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# People and Change

Change Management from a People Perspective

Liiketalous -YAMK
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VAASAN AMMATTIKORKEAKOULU
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Kun organisaation suorituskykyä parannetaan, tarkoittaa se muutosta. Muutosta prosesseissa, muutosta työtehtävissä, muutosta organisaatiorakenteessa, muutosta teknologiassa. Kaikista eniten tarvitaan muutosta ihmisissä, muutosta siihen miten ihmiset tekevät työnsä. Jos ihmiset eivät ole sitoutuneet muutokseen, se epäonnistuu. Tutkimusten mukaan jopa 70 % muutoksista epäonnistuu. Epäonnistumisen taustalla ovat esimerkiksi motivaation ja sitoutumisen puute, epätietoisuus sekä vastarinta muutosta kohtaan.

Muutos on jatkuvaa nykypäivän yritysmaailmassa, olemassa olevaa parannetaan sekä uutta kehitetään. Muutoksen koko, toistuvuus ja vaikutukset vaihtelevat, sekä se miten yksilö kokee muutoksen. Tässä opinnäytetyössä keskitytään ihmisiin muutoksessa. Miten saada ihmiset mukaan muutokseen? Miten motivoida ja sitouttaa, sekä turvata muutos ihmisnäkökulmasta? Opinnäytetyö sivuaa myös johtajuutta ja johtajien roolia muutoksessa.

Opinnäytetyön teoreettinen viitekehys luo pohjan empiiriselle tutkimukselle. Muutosjohtamisen teoria keskittyy muutoksen vaiheisiin, esitellen yleisimmin käytetyt muutosjohtamisen mallit, sekä muutoksen uhat ja esteiden tunnistamisen menetelmät.

Empiirinen tutkimus perustuu teoriaosuuden pohjalta tehtyyn kyselyyn, henkilöhaastatteluihin sekä opinnäytetyön tekijän tekemään havainnointiin organisaation muutostilanteessa. Empiirinen osa-alue keskittyy organisaation muutostilanteeseen, jossa työtavan muutos tulee toteutumaan uuden työkalun käyttöönoton myötä.

Kyselyn ja sitä täydentävän haastattelun, perusteella voidaan huomata osallistuttamisen tärkeyden. Muutostilanteessa on tärkeää kommunikoida muutoksen syistä, ajankohdasta ja muutoksen kohteesta sekä laajuudesta. Mitä tarkoittaa jos muutos ei tapahdu, mitkä vaikutukset se tuo tullessaan. Ihmiset tarvitsevat asioiden ja ihmisten johtamista muutostilanteissa.

Avainsanat Muutosjohtaminen, muutoksen johtaminen, ADKAR

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## ABSTRACT



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When the organisation's performance is improved, it often needs a change; change in process, change in position role, change in organisational structure, change in technology. But most of all, it needs change in people, how they do their jobs. If people are not committed to make the change, it will fail. Based on the research, around 70% of change efforts fail. The reasons to fail is due to the lack of commitment and motivation, lack of knowledge and resistance towards change.

Change is constant in the business life. By improving old and creating new, the business life is evolving all the time. The scope and the size as well the consequences of the change vary, and people feel the change in different ways. The thesis is focusing on people on change efforts. How to get the people committed? How to motivate and engage, and to secure the change from the people perspective. The thesis is touching the leader's role in the change efforts.

The theoretical frame work of the thesis is the baseline for the empirical research. Change management theory is focusing on the change progress, introducing the most commonly known change management models, and touching on threats of change as well the change resistance.

The empirical research is a combination of the three research methods. The primary research method used is a quantitative survey. The theme interview is compiling the survey findings and the observation is used to anchor the results from the people perspective. The empirical study is focusing on real life change situation for a transparent and harmonized way of working in the global project management organisation.

The research analysis shows the importance of engagement and empowerment during the change efforts. Communication has a key role. Important is to define the scope of the change, as well clarify what is not changing. Both managing the change and leading the change are needed in the change efforts.

Keywords Change Management, Leading Change, ADKAR

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# 1 INTRODUCTION

Heraclitus, a Greek philosopher (535 BC – 475 BC), said already before the Common Era “The only thing permanent is change”. Living the change and leading the change are valued competencies, essentially needed in today’s and in tomorrow’s world. Change is reaching us from all directions, in personal life and in work life. “Who moved my cheese?”, bestseller by Spencer Johnson, was one of the key motivators for the topic of thesis. The lesson learned from the book is to “go with the cheese”.

The empirical research topic for this thesis came from a leader of a global organisation. The organisation is facing multiple changes all the time, just as all (big and global) organisations and companies. The leader wanted the author to investigate a real-life change project and focus on the people side in change efforts. The leader wanted to know how to get people involved, get them engaged and committed to sustain the change.

This thesis is about people, people who are living the change. The thesis is about leaders, leaders who lead and live the change. The thesis is focusing to change form a people perspective.

## 1.1 Background of the study

A Master of Business Administration thesis is a development project where the thesis writer is proving his / her capabilities to analyse, investigate and look for information. The thesis writer is the project manager for the final thesis project, he / she is securing that the needed project elements (time, scope, research and conclusions) are fulfilled. The thesis topic is reflecting his / her profession and empowering the area of expertise. A thesis process consists of preparation, planning, implementation and analysing steps (VAMK.)

In this thesis you will find the answers for why, what and how the change initiative is more likely to succeed when the people, living and leading the change, and investment to resources are seen as valuable assets in the change project. By changing system and process, or by changing the organisational structure, you are touching and changing the way of working as well. When there are people doing the work, the change management is needed to engage the doers and to sustain the change.

Change Management is a topic and area that has been touched on many times in various theses. The theses are investigating the change situation and / or managers' role during the change effort. When analysing a change situation, most of the theses are focusing on organisational changes or on system / tool development. Communication has an important role in change projects, for a good reason it is a topic that has been investigated several times. Based on research and real-life experience, communication is one of the key enablers in change situation(s).

## 1.2 Research problem and research question

A research project is started by collecting and analysing information to understand and solve problem / problems. The research question / questions are determining theoretical frame work and leading the research from beginning to the end. At the end, there should be an answer answering the research problem and question. After the conclusion, there can be one to several suggestions for how to proceed with the same or similar problem and research question. (VAMK)

Based on McKinsey's investigation in 2008 almost 70% of change initiative fails, mainly due to resistance of change and/or lack of management support (Ewenstein, Smith & Sologar, 2015). The Gartner group published in 2018 a research related to organisational change success. Search results show that out of all change efforts 34% was clear successes, 16% achieved mixed results and 50% of all change efforts ended up being clear failures. (Gartner)

In the era of digitalisation, old change management methodologies and principles are seen and felt outdated. Working is agile and hectic, multi-tasking is something most of workers try to avoid, but still we find ourselves multi-tasking most of the time, due to numerous information channels and projects going on. Decision making is rapid and there might not be time for long deep-dive investigations. Time is right here, right now. Taking the benefits of digital tools is a competitive factor for a company. The change process, system or tool, is a project, with pre-reserved resources (time, money, manpower, risks).  Changing the way people act, work, think and feel is more complicated. When people management is seen as one of the key investments during change efforts, around 30% of change initiatives remain.

The Thesis "People & Change" is focusing on people, doers and leaders, and people management (leadership) during change efforts. Main research question is "How to engage people and get commitment in a change project?"

Supporting questions are:

- "What is the driving force for change (as-is-state)?",

- "Where we want to go / what do we want to achieve (future state)?",

- "What is needed to succeed and how to measure the success of change?"

- "How can leaders enhance a change project?".

## 1.3 Final thesis structure

The thesis is divided into sections. First comes the induction part, explaining the reasons why the thesis topic was selected and how the topic has been investigated before. The second part is the theoretical part, which is compiling the needed theory to carry out the empirical investigation and further development suggestions. The research projects results are analysed and compared to the chosen theoretical method(s). The empirical part (part 3) of the thesis is focusing on a real-life change project: implementation of a new tool and a harmonized way of working depending on the tool usage. Findings and latest chapter the conclusions are summarising the empirical results and suggested further studies are presented.

The research strategy and research methods are chosen based on the research problem and questions.  Most used research methods are the quantitative model and qualitative methods. The methods are not opposite to each other, the methods can be used to complete each other's (Hirsjärvi, Remes & Sajavaara 2016, 132, 135-136).

# 2 THEORETICAL ANALYSIS

The theoretical part is concentrating on change; what change means, how it is affecting employees (living the change) and what kind of management and leadership is needed in change efforts (leading the change). The theoretical frame work is presenting the most known, and used, management methods and models. The theoretical part explains people as individuals, touching on change resistance and motivation factors. The last chapter of the theoretical part is explaining factors for successful change, and attributes how to measure the change success. If you cannot measure it, you cannot manage it. If you cannot manage it, how can you prove that change has happened and what is the outcome of the change?

## 2.1 Change Management

The Change Management Leadership guide is defining change management as *"a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state, to fulfil or implement a vision and strategy. It is an organizational process aimed at empowering employees to accept and embrace changes in their current environment"* (Ryerson University 2011, 4). Visa Huuskonen is defining, in his leadership related blog, change management as a systematic approach to manage organisations subsystems, enabling those to support each other. If you change tool (technologies), you need to change the way of working (process) and mindset (people) as well. If you change the way of working (process), you need to modify the tool (technology) and get employees motivated (people) (Huuskonen 2016). Reino Myllymäki is describing change as a process, where something is changed from original state to something else. Change can be small or big, slow or quick, its detail oriented or a big picture-change. There are several factors defining change efforts. Change is affecting the thing(s) that will be changed but can also touch other things that were not supposed to change and / or did not know that they would change due to the change effort (Myllymäki 2017, 20). Change is an overall project. Size and scope of the change varies, as well as amount of resources (manpower, time and money) needed.

