“There has long been a need for a readable, practical but theoretically underpinned book on change which recognizes a multiplicity of perspectives. I thoroughly recommend it.”
Professor Colin Carnall, Cass Business School, City University London

“I’ll definitely be placing copies on a couple of desks at White City...”
Nicky Campbell, Presenter, Radio Five Live and BBC1’s The Big Questions

“Rather than applying a rather over-simplified ‘silver bullet’ to every problem, the authors attempt to give the flavours and the perspectives, leading to informed choices one has to make.”
Rajeev Suri, India-based Entrepreneur, CEO and former Head of Global Marketing, Infosys

“I use MSoCM as a desktop reference guide, always by my side. It is a very useful resource – intelligent, flexible and practical.”
Ali Nawaz K Showkath, Change Management Specialist, Borouge

The world we live in continues to change at an intense rate. In order to succeed over the next few years organizations must adapt to tough market conditions by changing their strategies, their structures, their boundaries, their mindsets, their leadership behaviours and of course their expectations of the people who work within them.

Essential reading for anyone around the globe who is currently part of, or leading, a change initiative, Making Sense of Change Management is the definitive text in the field of change management, with over 30,000 sales to date. Aimed at students and professionals alike, it provides comprehensive coverage of the models, tools and techniques of successful change management with a focus on individual, team and organizational change to help you apply each concept to unique situations. Now with a new chapter exploring the future of project management as a tool for creating sustainable change it also contains a completely revised and updated chapter on culture change that takes into account emerging thinking and practice. Additional online resources, including case studies and activities, are available at www.koganpage.com.

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Introduction

I balance on a wishing well that all men call the world.
We are so small between the stars, so large against the sky,
and lost amongst the subway crowd I try and catch your eye.
Leonard Cohen

This book is about making sense of change management. The world we live in continues to change at an intense rate. Not a day goes by, it seems, without another important discovery or boundary-pushing invention in the scientific fields. The economics of globalization seems to dominate much of our political and corporate thinking, while the shadow side of globalization – refugees, exploitation, terrorism and the like – develops at an equally alarming pace.

The rate of change and discovery outpaces our individual ability to keep up with it. The organizations we work in or rely on to meet our needs and wants are also changing dramatically, in terms of their strategies, their structures, their systems, their boundaries and of course their expectations of their staff and their managers.
WHO THIS BOOK IS AIMED AT

Making Sense of Change Management is aimed at anyone who wants to begin to understand why change happens, how change happens and what needs to be done to make change a more welcoming concept. In particular we hope that leaders and managers in organizations might appreciate a book that does not give them the one and only panacea, but offers insights into different frameworks and ways of approaching change at an individual, team and organizational level.

We are mindful of the tremendous pressures and priorities of practising managers – in both the private and the public sectors – and Making Sense of Change Management is our attempt at making their lives that little bit easier. It is also our attempt at convincing them that addressing the issues that cause change to be so poorly managed in organizations will lead not only to more satisfying experiences for them, but to more fulfilling lives for their staff.

Framework: an essential supporting structure;
Model: a simplified description of a system;
Tool: a thing used in an occupation or pursuit;
Technique: a means of achieving one’s purpose.

Concise Oxford Dictionary

Students of learning – be they MBA or MSc programme members, or individuals who just want to do things better – will hopefully find some models, tools and techniques that bridge the gap between the purely academic and the more pragmatic aspects of management theory and practice. The intention is to help them to make sense of the changes that they will undergo, initiate and implement.

THE BASIC CONTENT OF THE BOOK

We focus our attention on individual, team and organizational change with good reason. Many readers will be grappling with large-scale change at some point, which might be departmental, divisional or whole organizational change. Whatever the level or degree of organizational change, the people on the receiving end are individual human beings. It is they
who will ultimately cause the change to be a success or a failure. Without looking at the implications of change on individuals we can never really hope to manage large-scale change effectively.

In addition, one of the themes of organizational life over recent years has been the ascendancy of the team. Much of today’s work is organized through teams and requires team collaboration and teamworking for it to succeed. Very little has been written about the role of teams in organizational change, and we have attempted to offer some fresh ideas mixed with some familiar ones.

