consider our obligations under our Enterprise Bargaining Agreement (EBA) with regards to change consultation. You will need to consider the scale and scope of change and engage with the Unions as appropriate through the [Employee Relations Unit](#). It’s important to note that it is a requirement under our EBA that staff and their union representatives have the opportunity to influence decisions around proposed change. Consult the [EB Checklist](#) and, if the proposed change is contentious or may result in job loss, you must consult with the [Employee Relations Unit](#).

Now what?

Now that we have created our vision and strategy, we need to [communicate the vision and strategy \(Step 4\)](#).

References



STEP 3 CREATE THE VISION & STRATEGY

Anderson, L. A. & Anderson, D. (2013) Building Your Change Strategy: **How to Ensure that Your Effort Is on the Right Track** retrieved 27 May 2013.

Kotter, J. P. (1996). Leading change. Boston, Mass., Harvard Business School Press.

Kotter, J. P. & Cohen, D. S. (2002). The heart of change : real-life stories of how people change their organizations. Boston, Mass., Harvard Business School Press.



STEP 4 COMMUNICATE THE VISION & STRATEGY

Having developed the vision and strategy in Step 3, the next key step is communication. Of course, you have been communicating continuously already with as broad a range of people as possible leading up to this point, so people are expecting now to hear more detail.

► **Watch John Kotter talk through his views on how to communicate a vision for change.**

Identify and understand stakeholders

Simply put, a stakeholder is an individual or a group of individuals who are directly or indirectly impacted by the change you are implementing. With the help of your team you should list all stakeholders and explore your understanding of their response to the change. With this initial understanding you can develop appropriate messages or forums for this group to be engaged. Remember to include your own people as stakeholders in the change.

A **stakeholder analysis and communications plan** can be a useful tool to ensure that your communication is appropriate for different stakeholder groups.

Key questions

- Who are the people who need to know about your change?
- What are the key points you need each group of people to know/understand?
- How are you going to ensure they understand it? How will you know that they have understood?
- What are the likely concerns for each group?
- How will you respond to them, to ensure you build a critical mass of people who support your change?
- What systems, behaviours and beliefs are hindering or supporting your change and what are you doing to reduce that hindrance and reinforce the support?
- How are you supporting individuals and groups through the change?
- Are the processes used in the change fair and transparent?

Communication principles

Kotter and Cohen (2005) provide the following broad principles for effective communication of the vision for change. These communication principles can be applied by any member of the organisation communicating about change.

Tips	How
Develop a compelling story	<ul style="list-style-type: none"> • Provide a context for the change • Focus on the why, why now, what and how • Develop high-level message that captures the gist of the vision
Keep it simple, keep it honest	<ul style="list-style-type: none"> • Use short statements • Avoid jargon that may exclude some • Make sure you address concerns in an open and honest manner • Be as transparent as possible about the reasons for decisions
Use metaphor and analogues	<ul style="list-style-type: none"> • Use images to depict the future state of the organisation • Use an analogy to explain the different phases in the process of change
Repeat, repeat, repeat	<ul style="list-style-type: none"> • Use every opportunity to link day-to-day business activities and decision with the vision • Continue to reinforce the message throughout the entire change process • Ensure that your messages are consistently communicated regardless of medium, audience or time
Use many different forums to spread the message	<ul style="list-style-type: none"> • Make it a habit to refer to elements of the vision in every communication, formal and informal • Have all levels of the organisation seek ways to repeat and reinforce the key messages
Make it multidirectional	<ul style="list-style-type: none"> • The vision will live through the interactions with people. Encourage as many people as possible to talk about the vision • Give people real opportunities for input and feedback
Build linkages to initiatives	<ul style="list-style-type: none"> • Explain how all the change initiatives contribute to the achievement of the vision • Make clear links to things that are already happening in the organisation

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STEP 4 COMMUNICATE THE VISION & STRATEGY

Building your implementation plan

As you communicate with people about the vision and strategy you will gain invaluable information about the change, opportunities and potential pitfalls. As your vision gets more buy-in, you can use this input to bring the strategy to life and develop a detailed **project plan** (Note: Training in project planning is available through the **University's Staff Development Program**.)

Now what?

It's now time to move from communication and planning to **Step 5: Empower broad-based action**.

References

Kotter, J. P. (1996). *Leading change*. Boston, Mass., Harvard Business School Press.

Kotter, J. P. & Cohen, D. S. (2002). *The heart of change : real-life stories of how people change their organizations*. Boston, Mass., Harvard Business School Press.

