

Change Management Effectiveness Feedback Report

Sample User
11/5/2009 8:09:41 AM

Introduction

The following information is provided to help you navigate the information that is included in your Change Management Effectiveness report.

1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in seven competencies that make up the Change Management Effectiveness profile. The scores to concentrate on are those above 3.5 (strong) and below 2.75 (need further development). Please note that these competency scores are averages; individual question scores can be viewed by clicking on the individual competency link.

2. Category description pages

This report contains three sections for each of the seven competencies. The first of these three sections explains the category, lists average scores, and then provides high and low score interpretation notes. The second section provides a graphical representation of individual question scores. The third section provides broadly-based improvement actions for those individuals wanting to develop their competencies.

3. 10/10 Report

The "10/10" Report page provides the raw scores for the 10 highest scoring questions and the 10 lowest scoring questions out of the 84. It also identifies which competency each question is from.

4. Course and Reading suggestions

Development suggestions for the two lowest scoring competencies, including training courses and specific books that may provide some useful additional information, are included here.

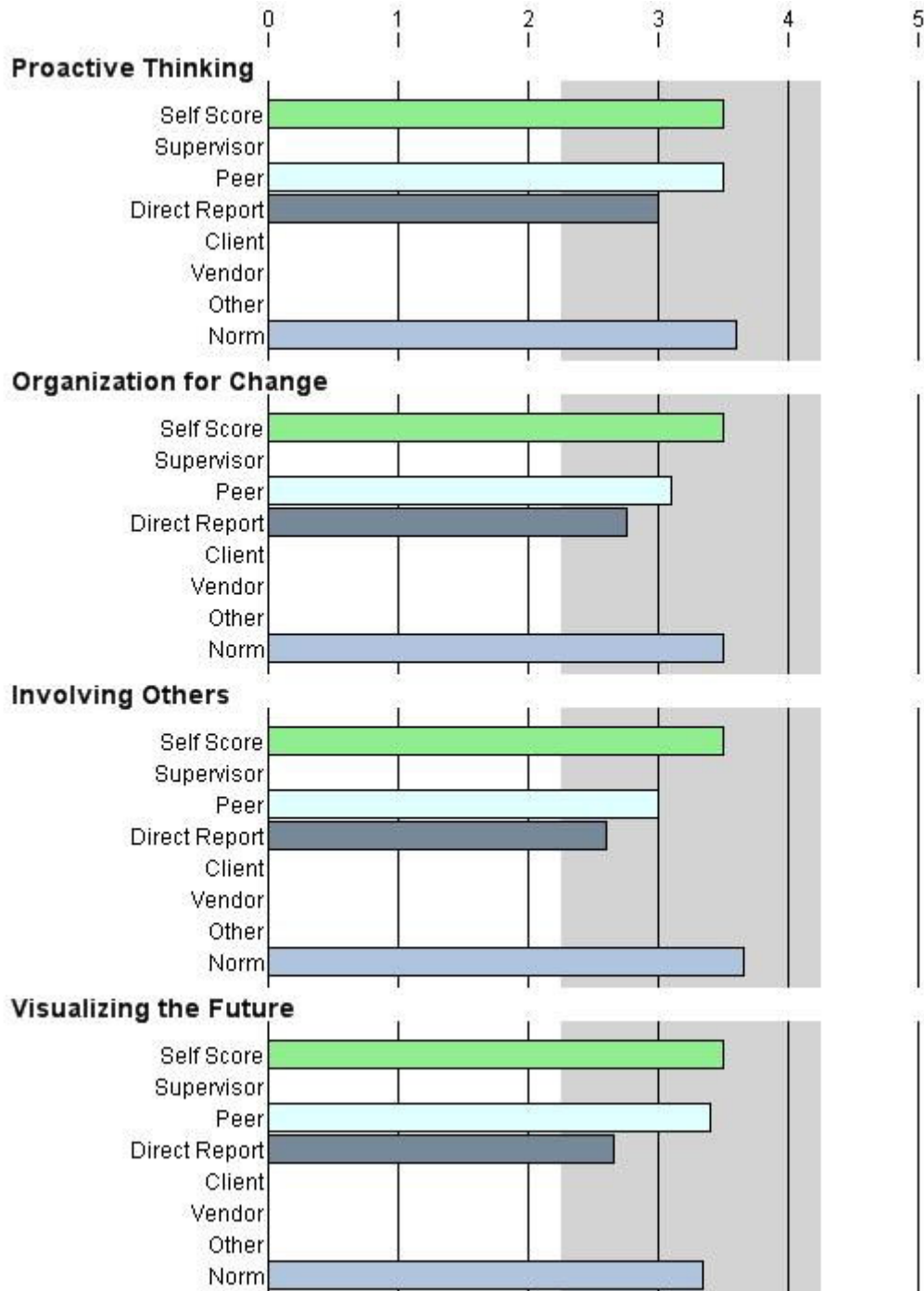
5. Development Plan

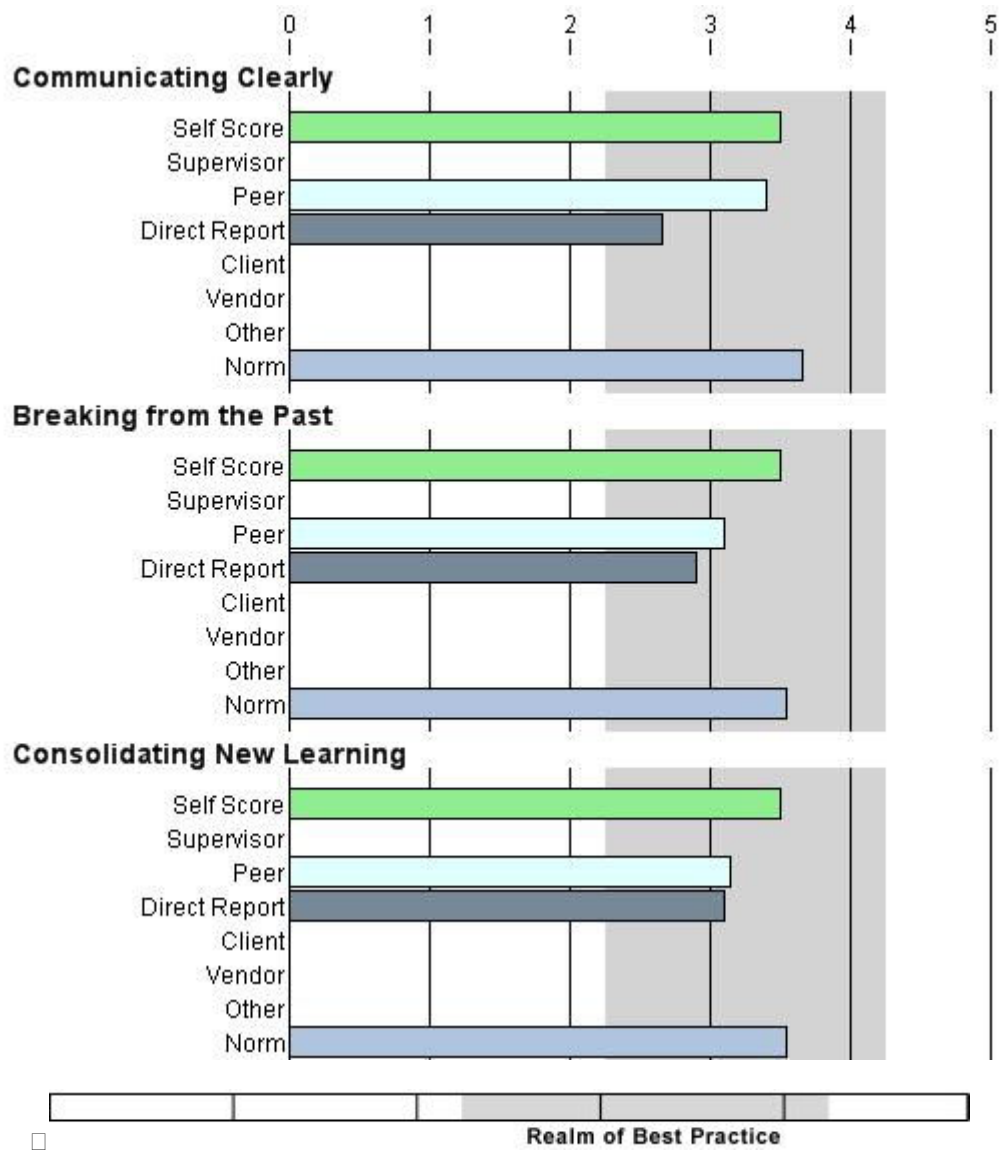
The development plan aggregates the five lowest scoring questions and puts them into a one page template. Individuals can use this template to record the specific actions they plan to take, as a result of their feedback, over the next twelve months. Individuals may draw upon the general guidance offered in their feedback report, or draw upon the "coaching tips" (see next section).

6. Coaching tips

The overall output report includes detailed coaching tips for the five lowest scoring questions. These coaching tips provide not only information about the particular questions, but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

OVERALL SUMMARY



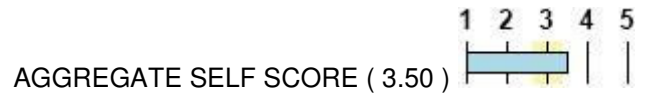


Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

Change Management Effectiveness Profile

PROACTIVE THINKING

Proactive thinking is the ability to maintain a conscious awareness of events and situations around you, and be ready to take action when you see change on the horizon. It asks the question: "To what extent do you regularly reflect upon what might happen in the future, and make small adjustments now to be as well prepared as possible?"



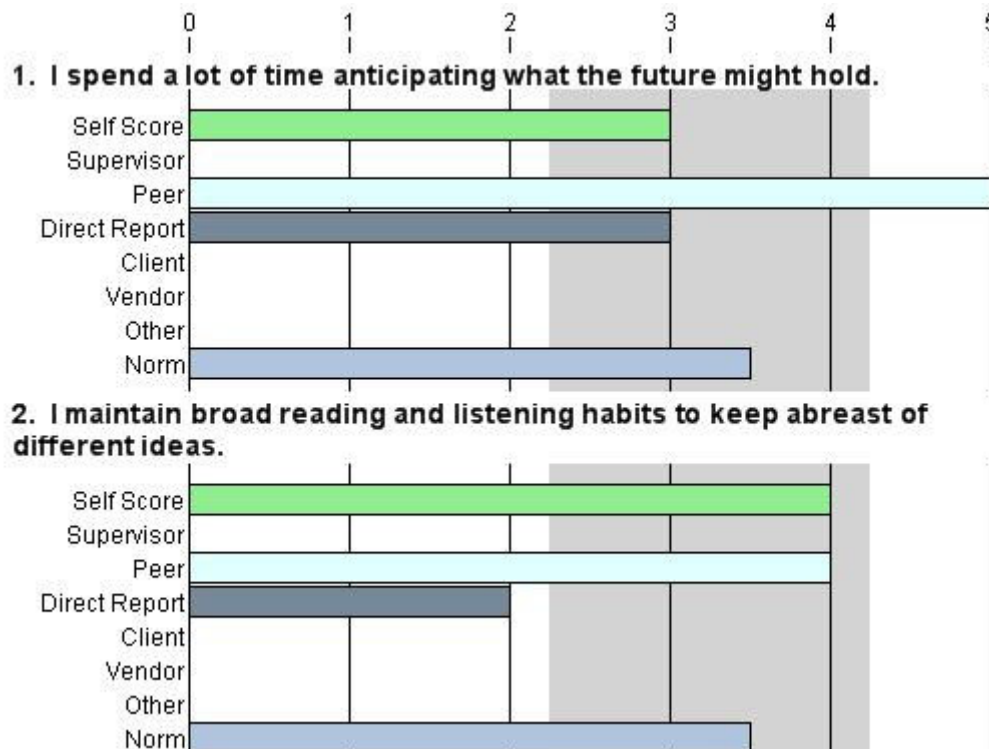
Interpretation

LOW (less than 2.75)

Scales predominantly in the ones and twos ("occasionally" and "almost never") likely mean that you spend little time thinking about and preparing for the future, and rarely look beyond the immediate effect of your actions or decisions. You are also unlikely to "tune in" closely to what may be happening around you and, therefore, do not worry about whether you are up-to-date or learning new things. A low score person will likely take change "as it comes" (or as designed by others), and give themselves limited time to anticipate the change and avoid being taken by surprise. Low score individuals may also rely heavily on past experience and their capacity to think quickly on their feet when they become caught up in change activities and initiatives.

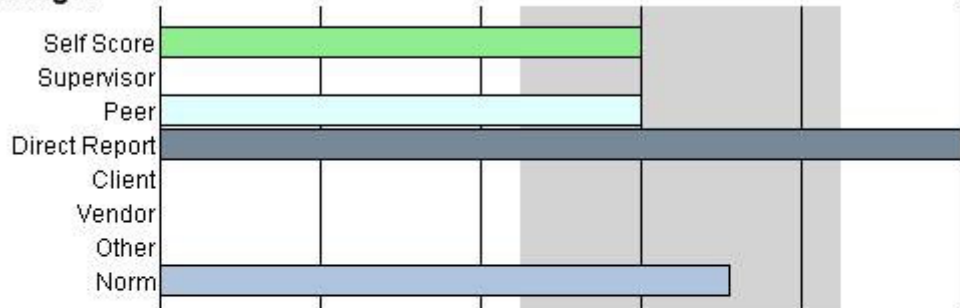
HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") likely mean that you are generally someone who takes change in stride, and commits a fair amount of time to thinking about the future and what could happen. You may also look broadly for clues or guidelines from your current experience that might be usefully applied to what could happen in the future. A high score person will likely actively engage in constant information networking and personal learning to keep up-to-date and alert for any significant changes from "normal" routine. High scorers may also initiate change to the routine to increase efficiency or effectiveness, rather than to wait until major structural change may become necessary.