Myllymäki gives an example of how change is faced in his book “Muutosjohtamisen opas” (free translation “Change Management Guidebook”). When people are too used to do something in a certain way, they metaphorically walk the same path every day and as they are so familiar with the path, they can do it with their eyes closed and ears blocked from sounds. While they keep their eyes and ears closed they are not able to see the subtle and small needs / signs of change. They wake up, open their eyes and are hearing again, when there is hole in-front of them or a tree has fallen, and they are not able to move on (Myllymäki 2017, 21). Facing the change is a unique and individual experience. Our personality, previous experience, believes and mind-set determine how we can observe change signals and how we approach change efforts.

Spencer Johnson wrote a book called “Who Moved My Cheese?”. The book is about change, how we see the upcoming change, how we face the change and what are the factors to resist the change. The book is about four fictional beings, living in a labyrinth and looking for “cheese”. Cheese is a metaphor for what we want to achieve, own and gain in life. The cheese can be a car, a house, health, position title, competence or status in social life. Johnson’s bestseller is touching on the same matter as Myllymäki is describing above; willingness and ability to recognize upcoming change, or continuous change as it is in today’s world.

### 2.1.1 Formula for change

The formula for change was originally created by David Gleicher in early 1960s while he participated in a research project. For him the formula was a way to express his and teams’ thoughts. Gleicher wrote

$$C = (ABD) > X$$

on the chalk board, and a formula for change was born. (Cady & Jacobs & Koller & Spalding 2014).

In the formula, C is change, A is level of dissatisfaction in the status quo, B is clear or understood desired state, D is the first steps toward the desired state and X is the price for changing. (Cady et al. 2014). The change formula is explaining factors that are needed to succeed in change effort. It also helps to identify where to focus in the change processes. The individual is accepting the change if she/he perceives that effort of "cost" of change is worth it.

Kathie Dannemiller, working in Dannemiller Tyson Associates, was impressed and felt the power of change formula but was afraid that people would see it to theoretical. She modified the formula, in the 1990s, to be:

$$C = D \times V \times F > R$$

In Dannemiller's version C stands for change, D means dissatisfaction of current state, V for vision of what is possible, F is for first steps towards vision, and R for resistance. If outcome of D (dissatisfaction), V (vision of future) and F (first steps) is bigger than R (resistance), change is possible. If any of D, V or F is zero or less change is not happening as the change factors are devalued than resistance. (Cady et al. 2014).

Time flies and the world changes. It was time to take another look at the change formula in beginning of the 2000s'. When change has happened, the question was how to sustain the change. Steven H. Cady proposed to add S, as sustainability, to the formula. ThefFormula was re-shaped to be:

$$C = D \times V \times F \times S > R$$ (Cady et al. 2014).

As a conclusion, the formula for change works only if each variable (R as resistance excluded) is recognised and the outcome is bigger than zero. Resistance should be lower than other factors.

The author used the change formula in kick-off session of implementing a new way of working. At the beginning of the kick-off session the author explained how the formula works and factors behind each letter in the change formula. The author gave a real-life example of dissatisfaction, a vision for how to change the situation, what is needed to reach the vision, how important it is to sustain the change and what kind of factors can disturb the change process. The example was fictional, but easily reachable in every day (private) life. As the second last slide of the kick-off presentation, the author showed the same formula once more. Now there were text-boxes beside all factors (letters in change formula) showing why this specific change was needed, what the vision is, what the first steps are and how the change can be sustained. The text in the textboxes was gathered from the doers, the employees who need to make the change. The author acted as a change leader during the project, the employees are the ones making the change and sustaining it. By visualising the factors behind the change, the employees were able to recognise why the change was essentially needed.

### 2.1.2 Types of change

The clock face metaphor is showing the increase of changes in technology compared to time. C.S.V Murthy introduced metaphor in his book called "Change Management" which was published in year 2007. 3000 years ago, at the time "00:00", there were no meaningful changes, nor big innovations in the field of technology. Changes and significant inventions occur within the last 9 minutes, meaning the last 450 years. (Murthy 2007, 11-12). The speed of change and speed of innovations are hard to understand. The world is changing faster than ever. While technology is evolving, people's minds, brains and behaviours are not capable of keeping up with the speed.

The clock face metaphor (figure 1.) is showing in a clear visual way how the speed of change has sped-up and increased.

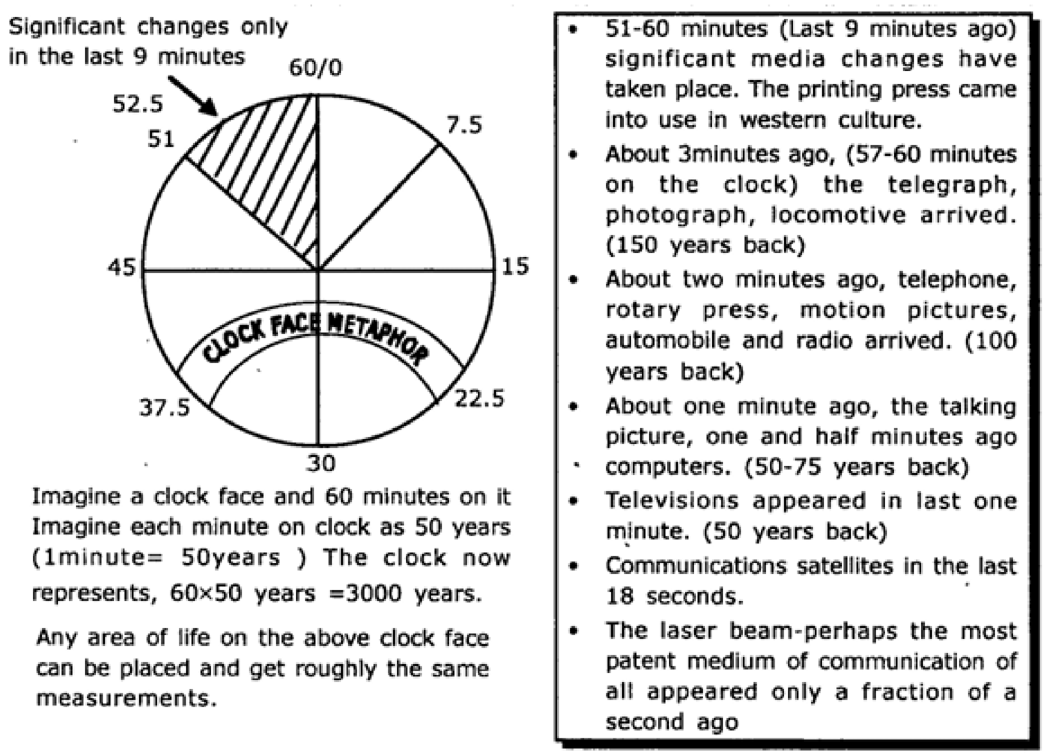


**Figure 1**. Clock-face metaphor (Murthy 2007, 11.)

Changes approach our lives from two dimensions: from the people perspective of change and the business perspective of change (figure 2). Successful change requires balance of both dimensions at same time. The figure below is showing the dimensions and change process milestones based on the ADKAR change management model. The ADKAR model, the people perspective of the change, is introduced more deeply in chapter 2.2.2. (Prosci – ADKAR 1, 6.)

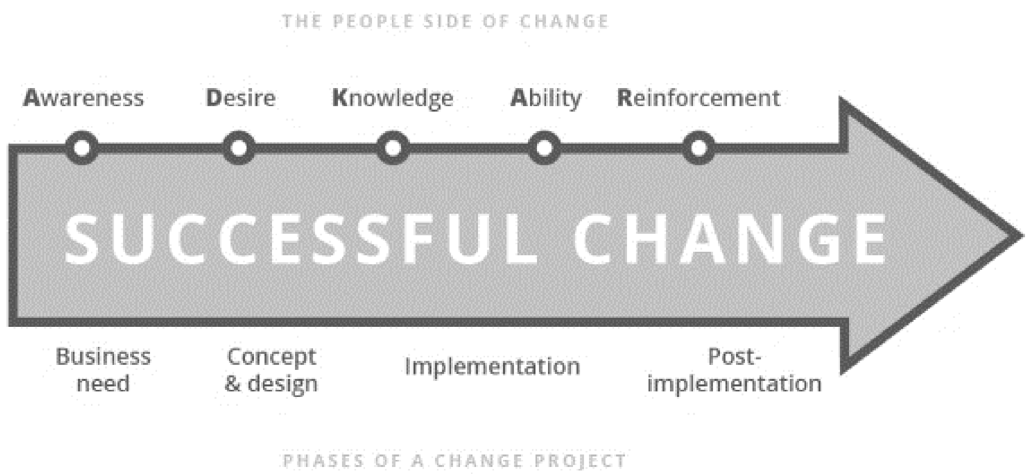


**Figure 2**. Two dimensions of change (Prosci – ADKAR 1, 6).

Business related change project can be divided into process steps where the business need is identified (step 1), the project scope and activities are defined (step 2), a new solution is designed (step 3), designed solutions are developed (step 4) and finally the solution is / solutions are implemented into action (step 5). (Prosci – ADKAR 1, 7.)