A thread running through the book is the crucial role of leadership. If management is all about delivering on current needs, then leadership is all about inventing the future. There is a specific chapter on leadership, but you will find the importance of effective leadership arising throughout.

In some respects the chapters on individual, team and organizational change, together with the chapter on leadership of change, are freestanding and self-contained. However, we have also included application chapters where we have chosen a number of types of change, some of which, no doubt, will be familiar to you. These chapters aim to provide guidelines, case studies and learning points for those facing specific organizational challenges. Here the individual, team and organizational aspects of the changes are integrated into a coherent whole.

We have made a major revision to the culture change chapter and replaced the IT-based process change chapter with a new chapter on the effectiveness of project-led change.

WHY EXPLORE DIFFERENT APPROACHES TO CHANGE?

Managers in today’s organizations face some bewildering challenges. Paul Evans (2000) says that 21st-century leadership of change issues is not simple; he sees modern leadership as a balancing act. He draws our attention to the need for leaders to accept the challenge of navigating between opposites. Leaders have to balance a track record of success with the ability to admit mistakes and meet failure well. They also have to balance short-term and long-term goals, be both visionary and pragmatic, pay attention to global and local issues and encourage individual accountability at the same time as enabling team work.

It is useful to note that while some pundits encourage leaders to lead rather than manage, Paul Evans is emphasizing the need for leaders to
pay attention to both management and leadership. See the box for a list of paradoxes that managers at Lego are asked to deal with.

THE 11 PARADOXES OF LEADERSHIP THAT HANG ON THE WALL OF EVERY LEGO MANAGER

- To be able to build a close relationship with one’s staff, and to keep a suitable distance.
- To be able to lead, and to hold oneself in the background.
- To trust one’s staff, and to keep an eye on what is happening.
- To be tolerant, and to know how you want things to function.
- To keep the goals of one’s department in mind, and at the same time to be loyal to the whole firm.
- To do a good job of planning your own time, and to be flexible with your schedule.
- To freely express your view, and to be diplomatic.
- To be a visionary, and to keep one’s feet on the ground.
- To try to win consensus, and to be able to cut through.
- To be dynamic, and to be reflective.
- To be sure of yourself, and to be humble.

Source: Evans (2000)

We believe that anyone interested in the successful management of change needs to develop the ability to handle such paradoxes. Throughout this book we offer a range of ideas and views, some of which are contradictory. We would urge you to try to create a space within yourself for considering a variety of perspectives. Allow your own ideas and insights to emerge, rather than looking for ideas that you agree with, and discarding those you do not care for. It is highly probable that there is some merit in everything you read in this book!

With so many choices and so many dynamic tensions in leadership, how does a manager learn to navigate his or her way through the maze? We have developed a straightforward model of leadership that acts as a strong reminder to managers that they need to balance three key dimensions; see Figure 0.1.
Managers usually learn to focus on outcomes and tangible results very early on in their careers. This book is a reminder that although outcomes are extremely important, the leader must also pay attention to underlying emotions, and to the world of power and influence, in order to sustain change and achieve continued success in the long term. Leaders of change need to balance their efforts across all three dimensions of an organizational change:

- outcomes: developing and delivering clear outcomes;
- interests: mobilizing influence, authority and power;
- emotions: enabling people and culture to adapt.

Leaders are at the centre of all three. They shape, direct and juggle them. One dimension may seem central at any time: for example, developing a strategy. However, leadership is about ensuring that the other dimensions are also kept in view. The three balls must always be juggled successfully.
In our experience, if you as leader or manager of change are unaware of what is happening (or not happening) in each of the three dimensions, then you will have ‘taken your eye off the ball’. Your chances of progressing in an effective way are diminished.

The early chapters of this book give the reader some underpinning theory and examples to illustrate how people initiate change and react to change at an individual level, when in teams, or when viewed as part of a whole organization. This theory will help managers to understand what is going on, how to deal with it and how to lead it with the help of others. The later chapters take real change situations and give specific tips and guidelines on how to tackle these successfully from a leadership point of view.