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3. People who know me would say that I am generally well prepared for change.



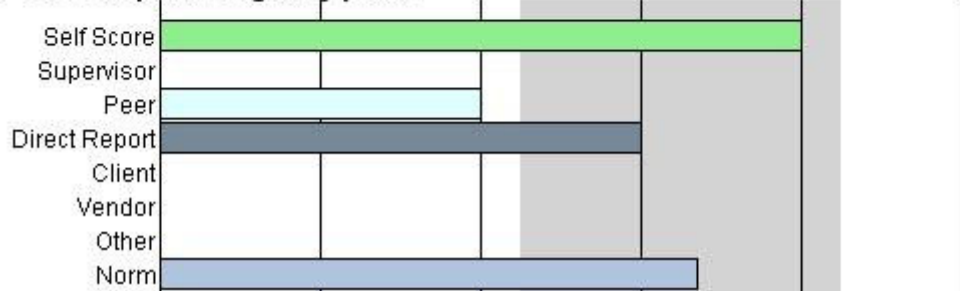
4. I think through the future implications of all my major actions and decisions.

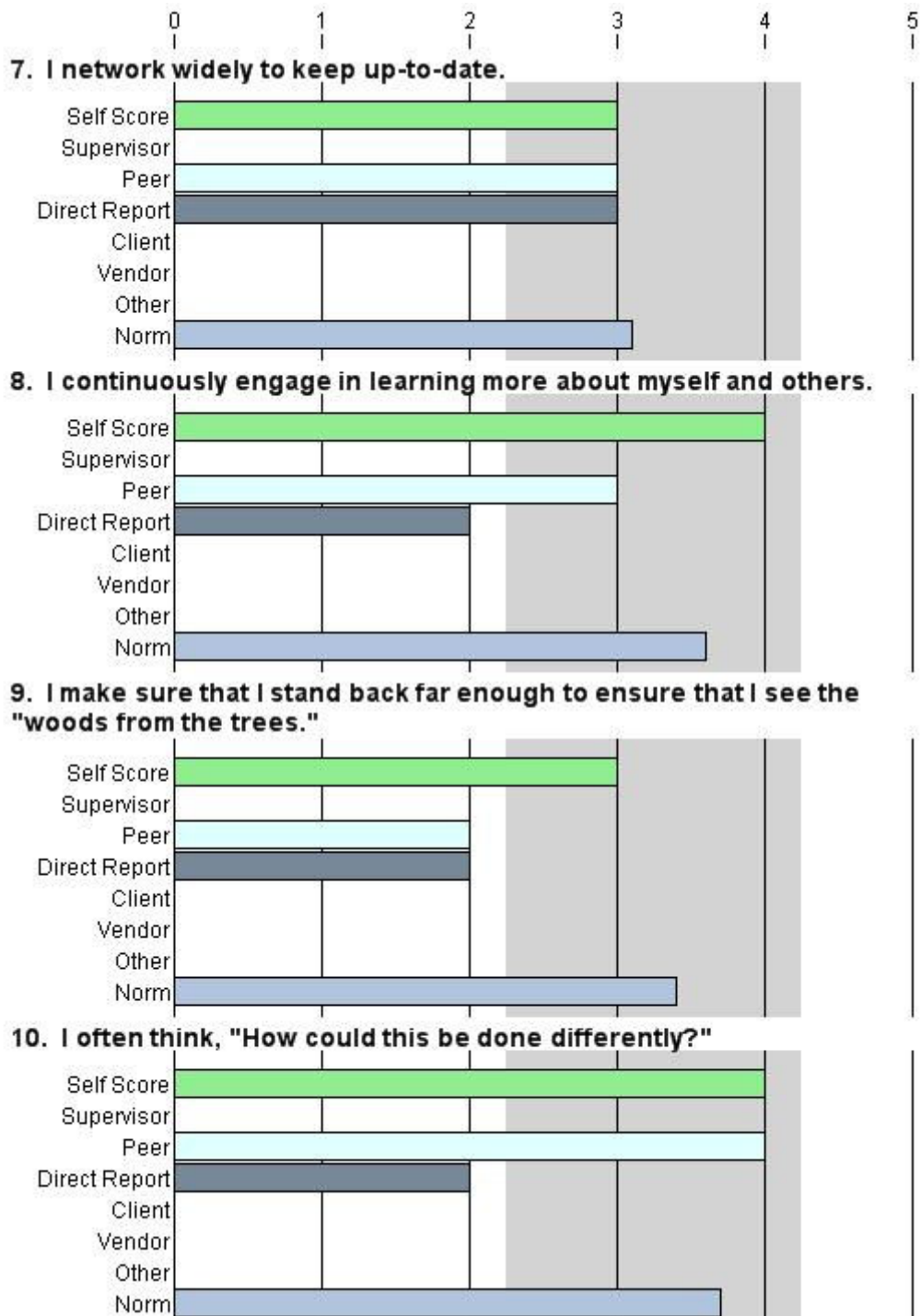


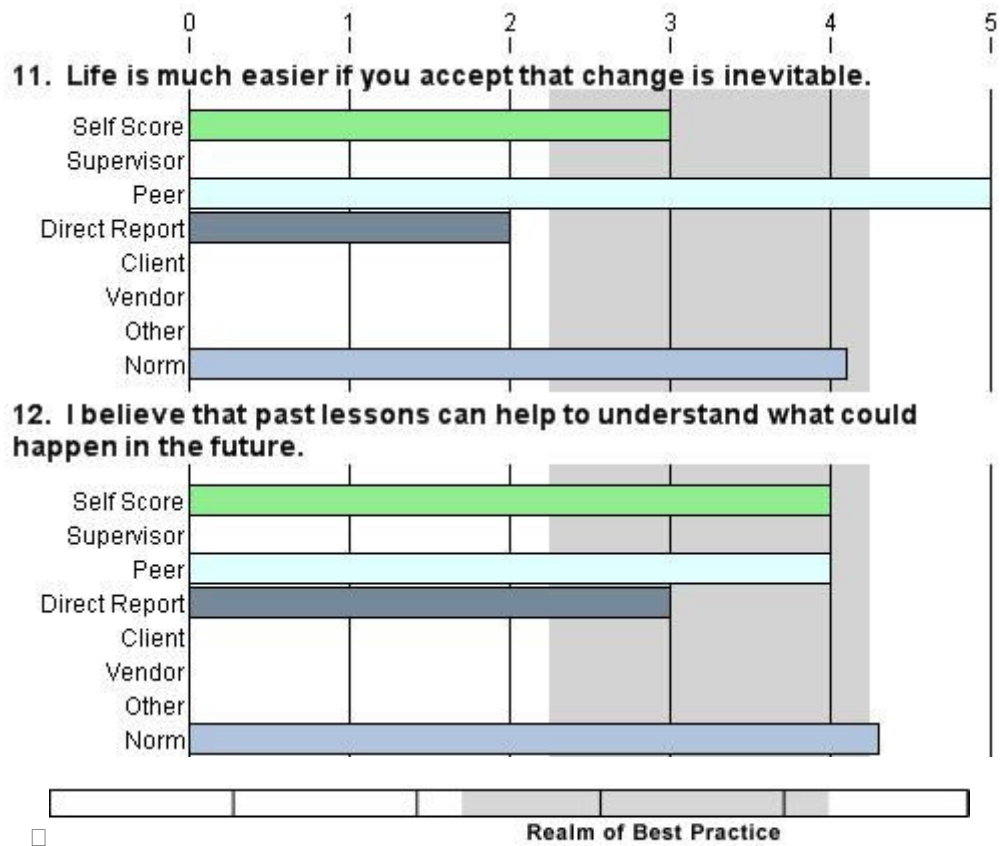
5. I like to set up a range of useful listening channels to help me know what is going on.



6. I develop contingency plans.







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Proactive thinking is the ability to maintain a conscious awareness of events and situations around you, and be ready to take action when you see change on the horizon. It asks the question: "To what extent do you regularly reflect upon what might happen in the future, and make small adjustments now to be as well prepared as possible?"

Improvement actions

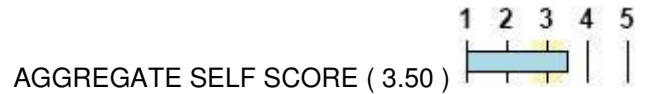
Low scorers need to build relationships with people in the organization known for their proactivity, and learn to emulate their behavior in thinking ahead, initiating small-scale change and finding ways to keep their knowledge and skills up-to-date and growing.

Proactive thinking □

- Build in some quality time to think about the future and possible change that could occur.
- Generate a range of possible scenarios and write down what might need to change now to avoid a problem or capitalize on an opportunity.
- When significant events or situations occur, try to anticipate what could happen.
- Plan how you might respond positively to new or unusual experiences.
- Look to network with a wide range of people to actively keep up-to-date and ahead of the game.

ORGANIZATION FOR CHANGE

Organization for change is the extent to which you take coordinated action to organize yourself and others to tackle small or large-scale change when it arrives. It asks the question: "How effectively do you build a well-structured and comprehensive plan to ensure that you are ready to respond to change positively?"



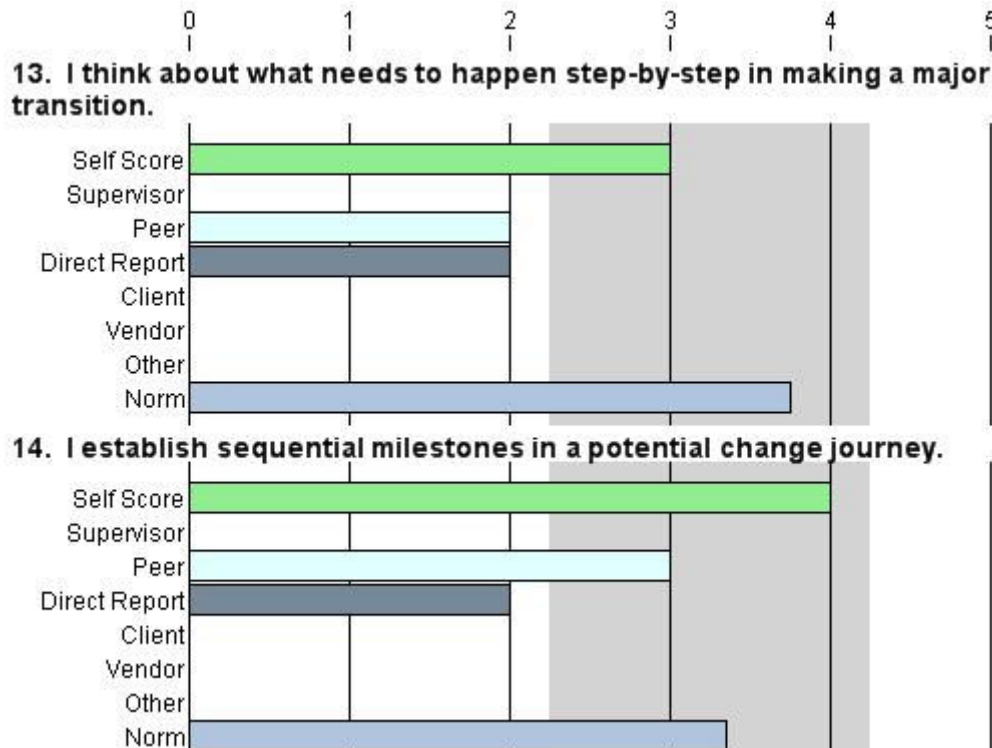
Interpretation

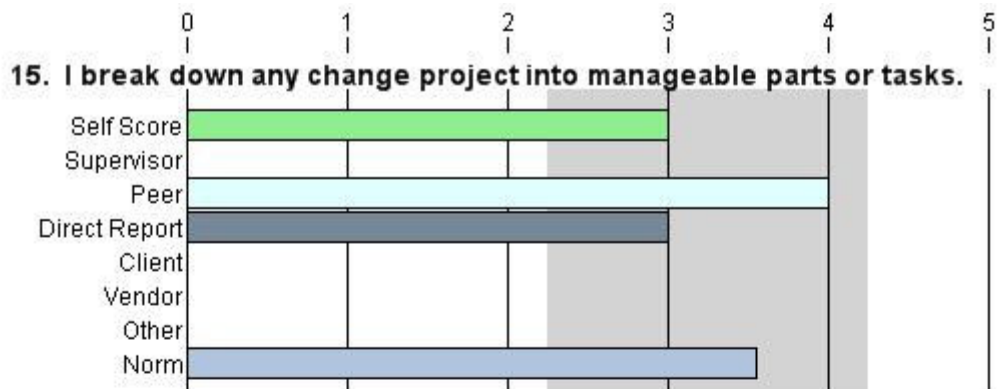
LOW (less than 2.75)

Scales predominantly in the ones and twos ("occasionally" and "almost never") likely mean that you spend insufficient time in planning for or organizing change to make it easier to handle. Change is, therefore, likely to be managed randomly and haphazardly as one amorphous event, rather than breaking it down and managing it in logical component parts. A low score person will likely manage change "just in time," as it arises, without the benefit of any preparation or organized approach or system to tackle it. This means that they will probably let the change manage themselves and others for whom they may be responsible, rather than controlling the change.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") likely mean that you are usually extremely well prepared for change, both personally and on a wider organizational scale. This usually means that you see minor and major change as an "event," or a project to plan and manage in a systematically and coordinated way, using any organizational tools that are appropriate. A high score person will likely use a range of different organizational tools and methods, as necessary, when change first appears on the horizon. They are, therefore, likely to develop specific plans, goals, and milestones, and organize for themselves those around them.