A future state vision is the trigger for change and a strategy is guiding the way forward. The strategy is securing that vision will be achieved. An effective vision is imaginable, desirable, feasible, focused, flexible and communicable. A vision and a strategic plan are needed to achieve the change as planned (Ryerson University 2011, 5-6). The need for change needs to come from the organisation's operative and strategic activities. The current "status quo" is not supporting the organisation's (future) needs, a change is needed to achieve short- and / or long-term plans.

Business related targets, such as financial goals and results, customer needs and cooperation with partners, as well as the organisation's objectives, are needed to be taken into consideration at the same time as the organisation's internal dynamical factors (empowering employees and development of competencies). Successful change is not only focusing on change, but how the organisation will work when the change is achieved. (Luomala 2008.)

Successful change management is focusing on both, people and business. Problems occurs if the change journey for an individual is underestimated by the impact and / or by time needed. The individual is going through different phases during the journey of change. The phases are detachment, adjustment and acclimatization. (Huuskonen 2016.)

CEB published a white paper about change management success in 2016. The analysis behind the publication proves that on average organisations have faced five massive changes within past three years. Change types and percentual accounts are shown below, in figure 3. In year 2016 about 73% of organisations predicted that major change initiatives will increase until year 2019. (CEB 2016.)

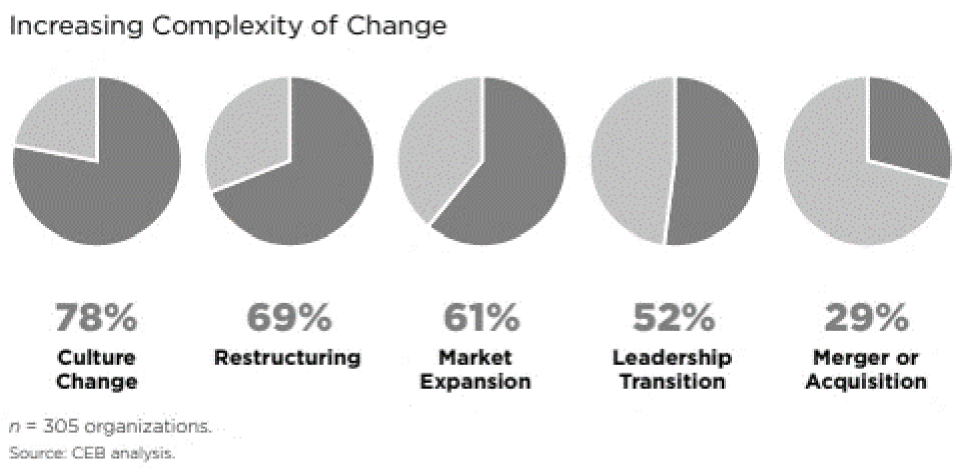


**Figure 3**. Change types in organisations (CEB 2016).

Changes can be divided into categories. Most typically changes are concerning and reflecting

- Organisational change / restructuring inside the organisation
- Change of strategy and/or vision and/or purpose

- Change of way of working (process and / or tools)
- Acquisitions and divestments

Changes are happening due to external forces and / or internal forces. External forces are market position, legislation and regulations, technology and economics related factors. Internal forces are changes in organisations and in operations, and often result of external force. (Murthy 2007, 10-11.)

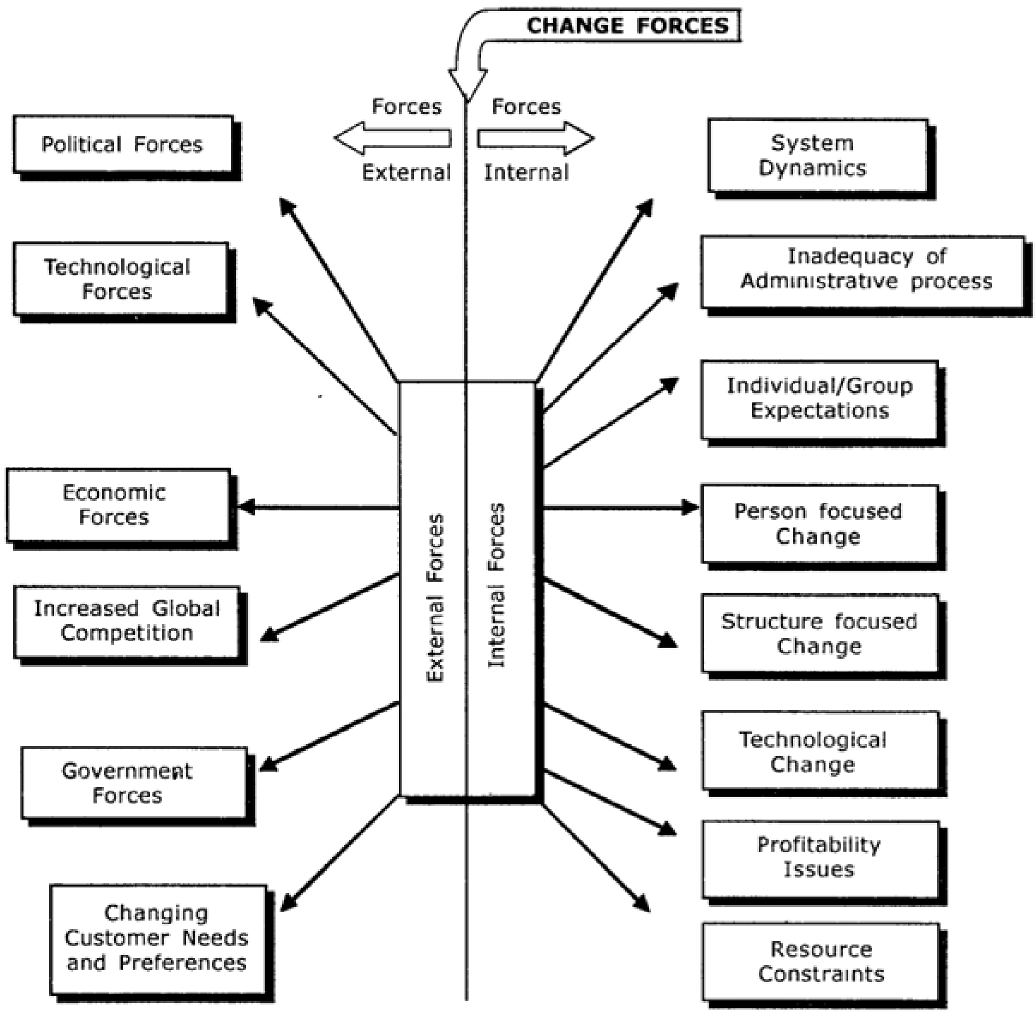


**Figure 4.** External and Internal Change Forces (Murthy 2007, 18).

Murthy is explaining change as a bipolar phenomenon. It is at the same time stable and unstable, easy to manage and uncontrollable, continuing and discontinuing. Change can be very patterned and easy to predict, or it can be highly complex and un-predictable. (Murthy 2007, 15.) Individuals feel change in different ways. The same change can be complex and unknown to somebody, and easy and predictive to another person.

Complexity of change can be divided into three types: transactional, transitional and transformational types of change. Transactional change is simple change that requires less support from leaders and the outcome is well-known. Transitional change is simple, but the outcome is not known, or the change is complex, and outcome of the change is possible to predict. Managing the change and leading people is needed more in transitional change than in transactional change. Transitional change requires modifications to the organisational structure, systems and processes or development of competencies. Transformational change is complex, and the outcome is not predictable. Transformational change needs bigger modifications and re-alignments. Leadership and management skills are needed on advanced level to support the transformational change. (Rikerjoe 2009).

Figure 5. below shows the complexity types in a visual way. Transactional change is for example changing the printer to a new model or taking into use new reports to follow-up the work progress. Transitional change is for example change in the production line, when way of working is changed and automation to production work is added to increase efficiency and quality. Transformational change is a bigger change effort, such as implementation of new business strategy or mergers and acquisitions, which are affecting the whole organisation.

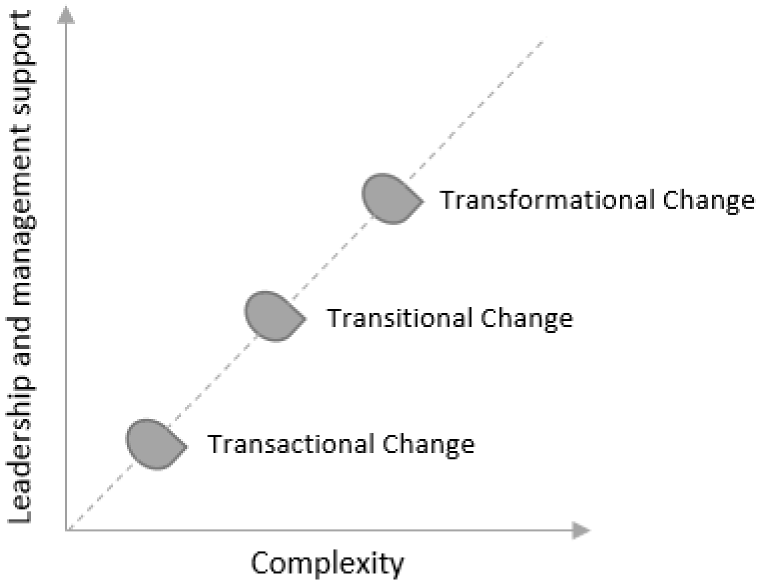


**Figure 5**. Change Complexity.

## 2.2 Change Management methods and models

The most used change management methods are built on as step-based models. Change methods are created to support the individuals during the change effort / efforts. A structured change management model is needed to drive the change in a successful way. Change is a process, transition from one point to another. After the change process is completed, change should be sustained to avoid slipping back to the old habits.