OVERVIEW OF STRUCTURE

We have structured the book principally in three parts.

Part One, ‘The underpinning theory’, comprises five chapters and aims to set out a wide range of ideas and approaches to managing change. Chapter 1 draws together the key theories of how individuals go through change. Chapter 2 compares different types of team, and examines the process of team development and also the way in which different types of team contribute to the organizational change process. Chapter 3 looks at a wide range of approaches to organizational change, using organizational metaphor to show how these are interconnected and related. Chapter 4 examines leadership of change, the role of visionary leadership, the roles that leaders play in the change process and the competencies that a leader needs to become a successful leader of change. Chapter 5 looks at the critical role and nature of the agent of change, both from a competency perspective and also from the use of the self as an instrument for change.

These chapters enable the reader to develop a broader understanding of the theoretical aspects of individual, team and organizational change, and to learn more about a variety of perspectives on how best to be a leader of change. This lays firm foundations for anyone wanting to learn about new approaches to managing change with a view to becoming more skilled in this area.

Part Two, ‘The applications’, focuses on specific change scenarios with a view to giving guidelines, hints and tips to those involved in these different types of change process. These chapters are illustrated with case studies and make reference to the models and methods discussed in Part
One. Chapter 6 looks at organizational restructuring, why it goes wrong, and how to get it right. Chapter 7 tackles mergers and acquisitions by categorizing the different types of activity and examining the learning points resulting from research into this area. Chapter 8 examines cultural change by looking at culture through a number of perspectives and asking the question as to how you might facilitate cultural change, and Chapter 9 attempts to shed some light on the impact that programme- and project-led approaches to change are having, and what could be improved to increase the chances of sustainable success.

One of the clear things that has emerged for us in helping others lead and manage change is the tension between overly planning and controlling change on the one hand, and the fact that change is often not simple enough to plan or control on the other. In Part Three, Chapter 10 looks
at the whole area of complexity science and how it can inform your approach when managing complex change. Chapter 11 looks at leading change in times of uncertainty.

Please do not read this book from beginning to end in one sitting. It is too much to take in. We recommend that if you prefer a purely pragmatic approach you should start by reading Part Two. You will find concrete examples and helpful guidelines. After that, you might like to go back into the theory in Part One to understand the choices available to you as a leader of change.

Likewise, if you are more interested in understanding the theoretical underpinning of change, then read Part One first. You will find a range of approaches together with their associated theories of change. After that, you might like to read Part Two to find out how the theory can be applied in real situations.

MESSAGE TO READERS

We wish you well in all your endeavours to initiate, adapt to and survive change. We hope the book provides you with some useful ideas and insights, and we look forward to hearing about your models, approaches and experiences, and to your thoughts on the glaring gaps in this book. We are sure we have left lots of important things out!

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Individual change

INTRODUCTION

This chapter draws together the key theories of how individuals go through change, using various models to explore this phenomenon. The aims of this chapter are to give managers and others experiencing or implementing change an understanding of the change process and how it impacts individuals, and strategies to use when helping people through change to ensure results are achieved.

This chapter covers the following topics, each of which takes a different perspective on individual change:

- Learning and the process of change – in what ways can models of learning help us understand individual change?
- The behavioural approach to change – how can we change people’s behaviour?
- The cognitive approach to change – how change can be made attractive to people and how people can achieve the results that they want.
- The psychodynamic approach to change – what’s actually going on for people.
- The humanistic psychology approach to change – how can people maximize the benefits of change?
Individual change

- Personality and change – how do we differ in our responses to change?
- Managing change in self and others – if we can understand people’s internal experience and we know what changes need to happen, what is the best way to effect change?

As the box points out, a key point for managers of change is to understand the distinction between the changes being managed in the external world and the concurrent psychological transitions that are experienced internally by people (including managers themselves).

**FOOD FOR THOUGHT**

It was the ancient Greek philosopher, Heraclitus, who maintained that you never step into the same river twice. Of course most people interpret that statement as indicating that the river – that is, the external world – never stays the same, is always changing: constant flux, in Heraclitus’s words again. However, there is another way of interpreting what he said. Perhaps the ‘you’ who steps into the river today is not the same ‘you’ who will step into the river tomorrow. This interpretation – which might open up a whole can of existential and philosophical worms – is much more to do with the inner world of experience than with the external world of facts and figures.