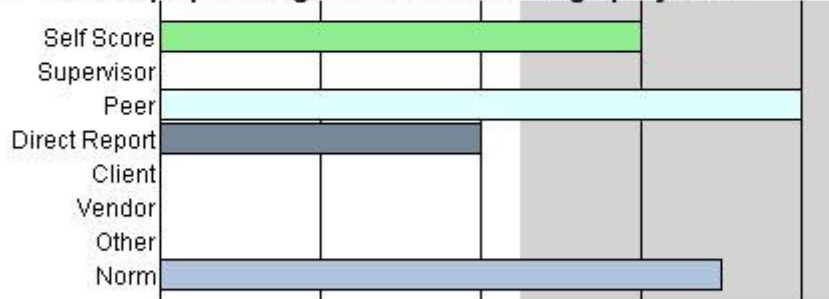




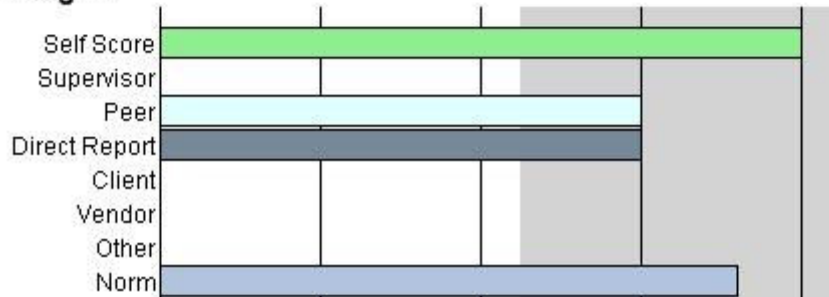
16. I look to quantitatively assess the impact of any change on myself and others.



17. I develop specific goals to tackle change projects.



18. I carefully assess the risks of change so that they can be managed.



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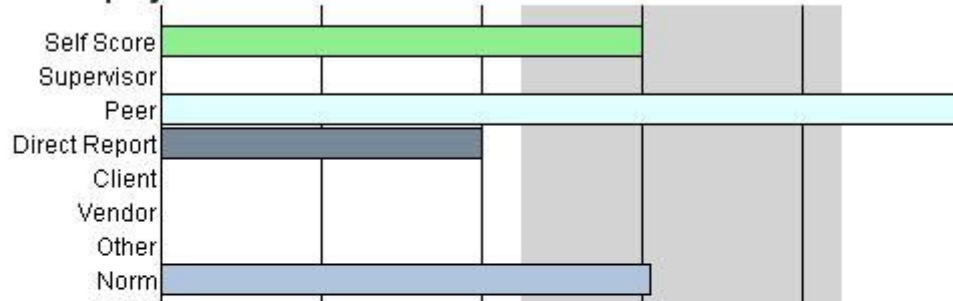
19. I assess who is likely to be affected by a change, and by how much.



20. I take responsibility for coordinating actions and/or groups of people in change projects.

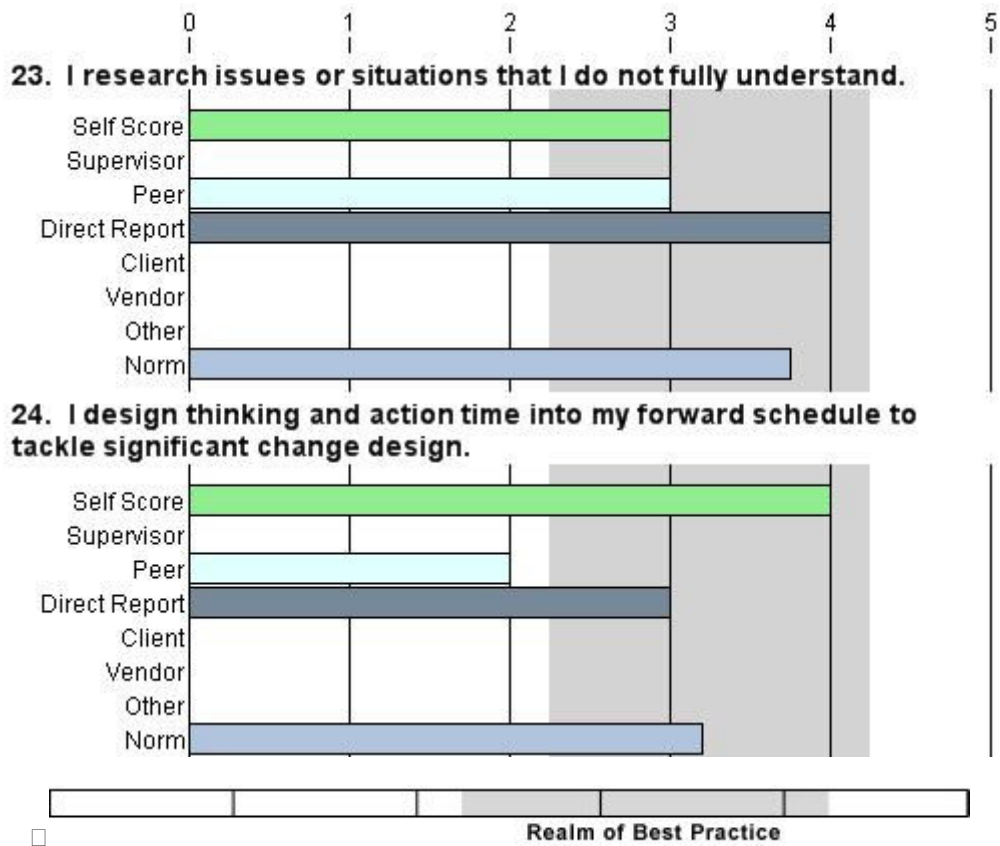


21. I design progress measurement systems and processes for major tasks or projects.



22. I carefully identify the major priorities that have to be faced.





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Organization for change is the extent to which you take coordinated action to organize yourself and others to tackle small or large-scale change when it arrives. It asks the question: "How effectively do you build a well-structured and comprehensive plan to ensure that you are ready to respond to change positively?"

Improvement actions

The low scorer needs to be much more systematic in being more organized for change at the earliest possible opportunity. To do this, they should ideally use a range of organizing tools and methods to assist themselves and others to tackle a variety of change situations. This may include checklists, prioritization sheets, forward planning event charts, diary systems, project planning techniques, risk assessment systems, and other similar tools.

Organization for change □

- Think about every reasonably significant change as a project (like moving a house or launching a new advertising campaign).
- Develop a written plan to include contingencies, milestones, and measures for each of your more significant projects.
- Think about how you will organize yourself, other people, and resources to cope day-to-day and week-by-week.
- Carefully assess the risks that you foresee before each significant change event or project takes place.
- Spend quality time looking ahead so you are prepared for change, or as unsurprised as possible when it occurs.

INVOLVING OTHERS

Involving others relates to the success of your efforts to talk and consult with others, to both gain and impart useful information. It asks the question: "How well do you network with people to understand or learn about their feelings, and to give and solicit ideas about handling change?"



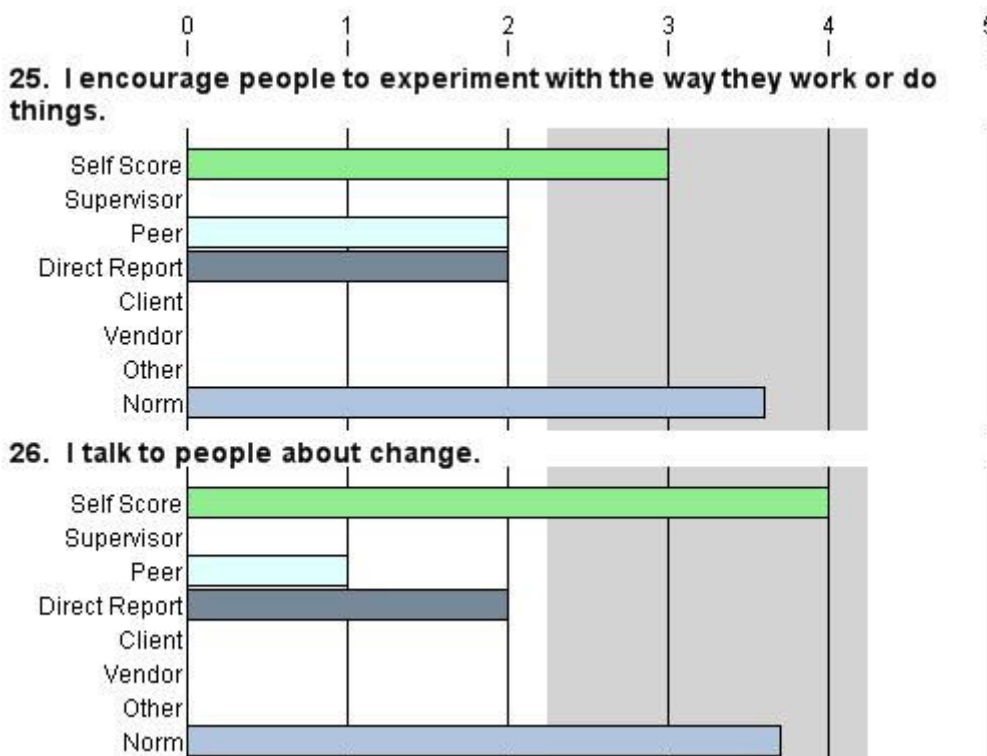
Interpretation

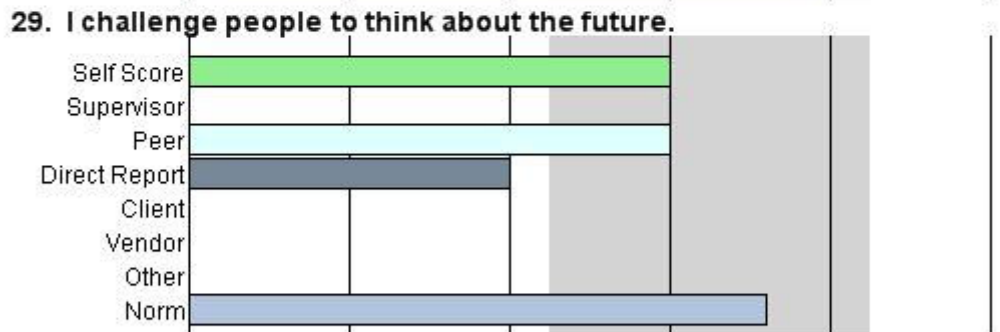
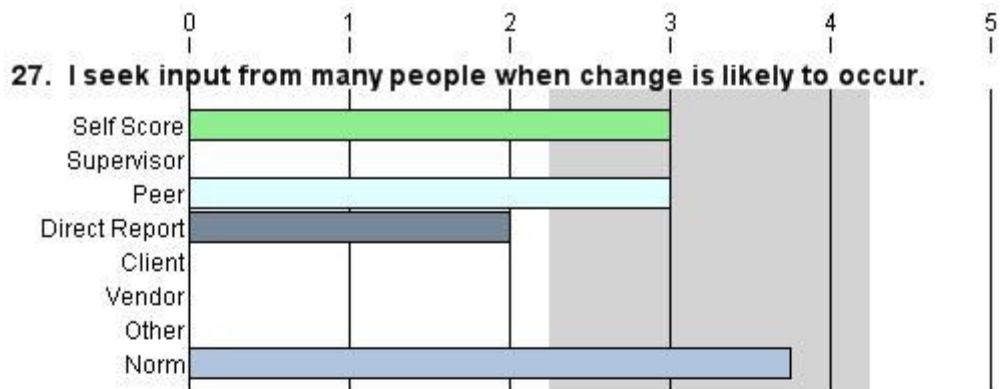
LOW (less than 2.75)

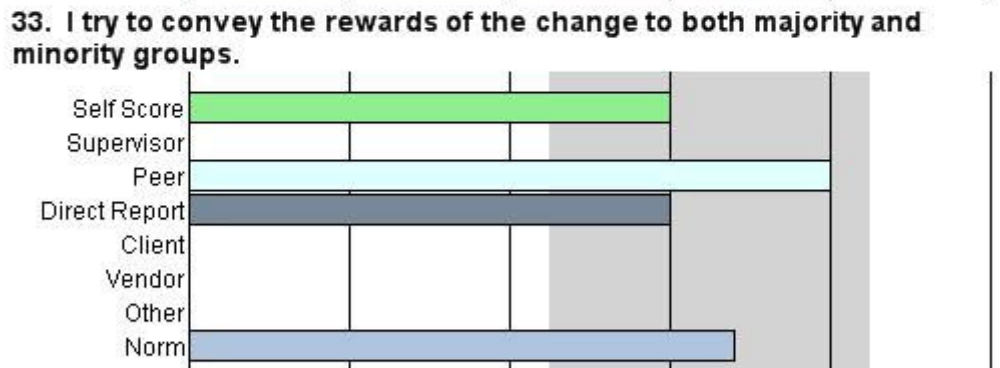
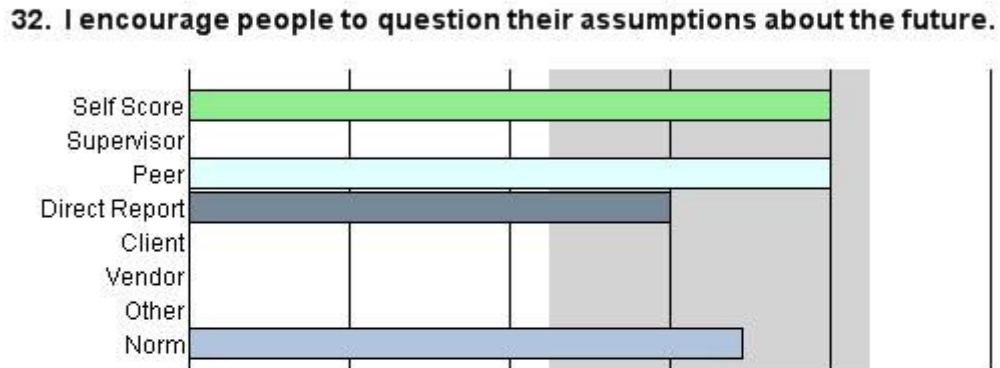
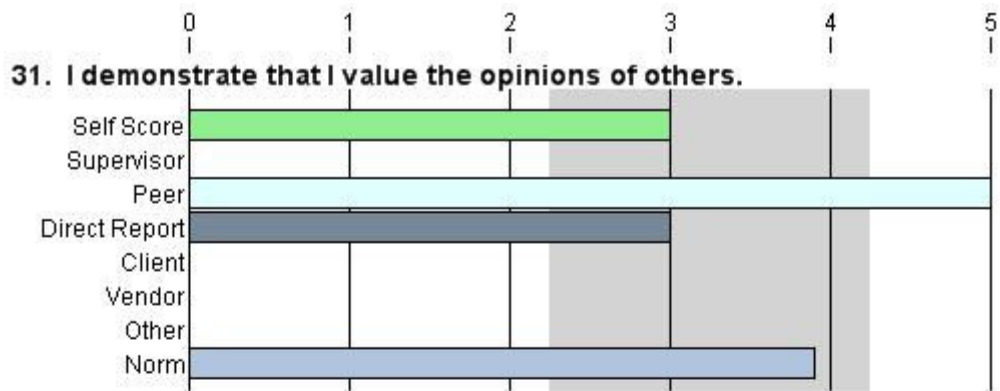
Scales predominantly in the ones and twos ("occasionally" and "almost never") likely mean that you rarely engage others in conversation about change (either when it arises or before it occurs as an anticipatory action). You are, therefore, more likely to handle change of any sort by yourself, with little input or interest in how others are handling it. A low score person will likely be something of a hostage to their own personal experience and thinking when change arises and adopt a "look after myself first" approach or attitude. They may, therefore, not seek to gain the input of others and not offer any advice, unless it is specifically requested.