Tips	How
Align leadership actions to communications	<ul style="list-style-type: none"> • Ensure the leadership actions and decisions are consistent with the new directions • Explicitly address all inconsistencies • Shape and reinforce existing congruent behaviours • Have the guiding teams model the expected behaviours
Integrate communication initiatives	<ul style="list-style-type: none"> • Build a common set of key messages that can be integrated into all communications • Practice these key messages, keep them brief and salient

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STEP 5 EMPOWER BROAD-BASED ACTION

We are now well into our change initiative: we have a guiding coalition to help lead the change, we have a clear vision and strategy, we have communicated the change initiative extensively and we have at the very least the beginnings of a detailed implementation plan.

Step 5 is about action and getting things done that will bring us to realise the change vision. In order to implement changes that will last, it's important that people across the University are empowered to take action and make changes in their own areas. The guiding coalition has an essential role to play in continuing to communicate direction, smoothing the way and removing obstacles. Read through **Robert Tanner's** views on empowering broad based action.

Encourage ownership and participation

This is the opportunity to really encourage people to take ownership for the proposed change. By owning the change, people will be less inclined to create barriers to change. They will begin to participate in the process and come up with innovative solutions to achieve the desired outcomes. At this stage it is important to build a culture that encourages and rewards knowledge sharing and provides people with opportunities to impact processes and the meeting of UQ's goals.

In successful change efforts, it is important that people's successes in understanding and acting on the change vision are rewarded through recognition. However, for people to feel motivated to embrace the change vision, the rewards need to be in sync with the direction of the needed change. This means encouraging and rewarding team work and the contribution of ideas.

It may be necessary for the coalition to 'let go' somewhat during this stage. As the momentum shifts towards employees feeling empowered to take action, the coalition's role can sometimes be just to ensure the actions are in alignment with the change vision.

Overcoming obstacles

During this step you may encounter many obstacles to work through and overcome. Some of these may be system or policy constraints. It is here that having support areas involved in your Guiding Coalition really pays off. HR, Finance, ITS, etc. can assist you to remove obstacles based in systems, procedures and policies. If you've involved these areas early, and they are on board with the change already, it's much easier to work collaboratively together to overcome these obstacles.

People's responses and concerns

This is a good time to remind ourselves that people process and deal with change in different ways and at a different pace. Review **Peoples' Reactions to Change** and consider where your people are and how best to continue to support them through the change process.

About resistance

In this step, we may encounter resistance as some people realise that we have moved from 'talk' to 'action' and they try to undermine, block or resist the change. A key to overcoming resistance is understanding the reasons for resistance. People resist change for many reasons, each of which will require a different approach. Once you can identify the reason for the resistance, you will be better equipped to work with the person productively. Some common reasons for resistance include:

- Fear of the change and what it will mean for them
- Lack of acknowledgement of what will be lost in change (even positive changes inevitably involve some loss)
- Uncertainty about what will be gained from the change, what the benefits are, or the reasons
- Disagreement about the need for change or the suitability of the selected change
- Not knowing how to change or what to do, or not having the skills or resources to change
- Not feeling consulted or communicated with, or valued
- There is greater reward for continuing with the old way
- Mistrust or ill will due to previous experience.

Rosabeth Moss Kanter provides more detail about why people may resist change, and how change leaders can work with them. However, it must be acknowledged that it isn't possible to win the hearts and minds of every person. Some people will resist change for their own reasons, or for the sake of resisting. Listen to **John Kotter's** view on dealing with these resisters. Note that what Kotter is proposing is only in response to the one or two hard cases. Remember that you have previously involved people in building the case for change, obtained their input and taken a broad based consultative approach to developing the vision and strategy, so the vast majority of people should now be on board.

What now?

Action is now evident in the organisation so now it's time to **create short-term wins (Step 6)**.

References

Kotter, J. P. (1996). *Leading change*. Boston, Mass., Harvard Business School Press.

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STEP 6 GENERATE SHORT-TERM WINS

Step 6 is all about celebrating short-term wins in order to build momentum and enthusiasm for the change. Without tangible evidence that the change effort is making progress, impacted individuals and groups throughout the University can be critical that the initiative is absorbing too many resources and sceptics become increasingly difficult to convince. Enthusiasm can wane as the effort takes its toll. All of this results in declining urgency and a loss of crucial momentum. While vision, strategies and plans are good for a while, the most powerful argument is the visible proof that progress has been made.

At this stage of the process, people throughout the school/faculty/institute/unit are fully engaged and working hard to implement the change and it's important to keep them motivated and working towards the vision.

▶ **Listen to Kotter as he discusses the importance of celebrating short term wins.**

Identify short-term improvements

When working with your team and key stakeholders use the following characteristics as a guide for determining what will make the most effective short-term wins to promote and celebrate:

- **Measurable** - Select those with convincing improvements not vague and fuzzy
- **Visible** - People need to see real evidence of the progress to validate the change effort
- **Timely** - Ideally results should appear within a ninety-day timeframe (partial or progressive results are also valid)
- **Relevant to stakeholders** - Ensure the improvements are valuable to the majority of your stakeholders
- **Relevant to the situation** - Wins should provide a test of the vision and change plan against real conditions so they provide useful information to learn from.