Immediately, therefore, we have two ways of looking at and responding to change: the changes that happen in the outside world and those changes that take place in the internal world. Often though, it is the internal reaction to external change that proves the most fruitful area of discovery, and it is often in this area that we find the reasons external changes succeed or fail.

To demonstrate this we will draw on four approaches to change. These are the behavioural, the cognitive, the psychodynamic and the humanistic psychological approaches, as shown in Figure 1.1.

We will also look at Edgar Schein’s analysis of the need to reduce anxiety about the change by creating psychological safety. This is further illuminated by discussion of the various psychodynamics that come into play when individuals are faced with change, loss and renewal.

Finally, we will explore tools and techniques that can be used to make the transition somewhat smoother and somewhat quicker. This will
The underpinning theory

Figure 1.1 Four approaches to individual change

include a summary of how the Myers-Briggs Type Indicator™, which is used to develop personal and interpersonal awareness, can illuminate the managerial challenges at each stage of the individual change process. But first we will begin our exploration by looking at how individuals learn.

LEARNING AND THE PROCESS OF CHANGE

Buchanan and Huczynski (1985) define learning as ‘the process of acquiring knowledge through experience which leads to a change in behaviour’. Learning is not just an acquisition of knowledge, but the application of it through doing something different in the world.

Many of the change scenarios that you find yourself in require you to learn something new, or to adjust to a new way of operating, or to unlearn something. Obviously this is not always the case – a company takes over your company but retains the brand name, the management team and it is ‘business as usual’ – but often in the smallest of changes you need to learn something new: your new boss’s likes and dislikes, for example.

A useful way of beginning to understand what happens when we go through change is to take a look at what happens when we first start to learn something new. Let us take an example of driving your new car for the first time. For many people the joy of a new car is tempered by the nervousness of driving it for the first time. Getting into the driving seat of your old car is an automatic response, as is doing the normal checks, turning the key and driving off. However, with a new car all the buttons and control panels might be in different positions. One can go through the process of locating them either through trial and error, or perhaps religiously reading through the driver’s manual first. But that is only the
beginning, because you know that when you are actually driving any manner of things might occur that will require an instantaneous response: sounding the horn, flashing your lights, putting the hazard lights on or activating the windscreen wipers.

All these things you would have done automatically but now you need to think about them. Thinking not only requires time, it also requires a ‘psychological space’ which is not easy to create when driving along at your normal speed. Added to this is the nervousness you may have about it being a brand new car and therefore needing that little bit more attention so as to avoid any scrapes to the bodywork.

As you go through this process, an external assessment of your performance would no doubt confirm a reduction in your efficiency and effectiveness for a period of time. And if one were to map your internal state your confidence levels would most likely dip as well. Obviously this anxiety falls off over time (see Figure 1.2). This is based on your capacity to assimilate new information, the frequency and regularity with which you have changed cars, and how often you drive.

**Conscious and unconscious competence and incompetence**

Another way of looking at what happens when you learn something new is to view it from a Gestalt perspective. The Gestalt psychologists suggested that people have a worldview that entails some things being in the foreground and others being in the background of their consciousness.

To illustrate this, the room where I am writing this looks out on to a gravel path which leads into a cottage garden sparkling with the sun shining on the frost-covered shrubs. Before I chose to look up, the garden was tucked back into the recesses of my consciousness. (I doubt whether...
it was even in yours.) By focusing attention on it I brought it into the foreground of my consciousness. Likewise all the colours in the garden are of equal note, until someone mentions white and I immediately start to notice the snowdrops, the white narcissi and the white pansies. They have come into my foreground.