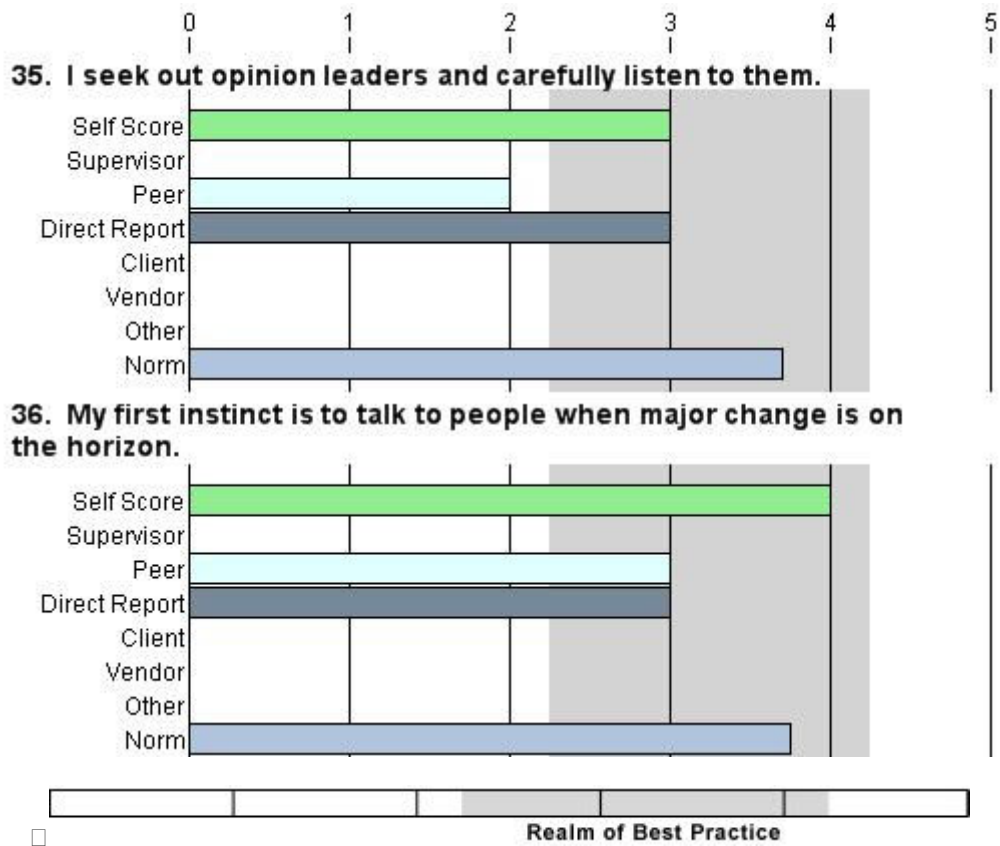
HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") likely mean that you almost instinctively look to involve other people in your thoughts and actions as soon as a change becomes apparent. This entails not only talking with others about known change, but inviting individuals and groups to think about future potential change and its various impacts. A high score person will likely see other people's opinions, experience, and skills as a "resource pool" from which the best ideas on how to handle change can be drawn and shared. As a result, they will both offer their own ideas or thoughts widely, and invite widespread comment and input from others.









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Involving others concerns the success of your efforts to talk and consult with others, to both gain and impart useful information. It asks the question: "How well do you network with people to understand or learn about their feelings, and to give and solicit ideas about handling change?"

Improvement actions

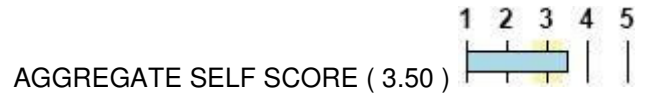
The low scorer needs to value the potential contribution and input of others around them to offer new insights on handling change, as well as offer to share their own input more widely. To do this, low scorers should seek people out at the earliest possible opportunity when change occurs, and adopt an open, two-way feedback approach that helps to build trust and cooperation.

Involving others

- Look to build relationships with people who are open and generous with their time.
- Ask people about their ideas and suggestions about how to tackle changes.
- Start to offer a few ideas and thoughts of your own (where you have experienced success).
- Solicit input from as many types of people as you can (especially the more reserved ones), to gain a better appreciation of reactions to change.
- Seek to regularize this informal exchange process as part of your daily schedule.

VISUALIZING THE FUTURE

Visualizing the future is the extent to which you spend time thinking about the medium and long-term future in order to identify a positive and compelling vision of what could be. It asks the question: "How well do you anticipate and find ways to describe what may happen in the long term to many people creatively or inspirationally?"



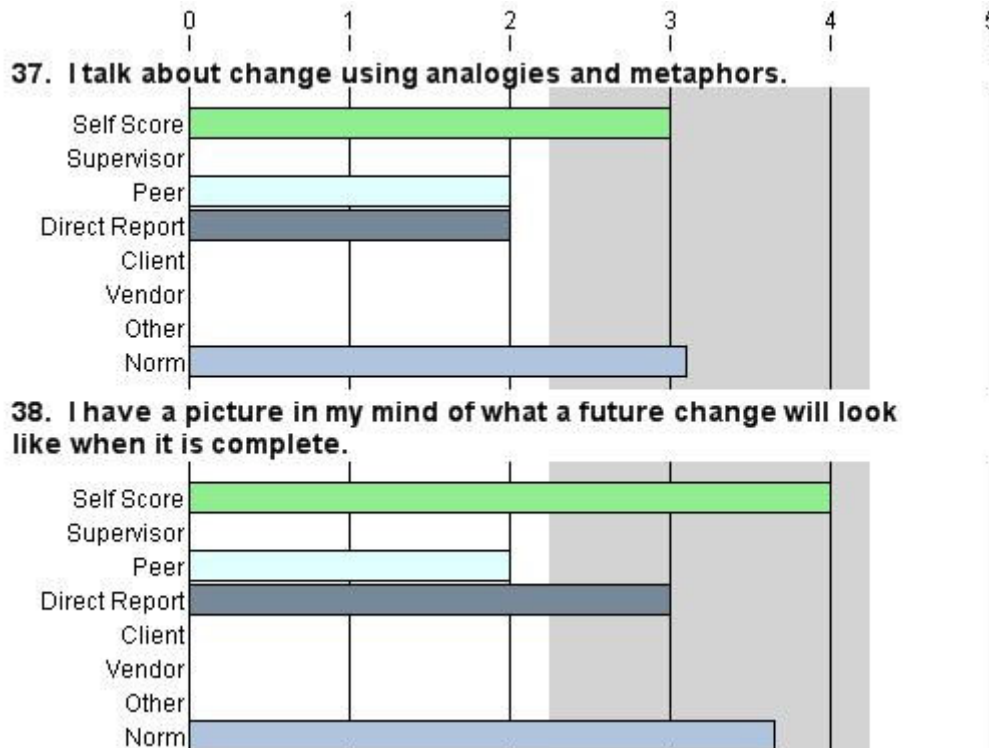
Interpretation

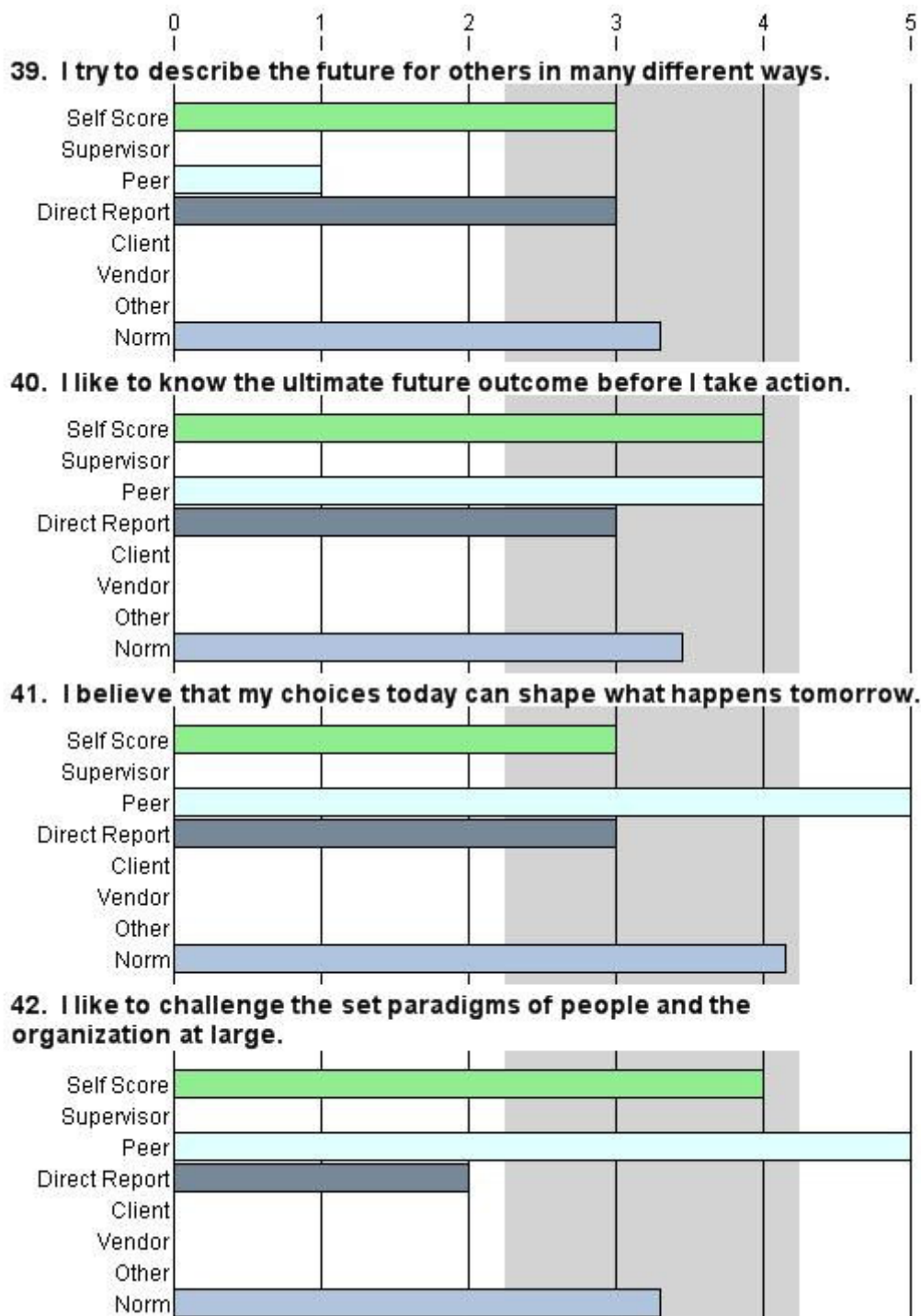
LOW (less than 2.75)