A large number of different change management methods and models are available in a global scale. Most of the methods and models are following the chronological step-by-step based structure. Below you can find more detailed methodologies of the Kotter's eight step change management model (re-shaped model of eight accelerators and four enabling principles), the Lewin's three step model, the Kübler-Ross' change curve and the ADKAR-model by Prosci. The author selected these models as they are commonly used and well-known globally. The models are following step-by-step process, showing the progress of change from different angles.

### 2.2.1 Kotter 8 - Acceleration Steps of Change

John P. Kotter introduced, in his book called “Leading Change”, the change management model of 8 steps to plan and lead change. Kotter’s change management model is one the worlds most used change management methodologies and commonly re-modified to specific needs.

As shown above, by using the clock phase metaphor, the speed of changes has increased significantly and is increasing all the time. People notice that the change is happening all over, but the ability to keep up with the change, commit to it and sustain the change has not developed simultaneously. Kotter Inc. modified the original model and shared the re-shaped 8-Step process in Accelerate, published by the Harvard Business Review Press in year 2014. Both versions, original 8 step model and re-shaped 8-step Acceleration model, are valid and effective. The two models are designed, and can be used, for different purposes. (Kotter Inc. 2018.)

The original 8-step model, established in year 1996, is focusing on leading the change. The original model is driving the change with a small core group and focusing to do one thing per time in a linear order. Re-shaped 8-Step process, established in year 2014, is introducing steps as accelerators. Four change principles are supporting the change steps. The change model steps are run in a linear order, parallel to previous and following steps, and the change group is a bigger amount of people devoted to the change (Kotter Inc. 2018). Below in figure 6, the changed acceleration steps of Kotter’s 8-Step model is shown.

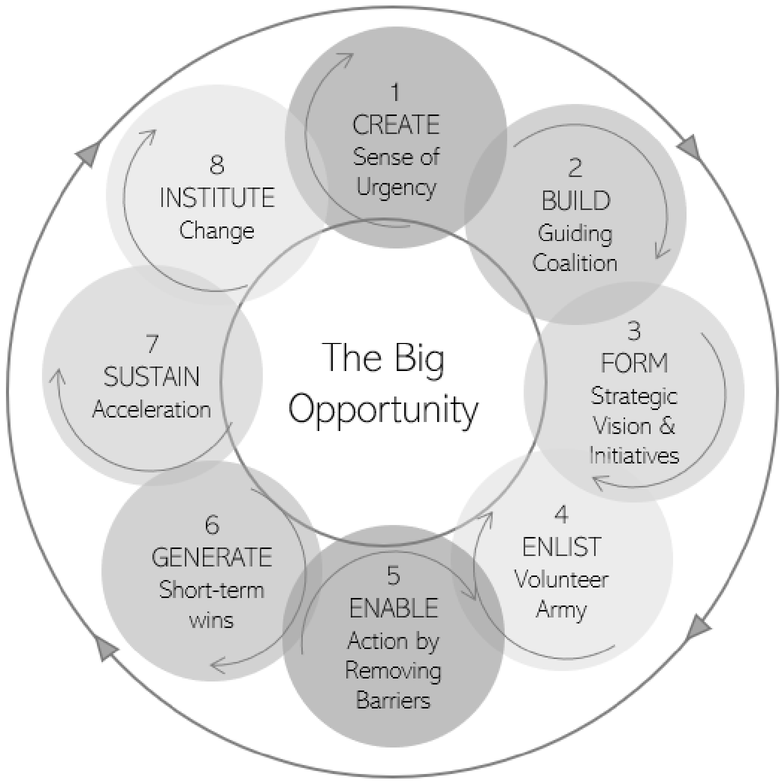


**Figure 6**. Kotter Inc. 8-Acceleration Steps of Change.

Firstly, like in the original model, a sense of urgency needs to be created. The intention of urgency is to show why change is needed and why the old is no more valid / doable. The second step is about creating the guiding coalition. The team, the diverse group of people, represents different organisational layers and functions. (Kotter Inc. 2018.)

The third step is for a strategic vision and initiatives. Vision motivates people and guides the way. Fourth step is about empowering and engaging people to participate to the change. Fifth acceleration step is to enable actions by removing obstacles. John Kotter suggests using more time to knock down barriers and less time to generate new ideas, if you want your ideas to became reality. (Kotter Inc. 2018.)

The sixth step is about generating short-term wins. Collect and communicate achievements, do it on early stage and keep doing it often. To sustain acceleration is the seventh step. Involve more people, revisit the urgency statement after significant wins and remove the barriers! The eighth step is to institute the change. Lead and manage, sustain the new way of working into the future. (Kotter Inc. 2018.)

Enabling four change principles to support the acceleration are shown below in figure 7. The change principles are to support, lead and manage the change. Head + heart goes together with data and facts. (Kotter Inc. 2018.)

**Leadership + Management**

In order to capitalize on windows of opportunity, leadership must be paramount – and not just from one executive. It's about vision, action, innovation and celebration, as well as essential managerial processes.

**Head + Heart**

Most people aren't inspired by logic alone, but rather by the fundamental desire to contribute to a larger case. If you can give greater meaning and purpose to your effort, extraordinary results are possible.

**Select Few + Diverse Many**

More people need to be able to make change happen – not just carry out someone else's directives. Done right, this uncovers leaders at all levels of an organization; ones you never knew you had.

**"Have To" + "Want To"**

Those who feel included in a meaningful opportunity will help create change in addition to their normal responsibilities. Existing team members can provide the energy... if you invite them.

**Figure 7**. The 4 Change Principles (Kotter Inc. 2018).

### 2.2.2 Prosci – ADKAR

The Prosci ADKAR® Model is a change management model that guides individuals through change. ADKAR is created, based on more than 20 years of research work, by a company called Prosci. Research work showed that change needs people; change happens when individuals change. ADKAR is an acronym and collected from milestones; awareness, desire, knowledge, ability and reinforcement. The milestones should always be achieved in chronological order, starting from awareness and ending the change to reinforcement. Prosci's ADKAR Model is stated to be the best change management model to prepare individuals to accept a major change and succeed in a new way of doing business. (Prosci – ADKAR,1). The figure below (Figure 8.) shows that ADKAR model, where the three first steps are focusing on enabling and the two last ones are more related to the engagement part. The expression “organisations don't change, people do” is explaining the ideology behind the ADKAR model.

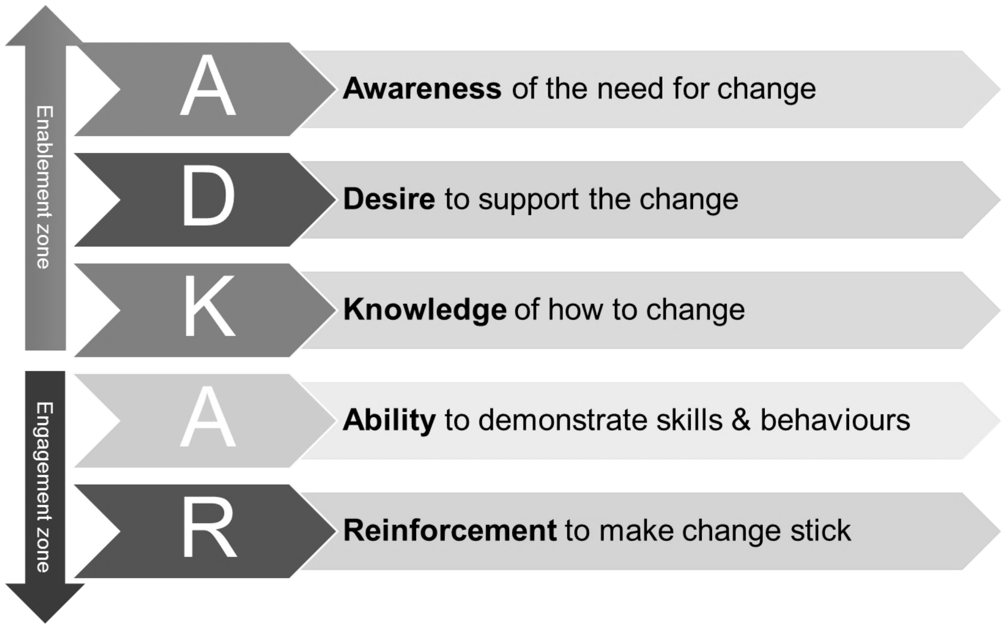


**Figure 8**. Prosci ADKAR – milestones.

The First step, awareness, is answering the question “Why?”, “Why is change needed and what are the effects if not changing?”. An important detail of awareness is that it creates need for change, not stating that change is already ongoing. If not communicating the philosopher root causes and effects of change, change resistance is more likely to arise. Awareness is built via effective communication and sponsorship, by coaching managers and sharing business related information (transparency). (Prosci – ADKAR 2, 3-8.)