Now in those examples it does not really matter what is fully conscious or not. However, in the example of driving a new car for the first time, something else is happening. Assuming that I am an experienced driver, many of the aspects of driving, for me, are unconscious. All of these aspects I hopefully carry out competently. So perhaps I can drive for many miles on a motorway, safe in the knowledge that a lot of the activities I am performing I am actually doing unconsciously. We might say I am unconsciously competent. However, as soon as I am in the new situation of an unfamiliar car I realize that many of the things I took for granted I cannot now do as well as before. I have become conscious of my incompetence. Through some trial and error and some practice and some experience I manage – quite consciously – to become competent again. But it has required focus and attention. All these tasks have been in the forefront of my world and my consciousness. It will only be after a further period of time that they recede to the background and I become unconsciously competent again (Figure 1.3).

Of course there is another cycle, not the one of starting at unconscious competence, but one of starting at unconscious incompetence! This is

![Figure 1.3 Unconscious competence](http://www.pbookshop.com)
where you do not know what you do not know, and the only way of realizing is by making a mistake (and reflecting upon it), or when someone kind enough and brave enough tells you. From self-reflection or from others’ feedback your unconscious incompetence becomes conscious, and you are able to begin the cycle of learning.

**Kolb’s learning cycle**

David Kolb (1984) developed a model of experiential learning, which unpacked how learning occurs, and what stages a typical individual goes through in order to learn. It shows that we learn through a process of doing and thinking (see Figure 1.4). The labels of activist, reflector, theorist and pragmatist are drawn from the work of Honey and Mumford (1992).

![Figure 1.4 Kolb’s learning cycle](http://www.pbookshop.com)

Following on from the earlier definition of learning as ‘the process of acquiring knowledge through experience which leads to a change in behaviour’, Kolb saw this as a cycle through which the individual has a concrete experience. The individual does something, reflects upon his or her specific experience, makes some sense of the experience by drawing some general conclusions, and plans to do things differently in the future. Kolb would argue that true learning could not take place without someone going through all stages of the cycle.

In addition, research by Kolb suggested that different individuals have different sets of preferences or styles in the way they learn. Some of us are quite activist in our approach to learning. We want to experience what it
The underpinning theory is that we need to learn. We want to dive into the swimming pool and see what happens (immerse ourselves in the task). Some of us would like to think about it first! We like to reflect, perhaps on others’ experience, before we take action. The theorists might like to see how the act of swimming relates to other forms of sporting activity, or investigate how other mammals take the plunge. The pragmatists amongst us have a desire to relate what is happening to their own circumstances. They are interested in how the act of swimming will help them to achieve their goals.

Not only do we all have a learning preference but also the theory suggests that we can get stuck within our preference.

**FOOD FOR THOUGHT**

If you were writing a book on change and wanted to maximize the learning for all of your readers perhaps you would need to:

- encourage experimentation (activist);
- ensure there were ample ways of engendering reflection through questioning (reflector);
- ensure the various models were well researched (theorist);
- illustrate your ideas with case studies and show the relevance of what you are saying by giving useful tools, techniques and applications (pragmatist).

So activists may go from one experience to the next, not thinking to review how the last one went or planning what they would do differently. The reflector may spend inordinate amounts of time conducting project and performance reviews, but not necessarily embedding any learning into the next project. Theorists can spend a lot of time making connections and seeing the bigger picture by putting the current situation into a wider context, but they may not actually get around to doing anything. Pragmatists may be so intent on ensuring that it is relevant to their job that they can easily dismiss something that does not at first appear that useful.
STOP AND THINK!

Q 1.1 A new piece of software arrives in the office or in your home. How do you go about learning about it?

- Do you install it and start trying it out? (Activist)
- Do you watch as others show you how to use it? (Reflector)
- Do you learn about the background to it and the similarities with other programmes? (Theorist)
- Do you not bother experimenting until you find a clear purpose for it? (Pragmatist)

THE BEHAVIOURAL APPROACH TO CHANGE

The behavioural approach to change, as the name implies, very much focuses on how one individual can change another individual’s behaviour using reward and punishment, to achieve intended results. If the intended results are not being achieved, an analysis of the individual’s behaviour will lead to an understanding of what is contributing to success and what is contributing to non-achievement. To elicit the preferred behaviour the individual must be encouraged to behave that way, and discouraged from behaving any other way. This approach has its advantages and disadvantages.