Take some time to work through the various needs of your stakeholders and categorise these needs by 'importance to the stakeholder' and 'ease of implementation'. You can then prioritise which issues you will focus on. The majority of teams will choose to work on those that fit the criteria of the top right hand quadrant 'just do it', shifting to 'prioritise the gems', where resources and time permit.



Review your change plan

Short-term results, both positive and negative, will provide useful information about the validity and the feasibility of the change initiative. Use the results to help answer the following questions and then use the response to shape the continued direction of the change plan.

- Are the change objectives as currently defined achievable, realistic?
- Is the plan working? What is the evidence to support or refute?
- What can we learn and apply from our early successes, or from areas where things are working well?
- Are the planning estimates accurate? Where should more or less time be spent?
- What one thing would have improved results?
- What should be stopped?
- Who should be given more or less responsibility?
- What should be done to ensure further success?

Checklist

You know you have successfully completed this step when you have:

- Confidence that the change plan is based on concrete evidence
- Momentum for the change effort, with more people becoming active supporters and helpers
- A change team with renewed motivation for the task, inspiring others to act
- A sense of excitement as people see the changes to date being celebrated, feel the momentum and therefore want to act.

What now?

Even though you are achieving and celebrating short term wins, it's important to **never let up (Step 7)**.

References

Kotter, J. P. (1996). *Leading change*. Boston, Mass., Harvard Business School Press.

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STEP 7 NEVER LET UP

You're making progress and realisation of the vision is getting closer, but quick wins are just the beginning. Often, change efforts fail because people stop driving deeper change too soon – so it's essential to keep supporting people to make more and larger changes that will stick. Whenever you let up before the job is done, critical momentum can be lost and regression may soon follow.

► **Read and watch what John Kotter has to say about why change efforts can lose momentum.**

Remember that the change process is not as linear as the steps may suggest; you need to continue to create urgency, engage and revitalise your guiding coalition, revise your strategy, and ensure actions are being completed and celebrated.

What you should see in Step 7

In a successful major change initiative, by step 7 you will begin to see:

- More projects being added
- Additional people being brought in to help with the changes
- Senior leadership focused on giving clarity to an aligned vision and shared purpose
- Employees empowered at all levels to lead projects
- Reduced interdependencies between areas
- Constant effort to keep urgency high
- Consistent show of proof that the new way is working

Change leadership

Leadership is invaluable in surviving Step 7. Instead of declaring victory and moving on, these transformational leaders will launch more and more projects to drive the change deeper into the organization. They will also take the time to ensure that all the new practices are firmly grounded in the organization's culture. Managers, by their nature, think in shorter timeframes. It is up to leaders to steer the course for the long-term. Without sufficient and consistent leadership, the change will stall, and succeeding in a rapidly changing world becomes highly problematic.

► **Listen to John Kotter's views on the difference between Change Management and Change Leadership**

Continue to remove or minimise barriers

The four main barriers that often need removing or minimising are:

Structure	Skills	Systems	Resistant managers / staff
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Review the barriers and gauge which are the most important ones to address for your particular change. You can then determine the most workable solution for your change context.

Structure

Examples:

- Multiple areas must work together but the needed resources and authority are fragmented throughout the organisation
- Functional silos drive different focus and priorities
- Teams within departments don't communicate with each other
- People are told they can act and then find that middle managers must approve decisions

Suggestions:

- Align authority with responsibility. Ensure that position descriptions accurately reflect the power to accomplish the tasks for which people are accountable
- Clarify priorities for people who report to multiple groups. Take time to resolve competing priorities/ initiatives
- Make it clear to all groups how they will be measured and monitored
- Create a structure for the initiative that is consistent with the vision. The vision should drive responsibilities, resources and information towards the goals
- Ensure that people are not restricted from making decisions and implementing action that they need to take to support the change effort



STEP 7 NEVER LET UP

Structure

Examples:

- The new environment often requires attitudes, knowledge and skills that are different from those needed in the past
- A lack of necessary skills can slow or even stall needed action
- Habits built over the years may have lost their relevance in the new context, but nevertheless are very hard to break

Suggestions:

- Explicitly define the new behaviours and identify the knowledge, skills, abilities and attitudes that will be needed to succeed in the new working environment
- Visit other sites or teams where these skills and abilities are practiced
- Ask people what skills they have and what they will need to be successful
- Test how the new skills will work in the new environment
- Identify those with the skills and attitudes to flourish in the new environment and use them to mentor or support others
- Provide appropriate training to develop skills and attitudes, at the right time, for the right skills using the appropriate approach

Structure

Examples:

- Performance is measured on criteria that are not aligned with the desired results
- Informal communication supports old behaviours and values
- Systems reward behaviours that are no longer important or relevant
- Promotions are based on loyalty to individuals

Suggestions:

- Ensure performance appraisals include elements that demonstrate commitment to the vision
- Publicly praise actions that support the new way of working
- Make promotion decisions open and objective
- Ensure recruiting and hiring processes select those who are aligned with the new environment

Resistant managers/staff

Resistance can be waiting in the wings to re-assert itself. Even if you are successful in the early stages, you may just drive resisters underground where they wait for an opportunity to emerge when you least expect it. They may celebrate with you and then suggest taking a break to savor the victory. Be aware of subtle resistance that can still have a major impact on your change process - and counter it by never letting up!

