End-of-Chapter Exercise

Toolkit Exercise 11.1

Critical Thinking Questions

Consider the questions that follow.

Please see the Zane case at the end of the book. Consider the following questions:

* Who are the stakeholders that you identified in each sub-story? What do they have at stake?
* This is a long list of stakeholders who have various needs and interests. What’s significant about this list of stakeholders and their interests? What can we learn from this exercise?
* It is spring 2011 and the nurses at Tufts Medical Center are threatening to strike. As Zane thinks about and plans to negotiate with the MNA, how is this negotiation different from and similar to her negotiation with Blue Cross Blue Shield’s CEO?
* Is Zane’s power base different when she is negotiating with Blue Cross Blue Shield than when she is negotiating with nurses at TMC?
* What do you think happened in the nurses’ strike at TMC?

[Ellen Zane on the hardest job](https://www.youtube.com/watch?v=JXmcLUtP_rM) - Video of 1:12

[Ellen Zane and the Cherry on the Cake](http://www.youtube.com/watch?v=huj84tlE3BI) Video of 2:17

* What made this change project worth it for Zane?
* How did she effectively approach the hardest job?

Choose a recent [CNN Hero](http://www.cnn.com/SPECIALS/us/cnn-heroes) think about how they managed to create change.

* How did the person you chose create successful change?
* What inspired them to take on the change?
* Imagine in 10 years you become a CNN Hero. What story will they tell about you?

Look also at [We Day](http://www.weday.com/) Website. Consider the vision and success of Craig & Marc Kielburger in their various endeavors.

* How were founders Craig and Marc able to create such sweeping change at such a young age?
* What challenges do you think they may have faced and how did they overcome them?
* How are the youth involved in ‘We Day’ working to create change?
* What is it that you want to change?

Toolkit Exercise 11.2

Developing Your Change Plan

This Toolkit Exercise applies the tools from all chapters and asks you to develop a complete change plan for a change you want to make happen.

As a first step, develop your statement of the need for change and your vision for the change.

Once the need for change and vision have been articulated, your assignment is to begin the development of an action plan for the change. This will be broken into four parts:

a. The development of a sequence of action steps and the arrangement of them into a critical path with a clearly defined end goal, intermediate targets, and specific first step.

b. The consideration of contingencies—what might go wrong? How will these things be handled?

c. A responsibility chart. That is, who will do what, where, when, and how?

d. A transition plan including a communications plan. How will the transition be managed? Who will make the innumerable decisions required to handle the details? Who will provide information to those affected? As well, how will the change be communicated to organizational members?

**The Action Plan**

Begin the development of an action plan. What are the critical steps that must be accomplished? Arrange your action steps in sequence. Can some be done simultaneously? What activities cannot begin or should not start until others are completed? What timelines should you observe? Often it is useful to begin at the end of the project and work backward to now.

Who needs to become committed to the project?

Where are key players at on the adoption continuum? Are they even aware of the change? If aware, are they interested or have they moved beyond that stage to either desiring action or having already adopted?

What will it take to move them along the continuum in the direction of adoption?

The AIDA Continuum

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key Player Name | Aware? | Interested? | Desires Action? | Adopter? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

What is the commitment to the adoption of those who have reached the adopter stage? That is, are they at the “let it happen” stage, the “help it happen” stage, or the “make it happen” stage?

How can the commitment levels of key stakeholders be increased?

Responsibility Charting[[1]](#endnote-1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Actions or Decisions | Person #1 | Person #2 | Person #3 | Person #? |
| Action #1 |  |  |  |  |
| Action #2 |  |  |  |  |
| Decision #1 |  |  |  |  |
| Action #3 |  |  |  |  |
| . . . . . |  |  |  |  |

Who will do what, where, when, and how? Often a responsibility chart can be useful to track these things.

Coding:

R = Responsibility (not necessarily authority)

A = Approval (right to veto)

S = Support (put resources toward)

I = Inform (to be consulted before action)

Note that if there are a great number of *A*s on your chart, implementation will be difficult. Care must be taken to assign *A*s only when appropriate. Likewise, if there are not enough *R*s and *S*s, you will need to think about changes needed here and how to bring them about.

Formulate a transition plan including a communications plan. How will the transition be managed? Who will make the innumerable decisions required to handle the details? Who will provide information to those affected? As well, how will the change be communicated to organizational members?

The Measurement of Change

How will you know that your goal or change project is successfully implemented? (At times, success will be obvious—e.g., a new system in place. At other times, success will be more difficult to measure—e.g., attitudes toward the adoption and acceptance of a new system.)

What intermediate signals will indicate that you are making progress? What is the first step or sequence of steps?

Your end goal is:

You can measure it by:

Intermediate measures and milestones are:

The first step is:

**Contingency Planning**

Remember O’Brien’s Law[[2]](#footnote-1)? Well, it holds, and things will not go as planned. But you can plan for the unexpected.

What are the critical decision points? Who makes those decisions?

What will you do if the decision or event does not go as planned?

What plans can you make to account for these contingencies? If you can, draw a decision tree of the action plan and lay out the decision–event sequence.

1. Refer to Beckhard, R. (1987). *Organizational transitions* (p. 104). Reading, MA: Addison-Wesley, for a further discussion on responsibility charting. [↑](#endnote-ref-1)
2. O’Brien’s Law states: Murphy was an optimist. [↑](#footnote-ref-1)