For example, an organization is undergoing a planned programme of culture change, moving from being an inwardly-focused bureaucratic organization to a flatter and more responsive customer-oriented organization. Customer-facing and back office staff will all need to change the way they behave towards customers and towards each other to achieve this change. A behavioural approach to change will focus on changing the behaviour of staff and managers. The objective will be behaviour change, and there will not necessarily be any attention given to improving processes, improving relationships or increasing involvement in goal setting. There will be no interest taken in how individuals specifically experience that change.

This whole field is underpinned by the work of a number of practitioners. The
names of Pavlov and Skinner are perhaps the most famous. Ivan Pavlov noticed while researching the digestive system of dogs that when his dogs were connected to his experimental apparatus and offered food they began to salivate. He also observed that, over time, the dogs started to salivate when the researcher opened the door to bring in the food. The dogs had learnt that there was a link between the door opening and being fed. This is now referred to as classical conditioning.

**CLASSICAL CONDITIONING**

*Unconditioned stimulus (food) leads to an unconditioned response (salivation).*

*If neutral stimulus (door opening) and unconditioned stimulus (food) are associated, neutral stimulus (now a conditioned stimulus) leads to unconditioned response (now a conditioned response).*

Pavlov (1928)

Further experimental research led others to realize that cats could learn how to escape from a box through positive effects (rewards) and negative effects (punishments). Skinner (1953) extended this research into operant conditioning, looking at the effects of behaviours, not just at the behaviours themselves. His experiments with rats led him to observe that they soon learnt that an accidental operation of a lever led to there being food provided. The reward of the food then led to the rats repeating the behaviour.

Using the notion of rewards and punishments, additions and subtractions of positive and negative stimuli, four possible situations arise when you want to encourage a specific behaviour, as demonstrated in Table 1.1.

**STOP AND THINK!**

**Q 1.2** What rewards and what punishments operate in your organization?

How effective are they in bringing about change?
Individual change

Table 1.1  Rewards and punishments

<table>
<thead>
<tr>
<th>Actions</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>Positive reinforcement</td>
<td>Negative addition</td>
</tr>
<tr>
<td></td>
<td>Desired behaviour is deliberately associated with a reward, so that the behaviour is displayed more frequently.</td>
<td>A punishment is deliberately associated with undesired behaviour, reducing the frequency with which the behaviour is displayed.</td>
</tr>
<tr>
<td>Subtraction</td>
<td>Positive subtraction</td>
<td>Negative subtraction</td>
</tr>
<tr>
<td></td>
<td>An unpleasant stimulus previously associated with the desired behaviour is removed, increasing the frequency with which that desired behaviour is displayed.</td>
<td>A pleasant stimulus previously associated with undesired behaviour is removed, which decreases the frequency of such behaviour.</td>
</tr>
</tbody>
</table>

So in what ways may behaviourism help us with individuals going through change? In any project of planned behaviour change a number of steps will be required:

- **Step 1:** The *identification* of the behaviours that impact performance.
- **Step 2:** The *measurement* of those behaviours. How much are these behaviours currently in use?
- **Step 3:** A *functional analysis* of the behaviours – that is, the identification of the component parts that make up each behaviour.
- **Step 4:** The generation of a *strategy of intervention* – what rewards and punishments should be linked to the behaviours that impact performance.
- **Step 5:** An *evaluation* of the effectiveness of the intervention strategy.

**Reinforcement strategies**

When generating reward strategies at Step 4 above, the following possibilities should be borne in mind.
Financial reinforcement

Traditionally financial reinforcement is the most explicit of the reinforcement mechanisms used in organizations today, particularly in sales-oriented cultures. The use of bonus payments, prizes and other tangible rewards is common. To be effective the financial reinforcement needs to be clearly, closely and visibly linked to the behaviours and performance that the organization requires.

A reward to an outbound call centre employee for a specific number of appointments made on behalf of the sales force would be an example of a reinforcement closely linked to a specified behaviour. A more sophisticated system might link the reward to not only the number of appointments but also the quality of the subsequent meeting and the quality of the customer interaction.