Desire is a (second) step that engages and commits to change. Willingness is individual choice, affected by the scope of the change and personal aspects. Desire is predicted to be the most challenging step to achieve. The desire step can be seen achieved when a person is willing to be part of the change. Not the change leader, nor the line manager, is able to make the decision on behalf of an individual to join the change. Desire to change is affected by the nature of the change, outcome of the change based on an individual point of view, previous changes in organisation and future vision, personal situation and values and motivation. (Prosci – ADKAR 3, 3-7.)

Awareness and desire are stages that needs re-visits by help of continuous communication. If the change scope is modified and / or new information is received, A and D steps are needed to reinforce. (Prosci – ADKAR 3, 13.)

Knowledge is next step in ADKAR model. After steps awareness and desire, a person is acknowledging the reasons for change (awareness) and willing to support the change (desire). Knowledge is focusing to what is needed to know, how to change and how to sustain the change. Knowledge is a combination of behaviours & skills, processes & tools & systems and roles & responsibilities. An effective change management plan is addressing two forms of knowledge:

- Knowledge how to change (training and education for “How” to change, affecting skills and behaviour)
- Knowledge on how to perform effectively in a future state (training to sustain the change, how to use the changed process, systems and tools, what are the new roles and responsibilities)

The knowledge building block is affected by the current level of knowledge, ability to learn and resources available for training & education. People are individuals, our capability to learn and adapt to new things varies. (Prosci – ADKAR 4, 3-7.)

Ability is the stage where new behaviours are recognised and a new way of working / changed scope (change vision and targets) is in use. Ability is the phase where knowledge is transformed to real life action. The difference between knowledge and ability step is that a person is not only aware how to do it, but also able to do it. As stated before, learning is an individual process and it varies. It is important to notice that ability is not a self-evident outcome of knowledge. Building the ability requires time, support and training (Prosci – ADKAR 5, 3-11.)

Reinforcement is focusing on sustaining the change, it is the final milestone. Powerful Reinforcement is built on three actions:

- Sustain the change by avoiding falling back to old habits and way of work
- Recognise the momentum of change, when the old was history and the new was normal
- Support future changes by glorifying successful change efforts, where change is sustained (Prosci – ADKAR 6, 3-4.)

The Prosci ADKAR milestones are needed to achieve change successfully. Change is a process, and it can be difficult and complicated to understand and implement. Change can be divided into three states; current, transition and future. From the picture below, you can see how the ADKAR-steps are divided to the states (Prosci – ADKAR.)

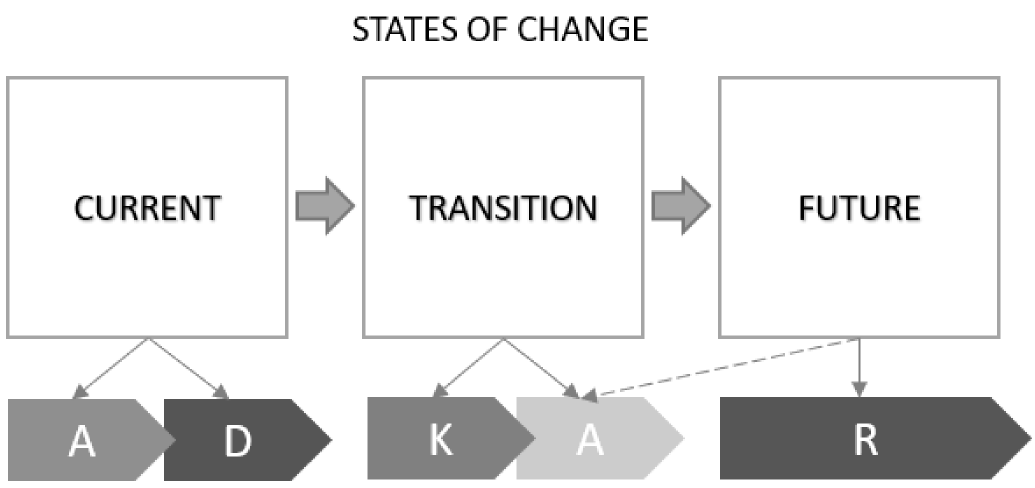


**Figure 9.** Three states of change and ADKAR steps (Prosci – ADKAR).

The three states of change is following the same model as Lewin's Change Management model introduced below in chapter 2.2.3. Most of the change models can be used parallel, to complement each other.

### 2.2.3 Lewin's Change Management Model

Lewin's three step change management model consists of three steps; Unfreeze, Change and Refreeze (or Freeze). Lewin's model is used to prove the need for change, observe driving and resisting forces, and show the change outcome. Lewin's model can be used as an implementation tool as well, describing the change effort steps.

Kurt Lewin developed The Three Stages of Change model already in 1940s. Lewin described the model by using the analogy of changing the shape of ice. When you have an ice cube but want it to be shaped as a pyramid, you first need to melt the ice to be able to shape it again. The original shape, a cube, is the unfreeze status quo. Melted ice is the change. By cooling the water to the shape of a pyramid, and when ready you have a refrozen shape. (Mindtools.)

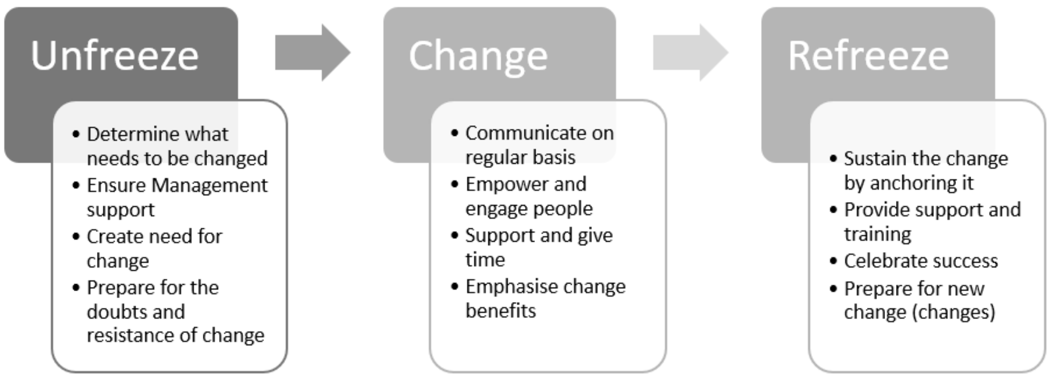


**Figure 10.** Lewin's three step model.

As a first step there needs to be an understanding why change is needed, and the management needs to support the change. Unfreeze is answering to question “Why” (Mindtools). The unfreeze step is preparing for the change. Unfreeze is visualizing why change is crucial and why staying in the current comfort zone is not possible. Lewin is introducing The Force Field Analysis as a tool to clear up “pros” and “cons” for the change. (Connelly 2016.)

While changing, communication has an essential role. Communication needs to happen on a frequent basis and contain the needed information. The change phase is empowering and engaging people to participate in the change. (Mindtools). Lewin described the change as a process, not as an event. He named the process to be a transition. “Transition is the inner movement or journey we make in reaction to a change.” We make the things that are needed in the change and needed to change. The change phase needs time, as people need to adapt to the new way of working, new competencies, new things, they need time to understand. (Connelly 2016.)

Refreeze is part that sustains the change by providing the needed support, training, rewarding and information sharing. Refreeze is the time to celebrate success, show that change has happened, and the changed status is the new status quo (Mindtools). Refreezing of just “Freezing” is the phase to make the status stable again. The mis-match here is that the change is a constant, never-ending process in today’s world. Refreezing is more like a mid-level phase before the process of change starts again. (Connelly 2016.)

### 2.2.4 Kübler-Ross’ Change Curve

Elisabeth Kübler-Ross introduced five stages of change in her book “On Death and Dying” on 1969s’. The five steps are introducing the feelings an individual is facing in change situations and normally introduced as a curve diagram. Change means losing something existing at some point and on some level, change is full-of emo-tions (Connelly 2018). Kübler-Ross created the model for people in grief (after hearing tragic news), the same feelings are experienced in organisational change, business related (for example change of position) change and private life (for example divorce) change situations.

The five stages Kübler-Ross presented are:

1. Denial (This can't be happening")
2. Anger ("No! I can't accept this")
3. Bargaining ("I will do anything if you let this and that stay as it is")
4. Depression ("What's the point of trying?")
5. Acceptance ("It's going to be ok")

Kübler-Ross is defining the stages as defence mechanism for the induvial to handle the change and scope of it. Moving from one stage to another is not happening in a logical, chronological order. The individual can feel different stages on top of each other, time and depth of the emotion varies. (Connelly 2018.)

The Kübler-Ross curve is presented in a modified form in chapter 2.3.2 as a Change Curve. The Change Curve is a combination of different change theories and models.

## 2.3 Living the change

A chinese proverb is quoting change from a people perspective as "When the winds of change blow, some people build walls and others build windmills". In January 2019, the author participated in two-day-long workshop in Vaasa, Finland. Participants came from different functions in organisation, and they arrived from different European countries. All participants work with development projects. There was an interesting discussion related to the Chinese proverb and how people understand it. Some stated that a person who is building a wall sees change as negative thing and resists it, while person who is building windmill is enthusiastic about the change. One participant thought that people were co-operating, one person was building the wall to steer the wind to the windmill, that another one has built, and empower the amount of wind in use. Some participants comprehend that windmill-builders and wall-builders are both right, but they feel the wind in a different way. The windmill-builder is seeing the opportunity, and wall-builder is protecting the existing. People, as human beings and individuals feel the change in different ways. Change is always an individual experience.