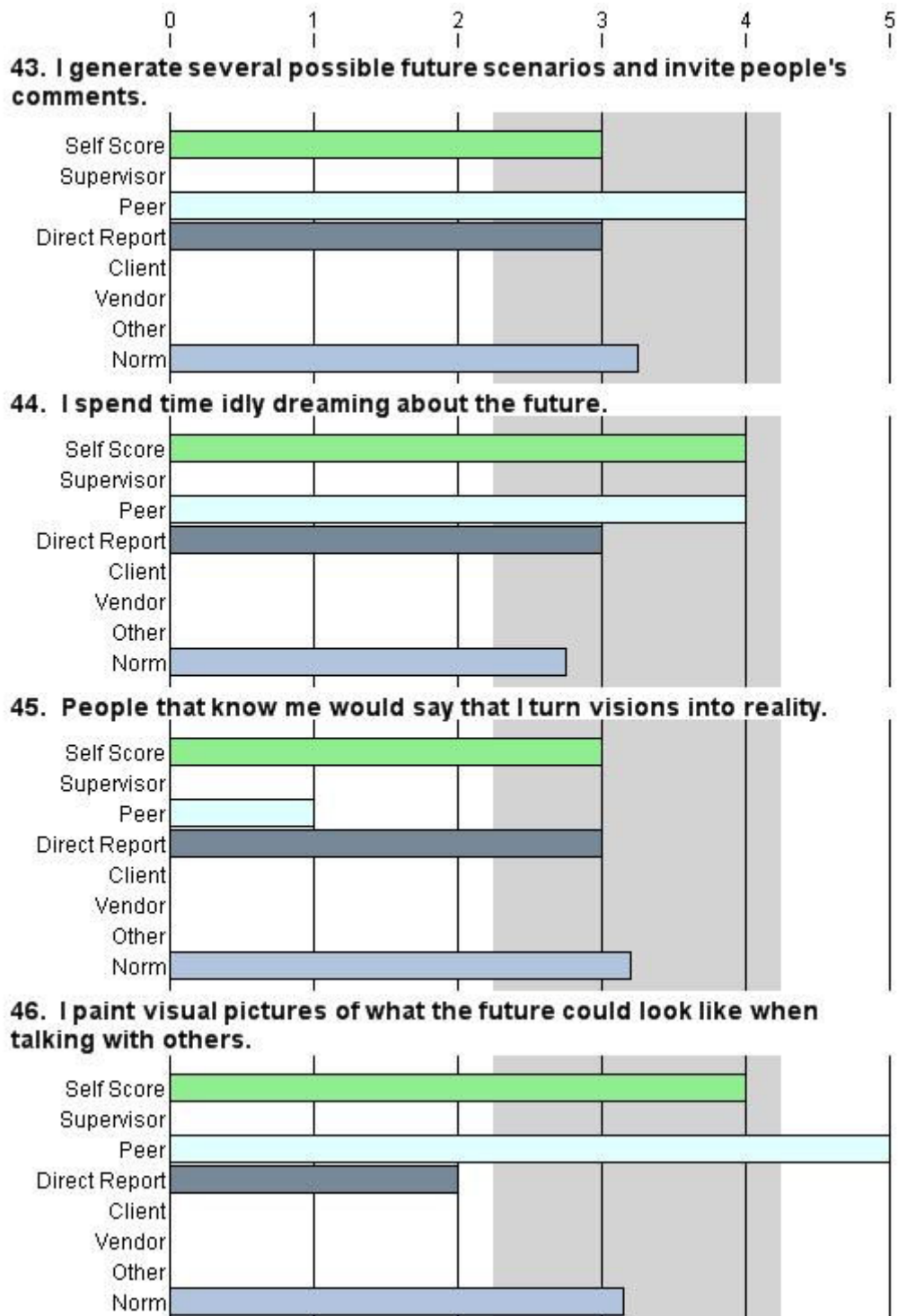
Scales predominantly in the ones and twos ("occasionally" and "almost never") likely mean that you live mainly in the present, and spend little time thinking about how the future might be better or worse as changes arise. You may also feel that your capacity to shape the future is limited or constrained, and therefore spend little or no time discussing or describing what it could look like to others. A low score person will likely focus on today most of the time, and avoid thinking about tomorrow or the long-term consequences of what they see changing around them. They will, therefore, generally adopt a very short-term perspective, and mainly only extrapolate from existing realities or what they see to be concrete, and from practical experience.

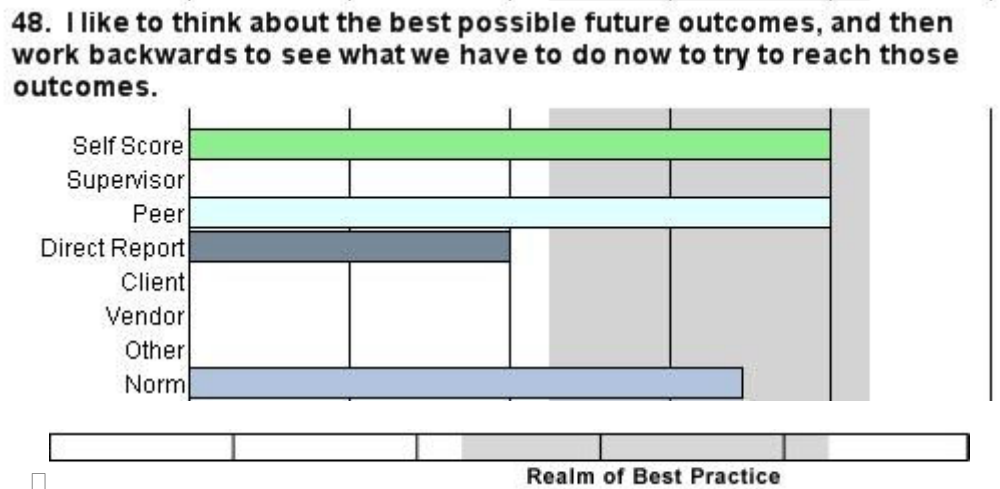
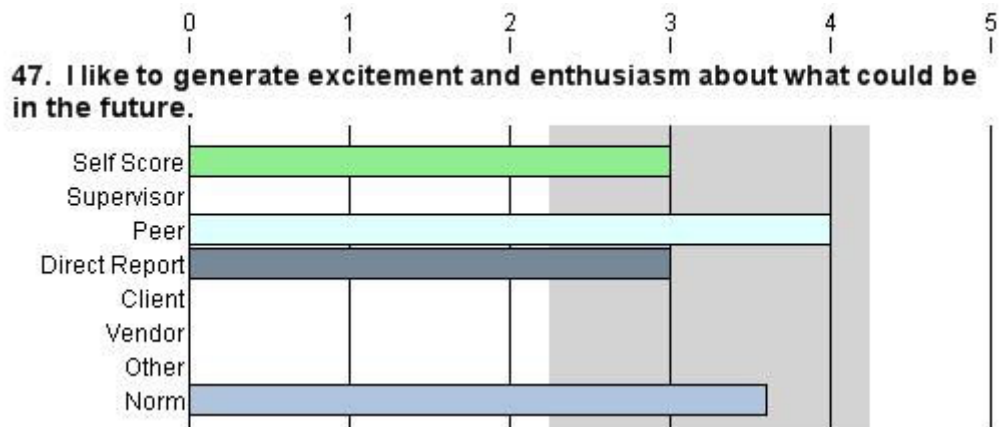
HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") likely mean that you have an inherent ability to picture or generate a range of different futures, and look to describe them to individuals and groups in a way that influences their actions today in order to help shape tomorrow. A high score person will likely engage people in conversation about the future and possible changes that could occur, and even generate creative scenarios that could come about if current actions or practices were changed (or people adopted different strategies today).









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Visualizing the future is the extent to which you spend time thinking about the medium and long-term future in order to identify a positive and compelling vision of what could be. It asks the question: "How well do you anticipate and find ways to describe what may happen in the long term to many people creatively or inspirationally?"

Improvement actions

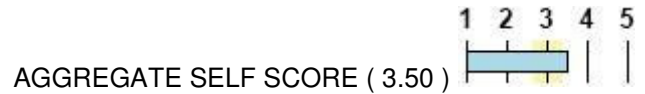
The low scorer needs to shift the balance of their focus from the present to spending more time reflecting on the future. Until it becomes comfortable or "natural," this can be done by engaging in structured discussions or brainstorming sessions about change, or the future in general. Individually, low scorers can also reflect more often on what could be, as opposed to what they believe will inevitably come about.

Visualizing the future

- Act enthusiastic about the future, and highlight the opportunities to do things in new, better, and more interesting ways.
- Sketch or draw your vision of the future on regular occasions, or find time to close your eyes and think about what tomorrow could be like.
- Having done this, work backwards to list all the things that would have to be initiated now or in the short-term to help this vision become a possible reality.
- Develop a list of future steps, in sequence, that would need to be taken to achieve your ultimate goals.
- Use analogies and metaphors to describe what you think the future could look like to capture people's imagination in different and interesting ways.

COMMUNICATING CLEARLY

Communicating clearly relates to your efforts to describe change in simple language, and in understandable and appealing ways for every individual and change-stakeholder group. It asks the question: "How plainly do you make yourself understood in talking about change at every level?"



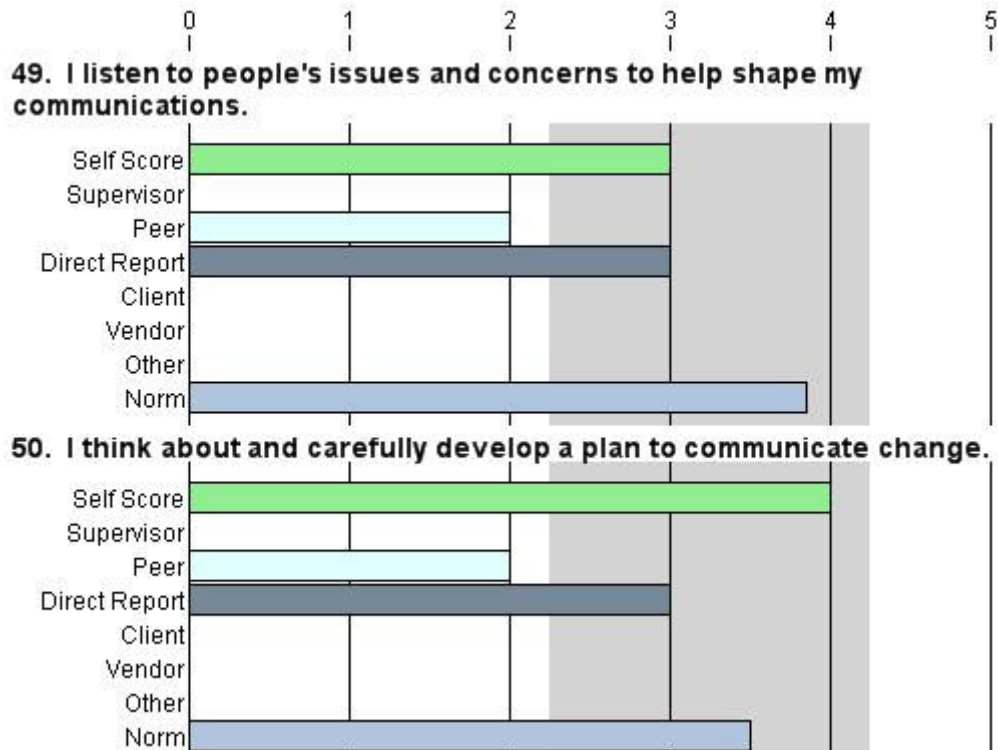
Interpretation

LOW (less than 2.75)

Scales predominantly in the ones and twos ("occasionally" and "almost never") likely mean that you tend to either keep your comments mostly to yourself in change situations, or accept poor communication as the inevitable consequence of the change process, and people's willingness to give and receive too much gossip and rumor. A low score person will likely communicate in an unclear way to others, and with little in the way of forward planning or consideration of their audience. They also may not vary or translate what they do communicate to help others to understand the changes that they may be facing, creating confusion or a realm of misinformation.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") likely mean that you see communication as the primary means by which people can arrive at the best solutions to manage the changes that they face. As such, you will see communication as the "oil" in the change mechanism, and spend a lot of time both talking and listening to people as widely as you can. A high score person will likely engage in a wide variety of communication "events," using a variety of means to ensure that people understand as much as possible, and to ensure that misapprehensions are kept to an absolute minimum. They will, therefore, spend a considerable amount of time both transmitting their messages in a variety of ways and in listening for feedback to hone their communication.

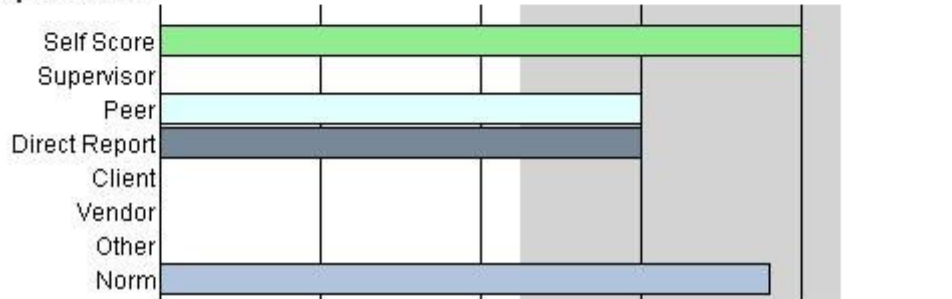


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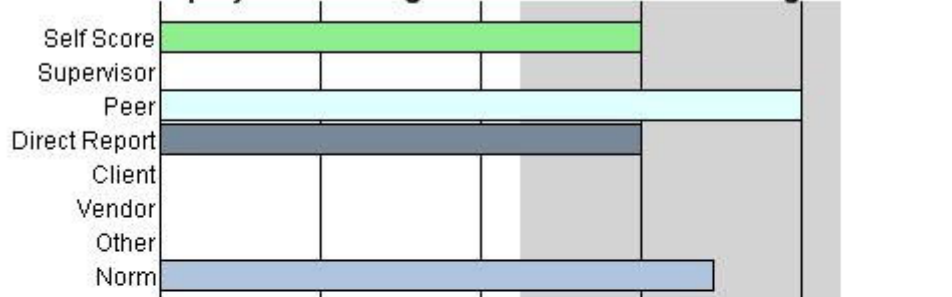
51. I use clear, simple language to describe what will be required of people in the future.