Examples:

- Withholding information or resources from those who need them
- Undermining the credibility of those proposing and driving the change effort
- Refusing to participate in subtle ways
- Micro managing the groups activities
- Fostering a climate of political back biting and “us versus them”
- Treating any change effort by a team member as disloyalty
- Controlling all decisions and incoming/outgoing communications

Suggestions:

- Confront resistance directly one on one; remember groups don't resist, individuals do
- Engage resisters in a sincere and honest discussion about their concerns
- Provide resisters with opportunities to resolve the problems
- Always deal with people in a fair, straight forward and timely manner
- If alterations in management are necessary proceed in a way that is clear, honest, direct and timely

What now?

The change process isn't complete until it's **incorporated into the culture (Step 8)**.

References

Kotter, J. P. (1996). *Leading change*. Boston, Mass., Harvard Business School Press.

Kotter, J. P. and D. S. Cohen (2002). *The heart of change : real-life stories of how people change their organizations*. Boston, Mass., Harvard Business School Press.

**STEP 1:
CREATE A
SENSE OF
URGENCY**

**STEP 2:
FORM A
POWERFUL
COALITION**

**STEP 3:
CREATE THE
VISION
&
STRATEGY**

**STEP 4:
COMMUNICATE
THE VISION
&
STRATEGY**

**STEP 5:
EMPOWER
BROAD-BASED
ACTION**

**STEP 6:
GENERATE
SHORT-TERM
WINS**

**STEP 7:
NEVER
LET UP**

**STEP 8:
INCORPORATE
CHANGES
INTO THE
CULTURE**

STEP 8 INCORPORATE CHANGES INTO THE CULTURE

The final stage in Kotter's eight stage process for creating major change is to make the change permanent - to embed it in the culture of the organisation, making the change "the way we do things around here". During this phase you should be focused on:

- Persisting, monitoring and measuring progress and not declaring victory prematurely
- Recognising, rewarding and modelling the new behaviour
- Using champions of the change to tell their story

Read Kotter's [The Key to Changing Organizational Culture](#).

Tips for incorporating changes into the culture

- Cultural change comes last, not first
- You must be able to prove that the new way is superior to the old
- The success must be visible and well communicated
- You must reinforce new norms and values with incentives and rewards – including promotions
- Reinforce the culture with every new employee

Key questions

- What are you doing to keep old behaviour from creeping back?
- What are the key aspects of the UQ culture that should reinforce your change?
- What policies, procedures and systems do you need to build your change into in order to make it part of standard practice?
- What will you (or others) do to ensure the change you have delivered takes root and becomes part of the new culture?
- Are you and your guiding teams modelling the new behaviour and reinforcing/recognising others?

Assess behavioural change

Is the change sticking? Determine the extent to which the new behaviour is sticking and, as a result, the probability that the new culture will emerge.

Indicators that behaviour is not changing	Indicators that behaviour is not changing
Change leaders are sought for advice and input	Change leaders are criticised
Results of the changes are used to evaluate how best to continue or improve	Benefits of the change are challenged, questioned or discounted
Emphasis is on what needs to be adjusted, revised or improved	Emphasis is on what can be maintained or kept
More decisions are made consistent with the vision and the marketplace	More decisions are made consistent with the historical success and past practices
People seek to understand what they need to do and what is expected of them to be successful in the new environment	People act consistently with the way they (or others) have been successful in the past
People begin to leave because they acknowledge they don't fit in anymore	People leave because they are frustrated with the lack of take up with the new way of doing things
Change leaders are finding support and resources for more changes	Change resisters continue to block resources and support

Putting it all together

We've now worked through the 8 Steps of the Kotter change process. Watch this video that shows how it all comes together in the example of [Carl's Car Wash](#).

Want more?

Go back to the [Guide to Organisational Change front page](#) for more information and resources, including tip sheets, checklists and case studies.

References

Kotter, J. P. (1996). *Leading change*. Boston, Mass., Harvard Business School Press.

Kotter, J. P. and D. S. Cohen (2002). *The heart of change : real-life stories of how people change their organizations*. Boston, Mass., Harvard Business School Press.