An organization-wide performance bonus unrelated to an individual’s contribution to that performance would be an example of a poorly linked reinforcement.

Non-financial reinforcement

Feedback

Non-financial reinforcement tends to take the form of feedback given to an individual about performance on specific tasks. The more specific the feedback is, the more impactful the reinforcement can be. This feedback can take both positive and negative forms. This might well depend on the organizational culture and the managerial style of the boss. This feedback perhaps could take the form of a coaching conversation, where specific effective behaviours are encouraged, and specific ineffective behaviours are discouraged and alternatives generated.

Social reinforcement

Social reinforcement takes the form of interpersonal actions: that is, communications of either a positive or negative nature. Praise, compliments, general recognition, perhaps greater (or lesser) attention can all act as a positive reinforcement for particular behaviours and outcomes. Similarly social reinforcement could also take the form of ‘naming and shaming’ for ineffective performance.

Social reinforcement is not only useful for performance issues, but can be extremely useful when an organizational culture change is under way. Group approval or disapproval can be a determining factor in defining what behaviours are acceptable or unacceptable within the culture.
New starters in an organization often spend quite some time working out which behaviours attract which reactions from bosses and colleagues.

**Motivation and behaviour**

The pure behaviourist view of the world, prevalent in industry up to the 1960s, led to difficulties with motivating people to exhibit the ‘right’ behaviours. This in turn led researchers to investigate what management styles worked and did not work.

In 1960 Douglas McGregor published his book *The Human Side of Enterprise*. In it he described his Theory X and Theory Y, which looked at underlying management assumptions about an organization’s workforce, as demonstrated in Table 1.2.

Theory X was built on the assumption that workers are not inherently motivated to work, seeing it as a necessary evil and therefore needing close supervision. Theory Y stated that human beings generally have a need and a desire to work and, given the right environment, are more than willing to contribute to the organization’s success. McGregor’s research appeared to show that those managers who exhibited Theory Y beliefs were more successful in eliciting good performance from their people.

Frederick Herzberg also investigated what motivated workers to give their best performance. He was an American clinical psychologist who suggested that workers have two sets of drives or motivators: a desire to avoid pain or deprivation (hygiene factors) and a desire to learn and

<table>
<thead>
<tr>
<th>Theory X assumptions</th>
<th>Theory Y assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>People dislike work</td>
<td>People regard work as natural and normal</td>
</tr>
<tr>
<td>They need controlling and direction</td>
<td>They respond to more than just control or coercion, for example recognition and encouragement</td>
</tr>
<tr>
<td>They require security</td>
<td>They commit to the organization’s objectives in line with the rewards offered</td>
</tr>
<tr>
<td>They are motivated by threats of punishment</td>
<td>They seek some inner fulfilment from work</td>
</tr>
<tr>
<td>They avoid taking responsibility</td>
<td>Given the right environment people willingly accept responsibility and accountability</td>
</tr>
<tr>
<td>They lack ambition</td>
<td>People can be creative and innovative</td>
</tr>
<tr>
<td>They do not use their imagination</td>
<td></td>
</tr>
</tbody>
</table>

*Source: McGregor (1960)*
The underpinning theory

Table 1.3  Herzberg’s motivating factors

<table>
<thead>
<tr>
<th>Hygiene factors</th>
<th>Motivators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay</td>
<td>Achievement</td>
</tr>
<tr>
<td>Company policy</td>
<td>Recognition</td>
</tr>
<tr>
<td>Quality of supervision/management</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Working relations</td>
<td>Advancement</td>
</tr>
<tr>
<td>Working conditions</td>
<td>Learning</td>
</tr>
<tr>
<td>Status</td>
<td>The type and nature of the work</td>
</tr>
<tr>
<td>Security</td>
<td></td>
</tr>
</tbody>
</table>

Source: adapted from Herzberg (1968)

develop (motivators) (see Table 1.3). His work throughout the 1950s and 1960s suggested that many organizations provided the former but not the latter.

An important insight of his was that the hygiene factors did not motivate workers, but that their withdrawal would demotivate the workforce. Although later research has not fully replicated his findings, Herzberg’s seminal, ‘One more time: How do you motivate employees?’ (1968) has generated more reprints than any other Harvard Business Review article.