A human being is an entity. Our individual genetic ancestry is defining who we are in a biological sense. Our biological ancestry and environment are shaping our personality. The personality is who we are, how we speak, think and act. (Leppänen & Rauhala, 2012, 19-20.)

Our capability to accept change or resist it is coming from our personality (Viitanen 2019). Our personality, background, previous experience of change and environment are affecting how we feel and engage in change.

Carol Dweck, Professor at Stanford University, explained via her research that people either have "growth mindset" or "fixed mindset" based on how we are raised and how we see ourselves. People with a "growth mindset" see change as an opportunity to learn something new and are excited that people around them are changing. People with a "fixed mindset" see people, who develop themselves and succeed, as threats. "Fixed mindsets" are avoiding change as they might fail, nor they do not want to face critical feedback. One person might be two-sided, they have a "growth mindset" in some areas of life and a "fixed mindset" in some parts. (Viitanen 2019.)

"I am willing and able to change if…" Based on McKinsey's article individuals require four actions to change. These four actions are role modelling, fostering understanding and conviction, developing talent and skills and reinforcing with formal mechanisms. McKinsey noticed, in both research and practice, the four actions are key building blocks for an individual to change. The four actions are named as the influence model of change or the four building blocks of change. New ways of working and digital revolution have challenged the influence model, but the model is still powerful, and all four elements are needed, not just one. (Basford & Schaninger 2016.)

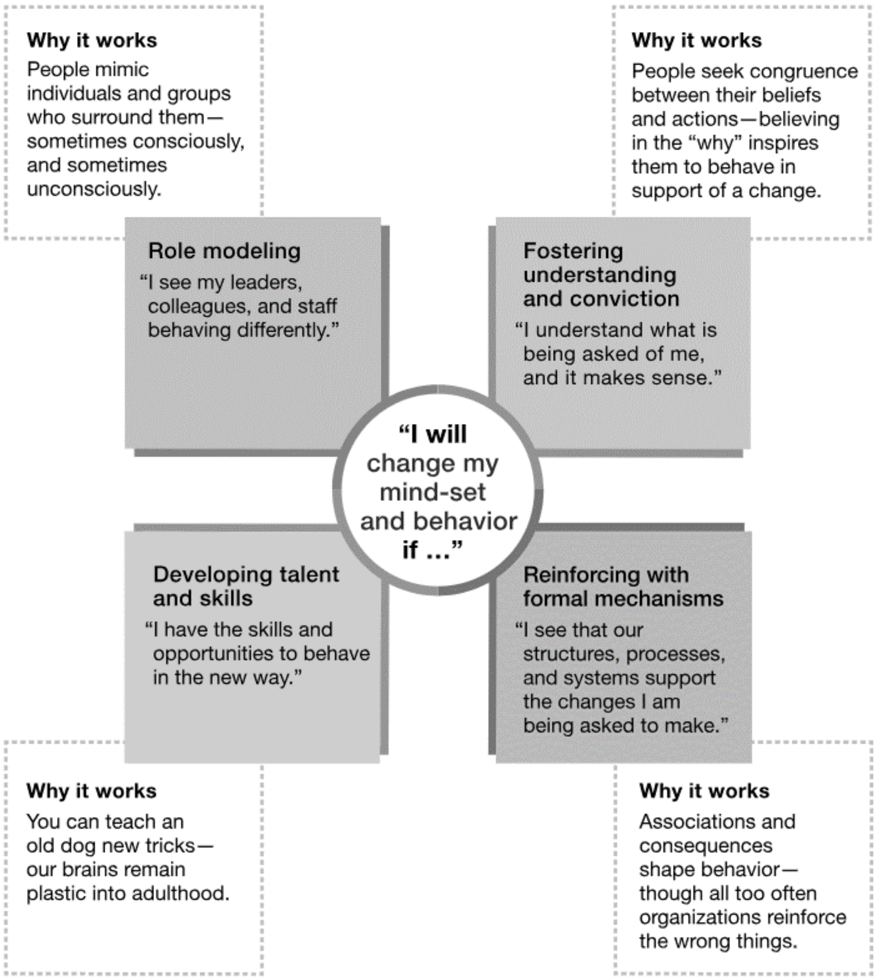


**Figure 11.** Change management influence model with four building blocks (Basford & Schaninger 2016).

### 2.3.1 Behavioural styles

Thomas Erikson, a Swedish author and leadership coach, has written a book on different human behaviour types, the book is called "Surrounded by idiots". The book is dividing people into four categories, based on how they behave (pattern of behaviour). The four categories are red (dominant and commanding), yellow (social and optimistic), green (friendly and relaxed) and blue (analytical and precise). When you can recognise your counter-part and put them into one colour category, you are more easily able to recognise how they behave, what is their communication style and how they adapt to change.

Originally the psychologist W.M. Marston invented the theory for the four categories of human behaviour in the 1930s, and T. Erikson rephrased the content for readers to identify the behaviour types. Marston divided the categories into Dominance (red), Influence (yellow), Steadiness (green) and Consciousness (blue). All of us are a combination (from one to all) of the different styles, while one style is the most dominant. DISC is used in corporate life and leadership trainings, as well in the recruitment process. (Lalangas, 2017.)

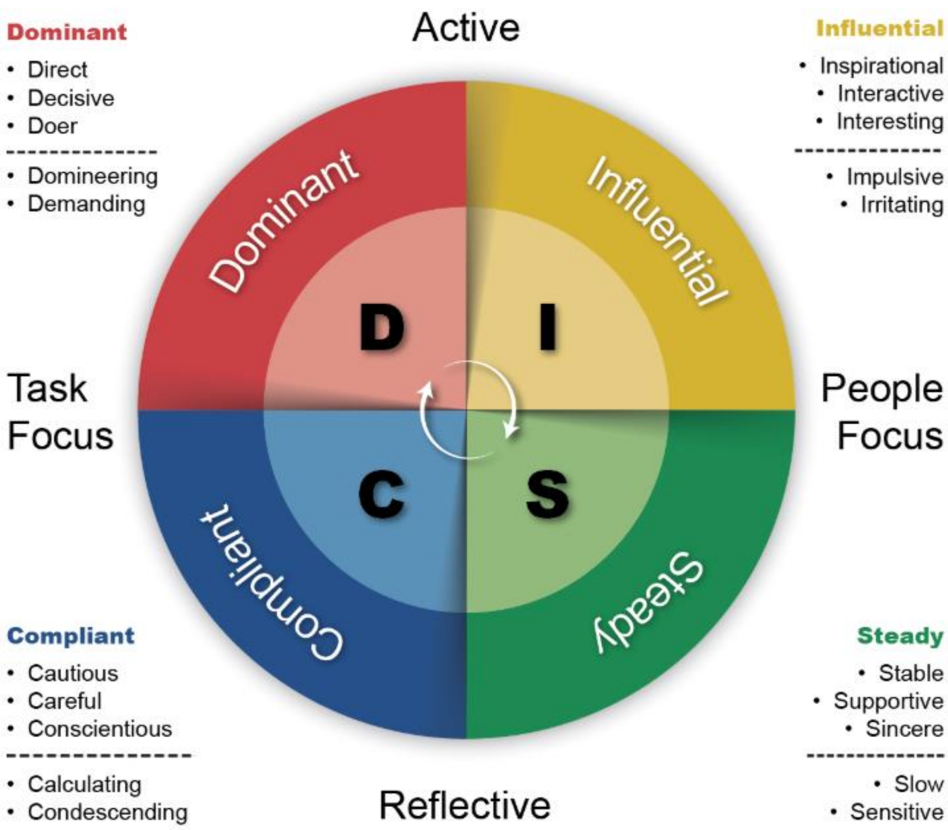


**Figure 12.** DISC Behaviour styles (Lalangas, 2017).

An individual with the behaviour style D and / or C sees challenges and obstacles in the surroundings and often feels that the surrounding is unfriendly. Individuals with style I and / or S often see environment as friendly. They are fun and enjoy relationship with other people. They count on success. (Lalangas, 2017.)

The different behaviour styles face change differently. The dominant (red) style is willing to change if change is beneficial to them. The dominant style wants to achieve, the change effort should support the achievement of the pre-determined goals. The influence (yellow) style is facing change like other situations, they want to be understood, accepted and involved. Yellow is interested in other peoples' opinions and try to influence them via a friendly environment. The stability (green) style conform with a stable environment. If you want green people to change, get their engagement and commitment, you need to ensure them that the safe environment will remain, and they are not losing anything. The conformity (blue) style sees the environment as hostile and him/herself weaker than the surroundings. The blue style is analysing situations carefully and is keen to have diplomatic and systematic approach. (Lalangas 2017.)