52. I ask as many questions as necessary to get a clear view of what is possible.

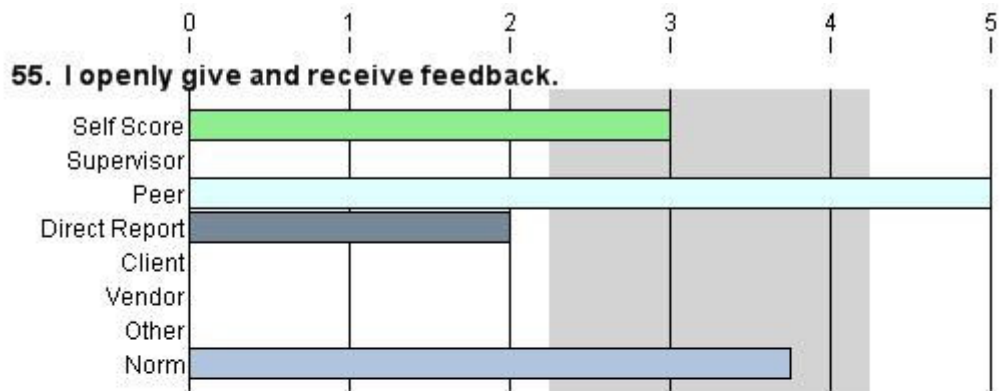


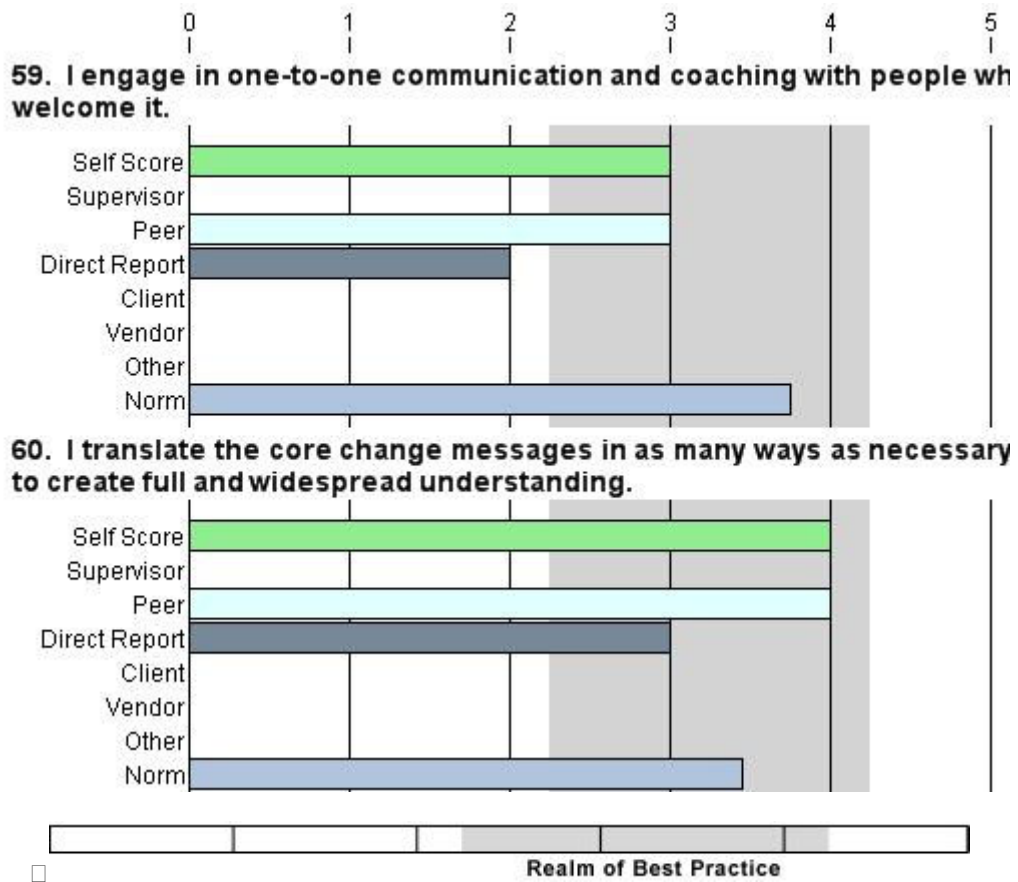
53. I talk to employees on a regular basis to discuss change issues.



54. I do not spread rumors or feed the "grapevine" when major change is imminent.







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Communicating clearly relates to your efforts to describe change in simple language, and in understandable and appealing ways for every individual and change-stakeholder group. It asks the question: "How plainly do you make yourself understood in talking about change at every level?"

Improvement actions

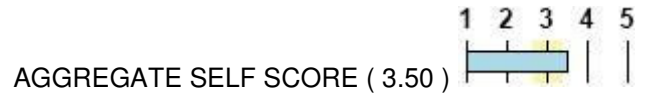
Low scorers need to actively use a variety of direct communication methods and means to give people a clear and concise view of what is happening at the earliest available opportunity (in order to stop the grapevine from becoming the prime mean by which people gain information). To do this, they can "walk the talk" in face-to-face conversation, make clear presentations, or even write short and precise communications. In addition, low scorers should actively listen to individual feedback and adapt their communication style and content to maximize clarity and understanding.

Communicating clearly

- Practice writing or presenting what is important for people to understand about a future change on one piece of paper before reading it aloud (to the mirror, your family, or even a pet if you have no one else to listen).
- Think about the different audiences that will receive your message, and how it might need to be adapted to make it entirely clear to everyone.
- Carefully monitor rumors or gossip, so as to feed the right information to people whenever necessary.
- Translate any information that may be complex or confusing, so that every individual can readily understand it.

BREAKING FROM THE PAST

Breaking from the past is the extent to which you can successfully ease yourself and others away from the familiarity of past approaches and toward the benefits of the "new order." It asks the question: "How effectively do you draw a firm line between the past and the future in order to make a visible transition for others to see?"



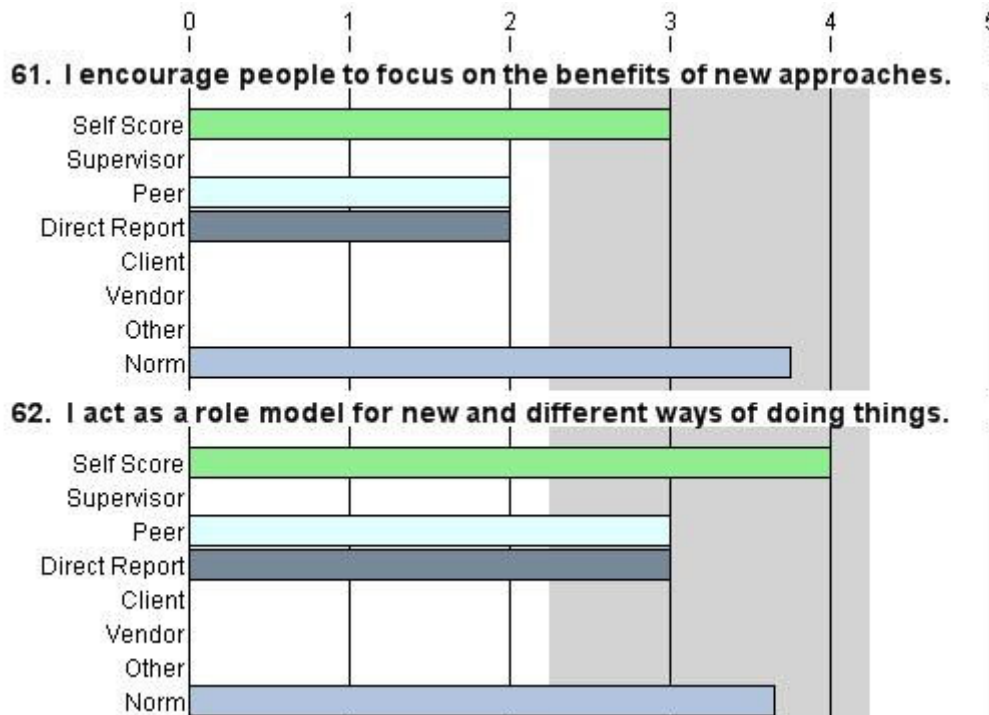
Interpretation

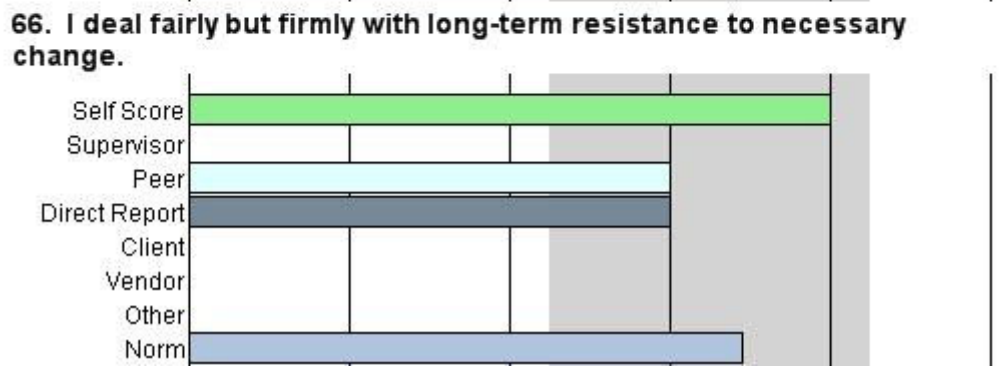
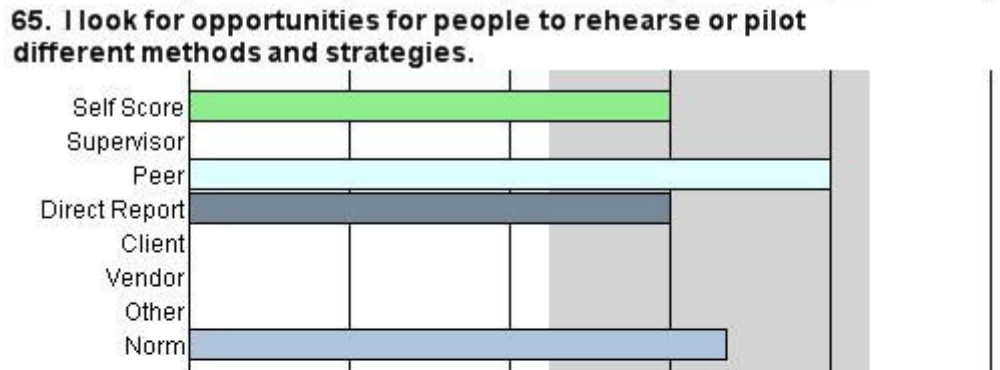
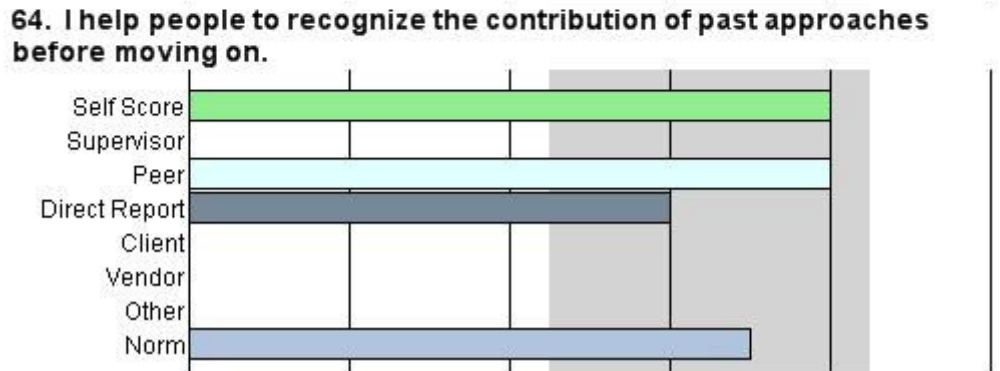
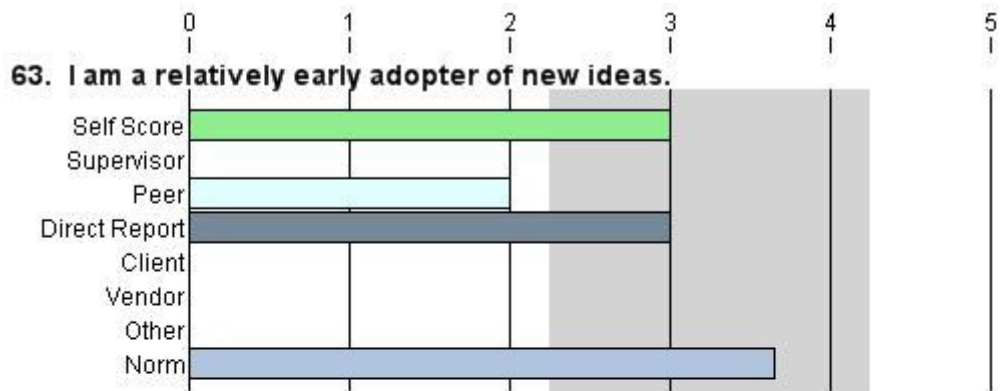
LOW (less than 2.75)

Scales predominantly in the ones and twos ("occasionally" and "almost never") likely mean that you allow people to stick with the old or traditional approaches for much too long when change is suggesting a different and better way. In addition, you may personally show visible concern about future change, and will quietly wait until others have gone first before you will follow them. A low score person will be likely to let people stick to their past practices, regardless of whether or not this is in their long-term best interest. In addition, they may openly resist change for personal reasons, and therefore slow the transitional process down until others have "tested" the ground and proven that the "new" way has been proven to be better.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") likely mean that you are generally comfortable as a role model for others in adopting new practices and methods, or even pioneering a new approach to encourage people to follow. In addition, you will seek to encourage people to make the transition and leave their old ways behind them, sometimes even firmly, if necessary. A high score person will likely accept that there is always scope and opportunity to improve upon past practice or approaches, and to adopt change at a reasonably early opportunity. Furthermore, they are likely to encourage others to see the downside of sticking with the old ways, and be a firm advocate for the benefits associated with the new way.