STOP AND THINK!

Q 1.3  What are the underlying assumptions built into the behaviourist philosophy, and how do they compare to McGregor’s theories?

Q 1.4  In a change programme based on the behaviourist approach, what added insights would Herzberg’s ideas bring?

Q 1.5  If one of your team members is not good at giving presentations, how would you address this using behaviourist ideas?

Summary of the behavioural approach

If you were to approach change from a behavioural perspective you are more likely to be acting on the assumption of McGregor’s Theory X: the only way to motivate and align workers to the change effort is through a combination of rewards and punishments. You would spend time and effort ensuring that the right reward strategy and performance management system was in place and was clearly linked to an individual’s behaviours. Herzberg’s ideas suggest that there is something more at play than reward and punishment when it comes to motivating people. That is not
to say that the provision of Herzberg’s motivators cannot be used as some sort of reward for correct behaviour.

THE COGNITIVE APPROACH TO CHANGE

Cognitive psychology developed out of a frustration with the behaviourist approach. The behaviourists focused solely on observable behaviour. Cognitive psychologists were much more interested in learning about developing the capacity for language and a person’s capacity for problem solving. They were interested in things that happen within a person’s brain. These are the internal processes which behavioural psychology did not focus on.

Cognitive theory is founded on the premise that our emotions and our problems are a result of the way we think. Individuals react in the way that they do because of the way they appraise the situation they are in. By changing their thought processes, individuals can change the way they respond to situations.

*People control their own destinies by believing in and acting on the values and beliefs that they hold.*

R Quackenbush, Central Michigan University

Much groundbreaking work has been done by Albert Ellis on rational-emotive therapy (Ellis and Grieger, 1977) and Aaron Beck on cognitive therapy (1970). Ellis emphasized:

[T]he importance of 1) people’s conditioning themselves to feel disturbed (rather than being conditioned by parental and other external sources); 2) their biological as well as cultural tendencies to think ‘crookedly’ and to needlessly upset themselves; 3) their uniquely human tendencies to invent and create disturbing beliefs, as well as their tendencies to upset themselves about their disturbances; 4) their unusual capacity to change their cognitive, emotive and behavioural processes so that they can: a) choose to react differently from the way they usually do; b) refuse to upset themselves about almost anything that may occur, and c) train themselves so that they can semi-automatically remain minimally disturbed for the rest of their lives.

(Ellis, in Henrik, 1980)
“There has long been a need for a readable, practical but theoretically underpinned book on change which recognizes a multiplicity of perspectives. I thoroughly recommend it.”
Professor Colin Carnall, Cass Business School, City University London

“I’ll definitely be placing copies on a couple of desks at White City...”
Nicky Campbell, Presenter, Radio Five Live and BBC1’s The Big Questions

“Rather than applying a rather over-simplified ‘silver bullet’ to every problem, the authors attempt to give the flavours and the perspectives, leading to informed choices one has to make.”
Rajeev Suri, India-based Entrepreneur, CEO and former Head of Global Marketing, Infosys

“I use MSocM as a desktop reference guide, always by my side. It is a very useful resource — intelligent, flexible and practical.”
Ali Nawaz K Showkath, Change Management Specialist, Borouge

The world we live in continues to change at an intense rate. In order to succeed over the next few years organizations must adapt to tough market conditions by changing their strategies, their structures, their boundaries, their mindsets, their leadership behaviours and of course their expectations of the people who work within them.

Essential reading for anyone around the globe who is currently part of, or leading, a change initiative, Making Sense of Change Management is the definitive text in the field of change management, with over 30,000 sales to date. Aimed at students and professionals alike, it provides comprehensive coverage of the models, tools and techniques of successful change management with a focus on individual, team and organizational change to help you apply each concept to unique situations. Now with a new chapter exploring the future of project management as a tool for creating sustainable change it also contains a completely revised and updated chapter on culture change that takes into account emerging thinking and practice. Additional online resources, including case studies and activities, are available at www.koganpage.com.

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