Brad Gentry, Owner of UK's biggest oil and gas company shared his experience how to raise employee motivations based on the four colour energies. Cool blue energy people need time to digest the change, they visualize the change outcome and the possibilities to success. A blue person might have difficulties to understand all details at once, they prefer details in written form and one can get back to them while analysing the change. Fiery red energy persons want to be present where the action is going on. Red is also interested in detail, how to move from "here to "there", but not interested to view possible ways to achieve "there". Red energy people are engaged when a vision is clear, and they are committed to the vision. Sunshine yellow persons are eager to participate in the change. Yellow persons understand vision via visual presentations. Yellow persons might be too eager to participate in the change and drive it, while leaving other colour energies behind. A too enthusiastic way might occur later with negativity. Earth green persons appreciate their own internal values. Some values are unique and some more common, such as "fairness". For green persons you need to explain why the old is not an option anymore, what were the optional solutions and what were the reasons to choose one solution. You get the green ones on board by being fair. Green people trust the organisation and the leaders. (Insights.)

Psychological (Who am I?), social (Who I know?), humane (What I can?) and financial (What are my belongings and wealth level?) assets are driving factors for humans. Psychological asset is a combination of self-confidence, belief in future, optimism and persistence. How leaders lead, and individuals handle, the psychological asset will determine if change effort is successful. Feelings that are included in psychological asset are linked to positive emotions, work engagement and motivation. (Leppänen & Rauhala 2012, 34-36.)

Bestseller Who Moved My Cheese (Johnson 2002) is introducing four different types of behaviours. Two mice, Sniff and Scurry, and two little people, Hem & Haw, lived in giant maze. The maze was a labyrinth with dead-ends, but also rooms filled with delicious cheese. Two mice and two little people went daily to the same place to eat the cheese. Sniff and Scurry were observing the cheese place daily and noticed that the cheese was disappearing. Hem & Haw, two small persons, were eager to get to the cheese place at first, but when they got used to the cheese they spent more time to get there and were less efficient. The small people thought the cheese to be self-evident fact and did not notice it was disappearing. One day, when the cheese was gone, two mice got their running shoes and started to look for a new cheese. Two small persons were not accepting that the cheese was gone, and they came back day after day to the same place, only to see that cheese was not there. After a while Haw decided to start to look for the new cheese, while Hem was still against change and stayed in same place. The bestseller is showing the four characters via their behaviour. Sniff was observing the surroundings and was able to sense the upcoming change (cheese disappearing). Scurry was the cheese with running shoes with him all the time. When he took off the shoes, while eating, he tight shoelaces around his neck and was all the time ready for action. Haw was first against the change, but when he realised change can be improvement he decided to join the change. Haw learned from mistakes. Hem was too afraid of change and didn't accept it. (Johnson 2002.)

### 2.3.2 Change Curve

The Change Curve is describing how an individual's performance, energy and emotional state varies through the change process. Reality is a way more complex than the simple one-curve model shown below. Change is not a linear path and there can be multiple curves existing simultaneously. The Model of Grief (change curve) was presented in the Ross-Kübler's model in chapter 2.2.4. There are several modified change curves, such as The Change Grid by Dr Cynthia Scott & Dr Dennis Jaffe and The Satir Model of Change by Dr Virginia Satir. Below you can find the change curve explaining how an individual approach the change. The curve below (figure 13) is created, by the author of this thesis, based on her change management experience and observations. The change curve can be used to identify and visualise emotions during the change process. For example, in the change process, people living the change can follow the curve and recognise which phase they are at, and how their emotions change (forward or backward at the curve).

The change curve is starting with disbelief, it is a state of "panic" when the change is announced. The disbelief is occurring via questions and by down-sizing the change effort and impact. In "disbelief" people need information. The disbelief should be the starting point for regular communication. People living the change need to know what is happening and why. After the disbelief person can experience "denial" phase.

Challenge is a state when an individual feel anger and willingness not to accept the change, they start to resist the change. Performance is in low level and an individual may feel stress. Challenge can be faced by preparing to the impacts people have. Emotions are shown in this phase. In "challenge" phase an individual is still living the "old time".

Exploration is a phase when the change is accepted to be happening and an individual starts to explore, search information, and to give input and engage. On final stage, commitment, an individual has accepted the change and is living the "new future”. Performance is on normal level or can be on a higher level than before. When person is committed to the change he / she is willing to sustain it.

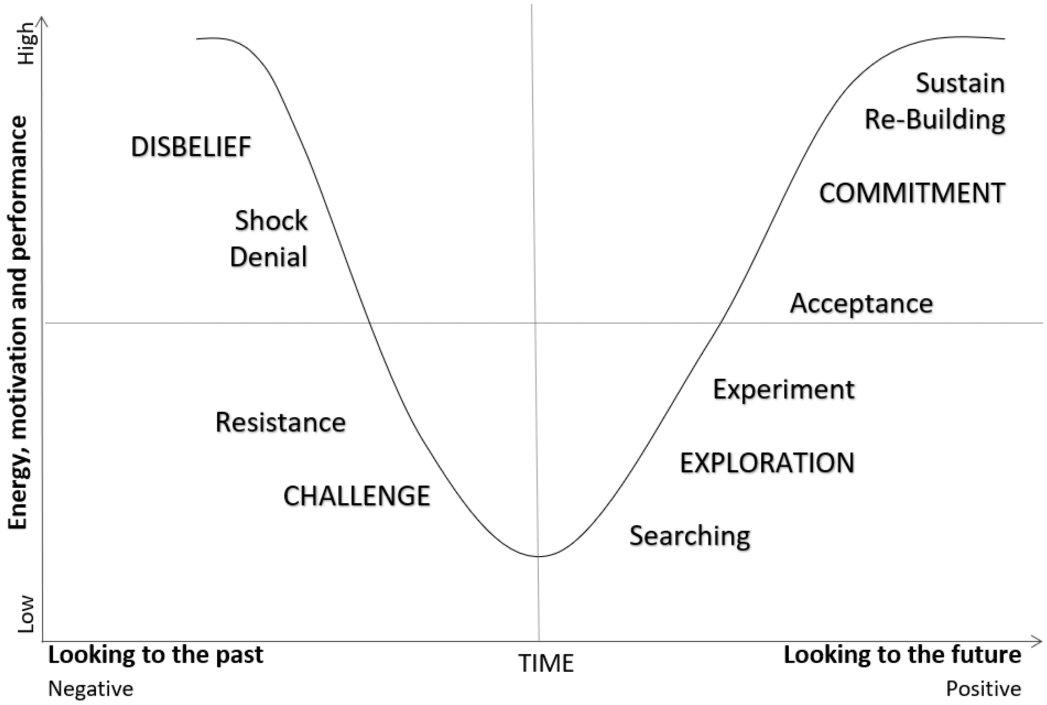


**Figure 13.** Change Curve.

Moving from the curve phase to the other face is not only linear, forward moving activity. An individual can get stick in some stage or move backwards. Several curves are on-going all the time due to multiple changes happening simultaneously. Depth of the curve varies based of the size of change and the sensitivity.

## 2.4 Leading the change

Leadership is about understanding the individuals, how they behave and how they feel. Before you can be a great leader, you must know yourself. Difference between a mid-level manager and a great leader is the way how they act as a mental leader. Knowing yourself is not only knowing your strengths, it is realising yourself as an entity with strengths, weaknesses and development areas. (Leppänen & Rauhala 2012, 9-10.)

The leadership can be measured by using two indicators, trust and success. If there is a lack of trust, leading the people has been un-successful. Reason why trust is not achieved can be complicated. The organisations have a strategy and a vision, and a target, that needs to be achieved. If the targets are fulfilled or exceeded, it is a success, a success in the leadership as well a success in the action. Both indicators, trust and success, are linked to ability to see the people as individuals and capability to analyse their characteristics (Leskelä 2001, 9-10) People are individuals, and can be grouped based on their behaviour. One way of grouping the personas was introduced in chapter 2.3.1 (DISC-method). When leading a bigger number of individuals, the leader can use more than one approach for leading the people and to communicate.

Leadership is about leading the people. Opposite to the leadership is management. The management can be explained as managing the things. In a changing business world, the leaders are leading the change and the innovations. Successful leadership is an increasing employee engagement, and along with the business's performance. The leadership is a skill, that can be learned as it is not completely coming from an individual's behaviour. (YVI.)

For a successful change both managing and leading the change are needed. The change management is focusing to technical & rational side of the change, while leading the change is focusing to people and engagement. In the change situations the line manager is focusing to the people side, while the project manager for the change effort is more likely to focus on the technical side of the change, including the project KPIs' (key performance indicators) measuring the success of change.

When the change is communicated to the people, the leader should remember that he/she has had, in most cases, more time to process the change than those hearing it for the first time. The leader might have had possibility to affect the outcome of the change, while other people might hear it first time.

By using the change curve (chapter 2.3.2), the leader can evaluate where he/she and his/her team members are in the cycle. The leader can create a plan how to coach individuals to move along the curve, and to achieve the commitment phase. The leader can plan how to reduce and minimize the negative change impacts and the change resistance.

The influencing model was introduced in the chapter 2.3 (figure 11). The influencing model has a four building blocks that are needed for an individual to accept the change and commit to it. Willingness to join the change is possible if all or major part of blocks, role modelling, understanding & commitment, skills & competencies and formal mechanisms, are fulfilled. There are several tools and methods that the leaders can take into use, and to secure that all of the four building blocks are recognised. Figure 14 below is showing the management / leadership tools that can be used for the each influencing blocks.