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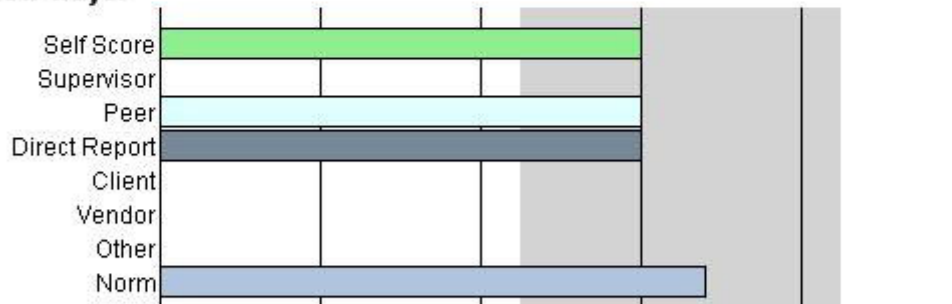
67. I am happy to be a pioneer when it helps myself and others to change positively.



68. I work hard to keep people from "burying their heads in the sand."

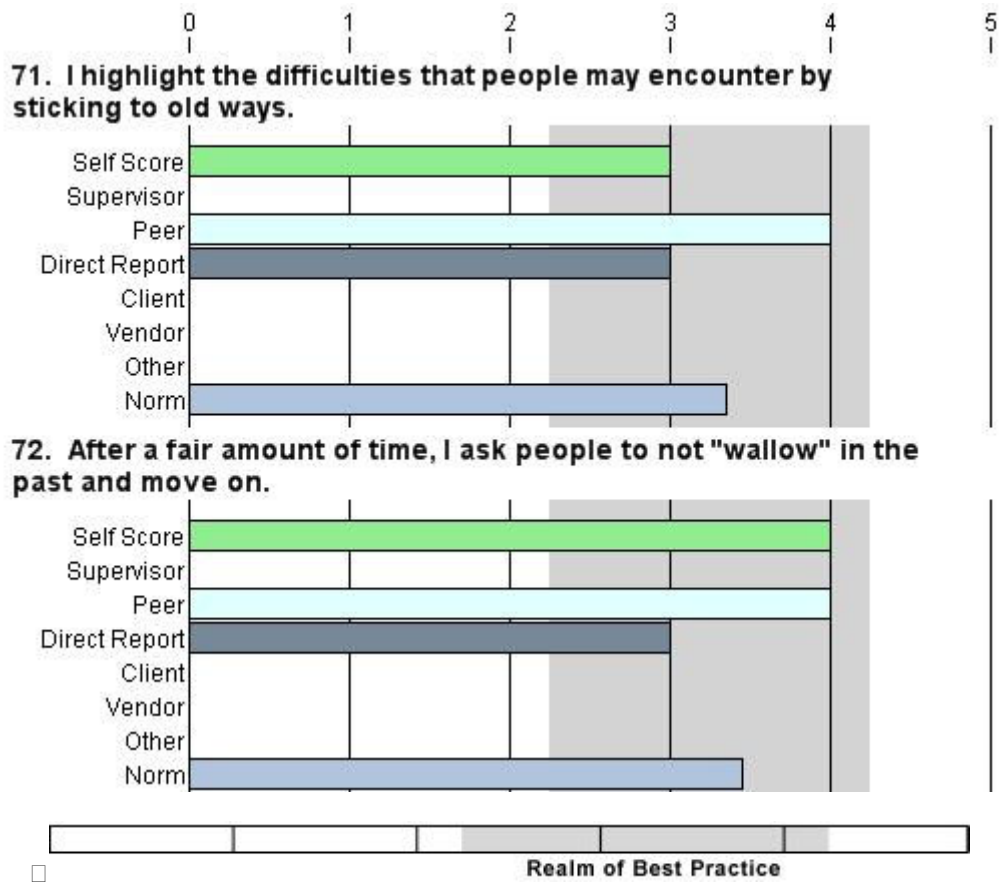


69. I identify specific steps to help people transition from old to new ways.



70. I describe the downside of sticking with old or outdated methods or approaches.





Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

Breaking from the past is the extent to which you can successfully ease yourself and others away from the familiarity of past approaches and toward the benefits of the "new order." It asks the question: "How effectively do you draw a firm line between the past and the future in order to make a visible transition for others to see?"

Improvement actions

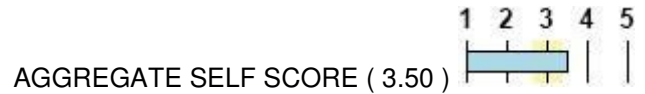
Low scorers need to more positively see any change as an opportunity to improve or make things better, and to quickly appraise where past practices are clearly inferior and need to be discarded. They can, consequently, more strongly advocate the positive in particular changes, and help and encourage people to face up to some of the more inevitable realities that they face.

Breaking from the past

- Look to draw early comparisons of past and future approaches or practices, once you have evidence that the new way is better or clearer.
- Develop different ways to describe the non-benefits of the old and the value of the new ways.
- Firmly but fairly lead people to talk about new changes, rather than to ignore them or criticize them gratuitously.
- If possible, find a visible way to be a role model for others to accept new change willingly.

CONSOLIDATING NEW LEARNING

Consolidating new learning is the extent to which you actively engage in personal learning and offer to coach others in handling change by "taking the plunge" in a safe environment. It asks the question: "How well do you create an environment in which people feel comfortable to take on or learn new skills and behaviors without fear or trepidation?"



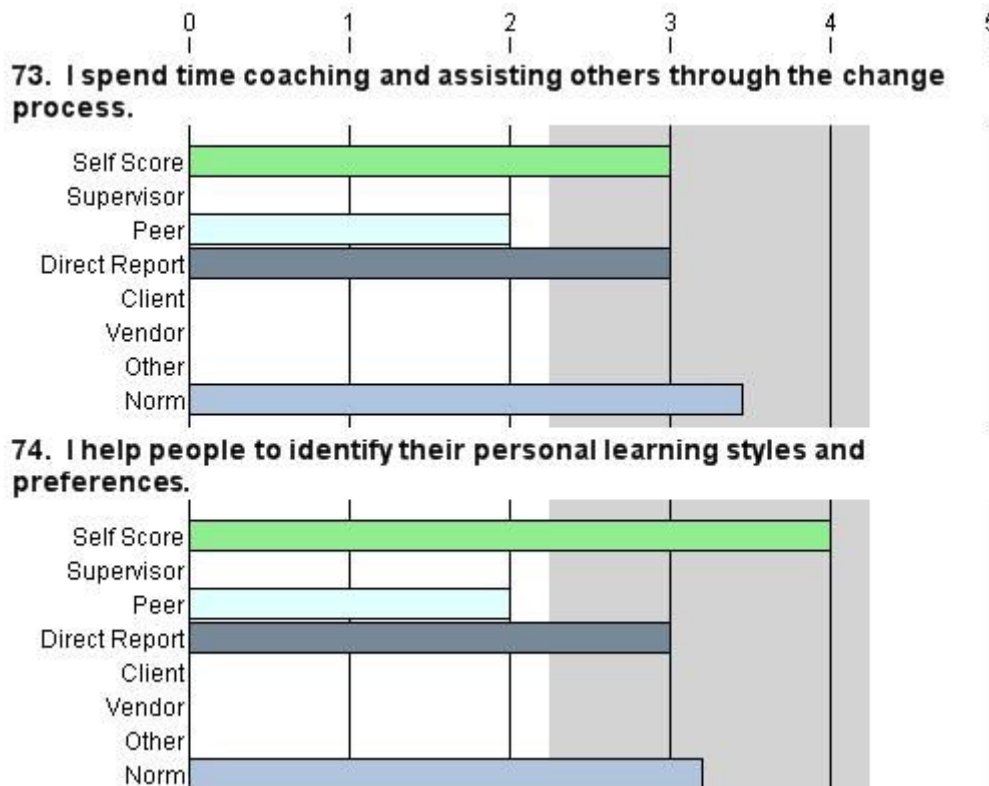
Interpretation

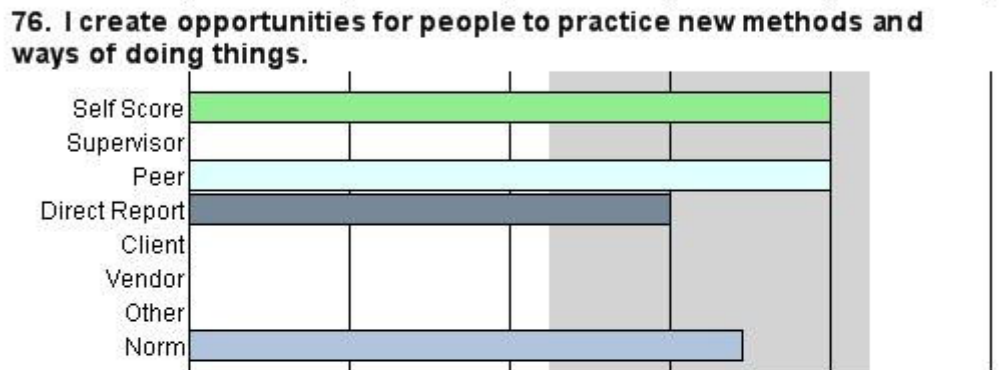
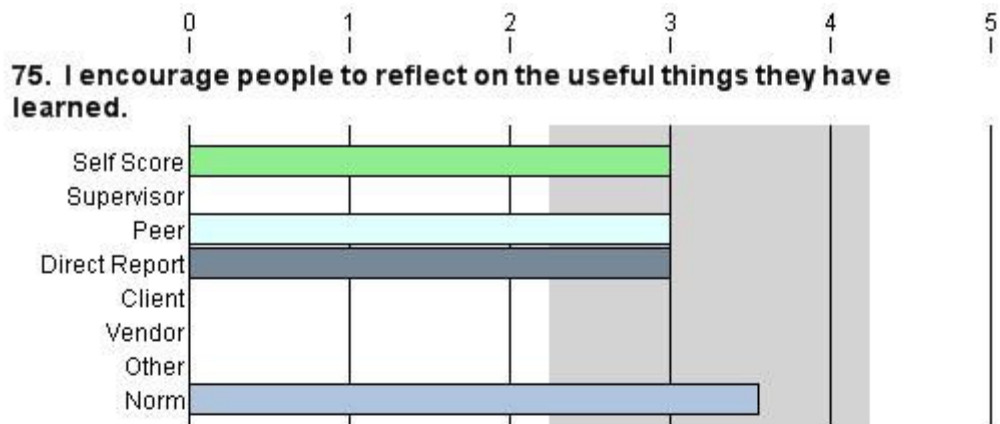
LOW (less than 2.75)

Scales predominantly in the ones and twos ("occasionally" and "almost never") likely mean that you generally remain uncomfortable with new practices personally, and offer little or no help to others to assist them in coping with changes or in successfully climbing their learning curve to feel positive and comfortable as quickly as they can. A low score person will likely let people get on with new practices with little or no support, offering insufficient opportunity to practice new skills, learn new behaviors, or reduce fear or anxiety through coaching, training, or practice.

HIGH (greater than 3.5)

Scales predominantly in the fours and fives ("almost always" and "very frequently") likely mean that you are adept at convincing both yourself and those around you to become comfortable with the changed practices and methods they face through increased levels of self-awareness and ongoing learning, and by making it easier to practice new ways or new skills. A high score person will likely design and offer a range of intervention strategies to assist people in understanding the change around them, and in adopting new practices in a way that makes it as easy as possible for them. This is likely to include as much coaching, instruction, practice, and learning opportunity as necessary.



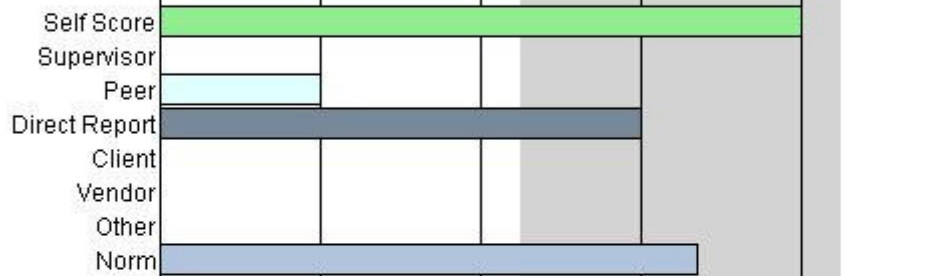


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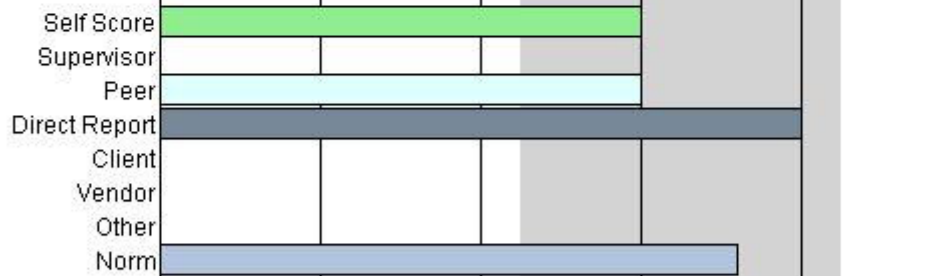
79. I ask people directly what they need in the way of support and/or training.



80. I quickly find ways to standardize changed methods or practices.

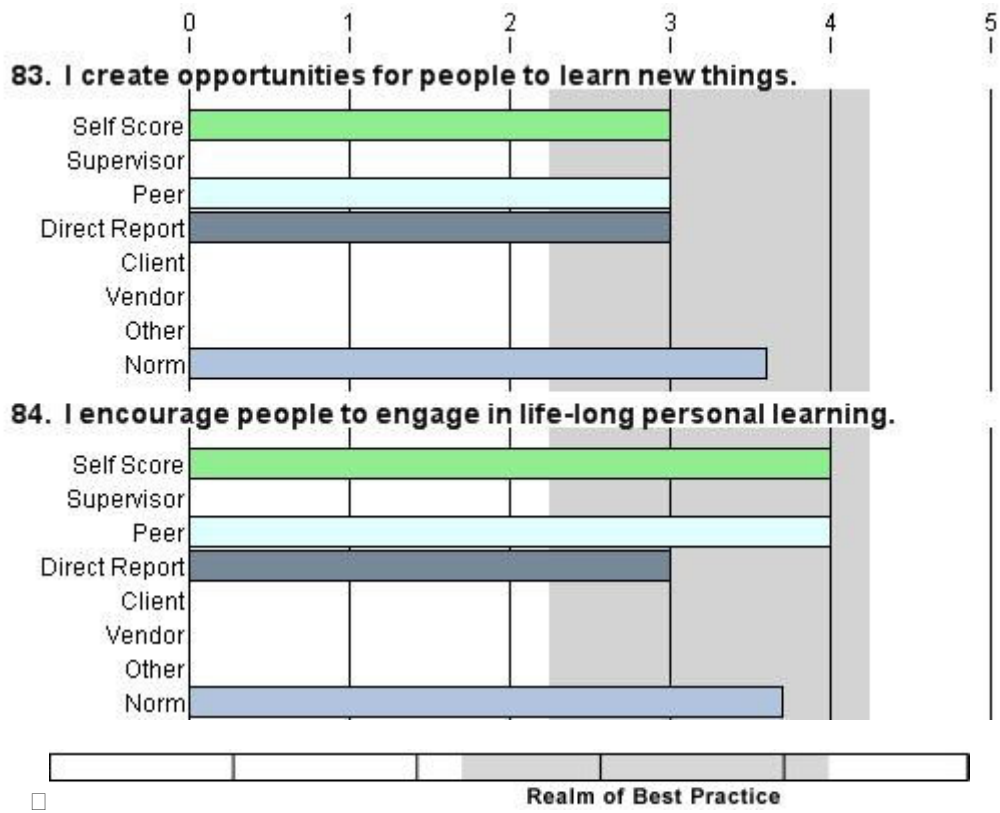


81. I seek ways to make new approaches comfortable and easy to adopt.



82. I coach people individually to reduce fear or anxiety, whenever necessary.





Norm bars shown on this chart are the progressive average scores of all individuals rating themselves on this questionnaire.

Consolidating new learning is the extent to which you actively engage in personal learning and offer to coach others in handling change by "taking the plunge" in a safe environment. It asks the question: "How well do you create an environment in which people feel comfortable to take on or learn new skills and behaviors without fear or trepidation?"

Improvement actions

Low scorers need to give others the regular help necessary to come to terms with change, and time to learn about them-selves and their ability to cope by making the environment as safe as they can. This means thinking about individual or group reactions and coming up with learning strategies and tactics that work for them, and to quickly help stretch people to independent success.

Consolidating new learning

- When planning any change transition, design and develop progressive opportunities for people to gently take on new practices or behaviors.
- Make sure that people do not feel coerced or "jettisoned" too quickly, to the point where they become uncomfortable and fail to standardize and learn to cope by themselves.
- Create opportunities for people to pilot, practice, test, or experience a change in a limited way to help them come to terms with it on a wider scale in the future.
- Evangelize to people about the benefits of continual learning and broadening the mind.

THE 10/10 REPORT

Top 10 Strengths

Proactive Thinking

4. I think through the future implications of all my major actions and decisions. 4.00

Organization for Change

22. I carefully identify the major priorities that have to be faced. 4.00

Communicating Clearly

54. I do not spread rumors or feed the "grapevine" when major change is imminent. 4.00

Consolidating New Learning

78. I work hard to bring about a safe environment, where honest mistakes can be made. 4.00

Proactive Thinking

1. I spend a lot of time anticipating what the future might hold. 3.67

3. People who know me would say that I am generally well prepared for change. 3.67

5. I like to set up a range of useful listening channels to help me know what is going on. 3.67

12. I believe that past lessons can help to understand what could happen in the future. 3.67

Involving Others

31. I demonstrate that I value the opinions of others. 3.67

32. I encourage people to question their assumptions about the future. 3.67

Top 10 Development Needs

Proactive Thinking

9. I make sure that I stand back far enough to ensure that I see the "woods from the trees." 2.33

Organization for Change

13. I think about what needs to happen step-by-step in making a major transition. 2.33

Involving Others

25. I encourage people to experiment with the way they work or do things. 2.33

26. I talk to people about change. 2.33

Visualizing the Future

37. I talk about change using analogies and metaphors. 2.33

39. I try to describe the future for others in many different ways. 2.33

45. People that know me would say that I turn visions into reality. 2.33

Breaking from the Past

61. I encourage people to focus on the benefits of new approaches. 2.33

Organization for Change

19. I assess who is likely to be affected by a change, and by how much. 2.67

Involving Others

27. I seek input from many people when change is likely to occur. 2.67

COURSE AND READING SUGGESTIONS

The following are general reading and course suggestions that may help you to better understand the two categories in which your scores were the lowest and to assist you in writing your development plan.

Organization for Change

Organization for Change is the extent to which you take coordinated action to organize yourself and others to tackle small or large-scale change when it arrives. It asks the question: "How effectively do you build a well-structured and comprehensive plan to ensure that you are ready to respond to change positively?"

Course Suggestion

- Managing People
- Influencing Others
- Empowerment
- Networking Skills
- Communication Skills

Other Suggestion

- Talk to different types and styles of people to gain a deeper perspective on their attitude to minor and major change.
- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

Reading Suggestion

- Managing Transitions: Making the Most of Change. William Bridges: 1991.
- The Change Handbook. Peggy Holman: 1999.
- Enlightened Leadership - Getting to the Heart of Change. Ed Oakley and Doug Krug: 1994.
- Building Trust at the Speed of Change. Edward Marshall: 1999.
- The Change Management Workbook. Helen Jones and Jon Warner: 1999.

Involving Others

Involving Others concerns the success of your efforts to talk and consult with others, to both gain and impart useful information. It asks the question: "How well do you network with people to understand or learn about their feelings, and give and solicit ideas about handling change?"

Course Suggestion

- Change Management Strategy
- Organizational Skills
- Project Management
- Delegation Skills
- Strategic Planning
- Contingency Planning

Other Suggestion

- Start to mentally plan different likely future scenarios for which preparation now would make life considerably easier in the future.
- If you feel comfortable doing so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects, and other possible support they may be able to offer to improve your skills.

Reading Suggestion

- The Change Management Toolkit, Gary Starke, Dutch Holland, Bill Rogers and Diane Landon: 1999.
- Control Your Destiny or Somebody Else Will. Noel Tichy and Stratford Sherman: 1999.
- Lightning in a Bottle-Proven Lessons for Leading Change. David Baum: 2000.
- Navigating Change. Donald Hambrick and David Nadler (Eds): 1997.
- Leading Change. John Kotter: 1996.

DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report, and ideas that are suggested in the attached coaching tips.

9. I make sure that I stand back far enough to ensure that I see the "woods from the trees." Score: 2.33
Action to Take:

13. I think about what needs to happen step-by-step in making a major transition. Score: 2.33
Action to Take:

25. I encourage people to experiment with the way they work or do things. Score: 2.33
Action to Take:

26. I talk to people about change. Score: 2.33
Action to Take:

37. I talk about change using analogies and metaphors. Score: 2.33
Action to Take:

Proactive Thinking

Make sure that you stand back far enough to see the forest for the trees.

Backing away from things permanently is often considered to be an avoidance behavior. However, standing back a little to gain a broader picture or perspective is most always a helpful step to take. This step is especially important when we have been so close to a project that we have lost some of our perspective.

Standing back helps to introduce a sense of detachment, which is vital to maintaining a clear sight on issues. It is then that we often see an issue in its real context, because the standing back reveals the bigger picture. It can also reframe our passions and energies to be more in line with our primary goal of managing ourselves and others to handle the change process effectively. When we stand back, we see options or threats emerging that we had previously blocked out or that were just hidden from our view. With the fresh view that time and reflection can often offer, we might be fortunate enough to identify the need for a contingency plan in sufficient time and take action accordingly.

Consider doing the following to improve your overall effectiveness in this area:

- Develop the ability to take a mental “helicopter” view on a regular basis. Think about which wider or larger issues the current situation brings up.
- Although it will take some practice, guard against getting too close to an issue or becoming consumed by the details before you know how what you are doing fits into the bigger picture.
- Actually plan to stand back from the day-to-day issues on a regular basis (e.g., every week, during Phase 1 of a project, etc.). If you tend to get “passionate” in meetings, make plans not to push your view. Instead, ask for more information from the other party or parties in order to gain a broader context.
- Ask someone you respect to “buddy” you and help you re-focus when you appear to be going off-track.
- Do something entirely different for a while when you feel you are stuck. Then return to the issue, report, or project fresh and renewed.

Organization for Change

Think about what needs to happen step-by-step as you make a major transition.

Managing change requires us to use reasoned thinking in order to put all the complex parts together. If you have ever completed a jigsaw puzzle that contained sky or sea areas in the same color, you will know that working out from the center or working in from the edges will frequently provide you with the best solution.

Change works the same way: we need to adopt a step-by-step approach so that we can go forward positively in times of confusion.

Change projects almost always introduce many variables that alter our plans to a lesser or greater extent. Whatever the size of the change, the only way to ensure that you can really handle the transition is to plan the journey step-by-step, and take into account the likely issues that will need to be tackled along the way.

Here are some ways to do it:

- Assess your key personal motivators. For example, are you an action-driven person who most enjoys it when things are happening? Or are you a more strategically driven, long-term thinker who is happy to be reflective? What should you change in order to plan more carefully in the future?
- Reflect on some major event in the public arena, and identify where inadequate thinking about the steps of the transition might have contributed to the poor outcome. What lessons might you apply from this?
- Understand from some personal event in your life (losing weight or increasing fitness or buying property) what the steps were that needed to happen in order for you to reach the desired outcome. How might you translate these examples to your work-based change projects?
- Analyze a previous change process you have been involved in as a participant, and identify what the major steps were to make the transition.
- Transition is all about moving from one point to another. Think about a forthcoming transition that needs to occur, and draft the steps or major milestones that you think need to be in that plan.

Involving Others

Encourage people to experiment with the way they work or do things.

Many organizations work hard to set clear goals, write detailed objectives for their employees, and even develop comprehensive job descriptions that spell out daily tasks. All of this effort is an attempt to clarify, reduce uncertainty, and make sure that the organization's energy is directed in one overall direction. Unfortunately, prescriptive organizational approaches create rigidity and even act to constrain people's action.

It is important that all organizations give their people some freedom over what they do at work. Specify the "what" (or what outcomes are required) and give them room to decide on the "how"—that is, how they go about achieving the goals. Give individuals room to experiment with the work that they do and the way that they do it, and they will feel positive and empowered.

Consider doing the following to improve your overall effectiveness in this area:

- Create opportunities for people to get together and to exchange ideas about how they can improve methods and be more efficient and effective.
- Solicit feedback from people who were involved in a previous change. Ask them how much more they would have achieved had they been allowed to experiment more or been given more time to try different approaches.
- Reflect on your ability to trust others to take responsibility for changing the way they work or to adopt new methods.
- Think back on a time when someone else trusted you, and what this did to encourage your learning. Plan to use similar behaviors for your next change project.
- Try to give your colleagues or team members broad guidelines about what has to be achieved, but leave the details to them. Let them determine how they will go about doing the work.
- Learn to delegate more. It's a key skill for every individual at all levels of the enterprise, and there are excellent books on this topic.

Involving Others

Talk to others about the change, particularly employees.

Change is not something that people like to have sprung on them. Warm them up to the change, and they will more quickly accept and handle the change. If they are involved in the planning stage, they will ultimately accept what is happening and be supportive.

Talking with people helps to set the climate for change. This can be done in a variety of ways. Whatever the circumstances, the goal is to get individuals to share their fears and concerns, as well as their hopes and desires. Let these things be openly expressed so commonly felt issues can be addressed.

Consider doing the following to improve your overall effectiveness in this area:

- Schedule time to talk with a range of different people about how they feel about changes the organization might face.
- Make time for informal conversations with others.
- Try to find out what people are worried about and the reasons for their concern. Think about what you can do to address these concerns.
- Try to describe future change (large and small in scale) in positive terms, taking into account people's perspectives and styles as much as possible.

Visualizing the Future

Talk about change using analogies and metaphors.

One dictionary definition of a *metaphor* is “the name or descriptive term that is transferred to some object to which it is imaginatively but not literally applicable” (e.g., “time flying” or referring to “change” as a journey.” *Analogy* is defined as “Inference ... a process of arguing from similarity in known respects to similarity in other (unknown) respects.” Analogy is said to be one of the main ways in which many of us reach our conclusions (because we can create familiarity with a process through the comparison).

The terms *metaphor* and *analogy* are used to add vividness, such as when we say, “We are standing on the threshold of a new era” and “We sincerely hope you will all come on board.”

We all have our favorite metaphorical expressions. They are extremely powerful ways to communicate with people about change, because they can capture their imagination. If well chosen, a good metaphor or analogy can be referred to again and again to help clarify and provide insight on quite complex issues.

Try the following techniques to improve your overall effectiveness in this area:

- Try to learn what analogies other people in change situations use to describe the process.
- Think about one or two really useful metaphors or analogies that you can use when you talk to people about change situations. For example, you can compare change to going on a plane trip (slowly taxiing to the runway, a fast takeoff, cruising, experiencing turbulence, getting ready to land, landing, and reaching your destination, etc.).
- Read well-known speeches or quotations, and try to find analogies and metaphors you can use.
- Have a collection on hand of the best examples and those that help paint the picture of aspects of change you are dealing with now or that lie ahead. Keep a notebook to record phrases or ideas that you hear from others.
- Listen carefully to politicians and commentators to understand the power of metaphor and analogy, and adapt and apply what is most relevant and useful.
- Practice using any metaphor or analogy carefully before you use it. They can miss the mark as badly as a poor joke.