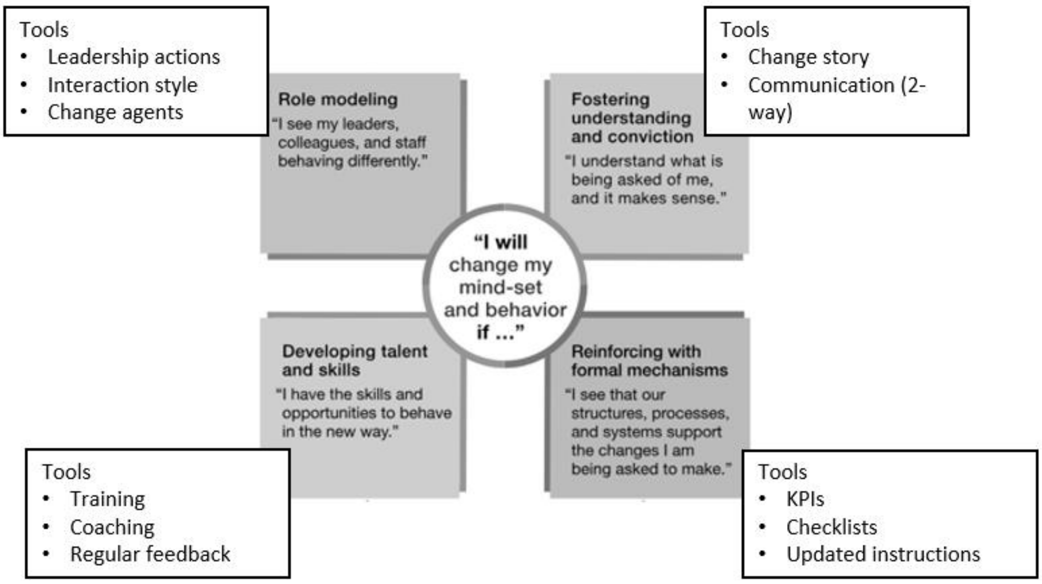

**Figure 14.** The Influencing model & leaders' tools.

The feelings, both positive and negative, are part of the people's personas. The positive leadership is not only about the happy days, the success and the big smiles. It is also about the failures and the "bad days". The leaders should try to focus on strengths and ways to enforce them. The positive leadership is born via an enthusiastic mindset and behaviour of the leader. The positive leadership is a combination (see figure 15) of a positive climate, positive relationships, positive communication and positive meaning. (Leppänen et al. 2012, 181-183.)

Even though ability and motivation to learn is a self-driven, an employee who is surrounded by the positive leadership and its four sections, is more capable to learn. The leader should listen, and to be present. The leader should give time and space for discussions, and to encourage to innovate new ideas and way of working. One of the leaders most important task is to enable employees to think and to use their brains. The positive climate is not down-sizing the failures and the mistakes, it encourages to learn from those and to share the learnings. The leaders should focus on the success. Communication and feedback should be divided to be 80% positive and 20% constructive. (Leppänen et al. 2012, 189-190.)

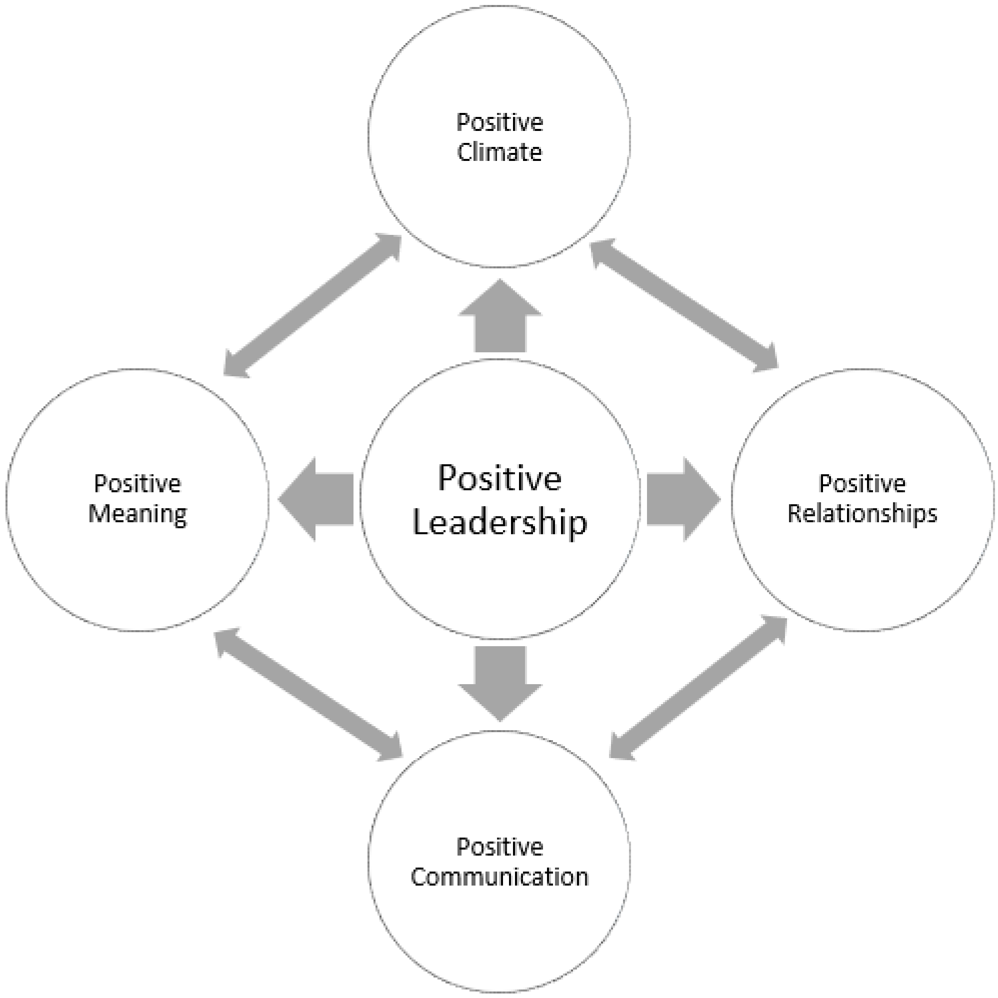


**Figure 15**. Positive Leadership (Leppänen et al. 2012, 182)

### 2.4.1 Communication

Leppänen & Makkee are introducing basic roles for respective communication in their book Positive Psychology for Leaders. Firstly, be present. Be present, your body and mind, and listen with both ears. Do not interrupt, listen until the end. Secondly, take helicopter view to the situation. Do not let your own expertise and your opinions to over-rule the communication. Ensure that you have understood the message correctly. Thirdly, respect. Be empathic and try to find positive tone even if communication is not. Fourthly, express yourself. Tell how you feel, do not attack the messenger or discussion partner. Latest, give respectful feedback. Value that other person has given their point and you have learnt something new. Be objective. If you do not have solution, get back to the topic after you have reviewed it. (Leppänen et al. 2012, 120-121.)

Communication during the change efforts varies from other business communication. The change communication is targeting to the emotions. Change needs communication. Communication can be seen as a fundamental cornerstone of successful change management. (Kealey 2016)

### 2.4.2 The Golden Circle + The Cone

The Golden circle was discovered by Simon Sinek in 2006. The Golden Circle is a three levelled circle, including keywords “What”, “How” and “Why”. “What” is giving the answer to the question “what we do?”. The second layer inwards is asking “how we do it” and the most inward circle is stating “why we do it”. Sinek discovered that all of the organisations’ in this planet function based on the Golden Circle. The Golden Circle even works with career aspirations for the individuals (Sinek). How? Please see below in figure 16.

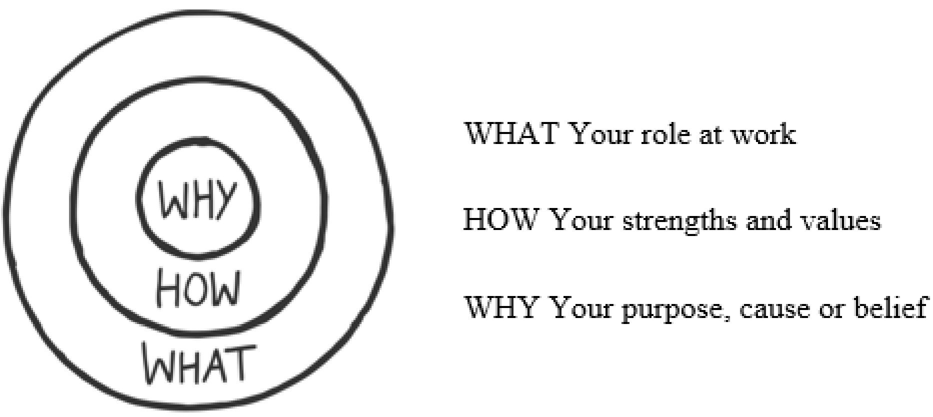


**Figure 16**. The Golden Circle (Sinek).

The Golden Circle should not be seen only as a communication tool. It is also showing how most the successful organisations are structured. If the circle is changed to a three-dimensional model, it changes to a cone. The cone of organisational structure, where top is the leader of the organisation, visioning the future by using “Why” the company exists. The middle level, “How”, are the ones inspired by the leader and the vision and giving their 100% to the organisation, empowering the success. Bottom part of the cone is “What”. What is the things and actions the company and its doers make and communicate. What is the tangible part. (Sinek.)

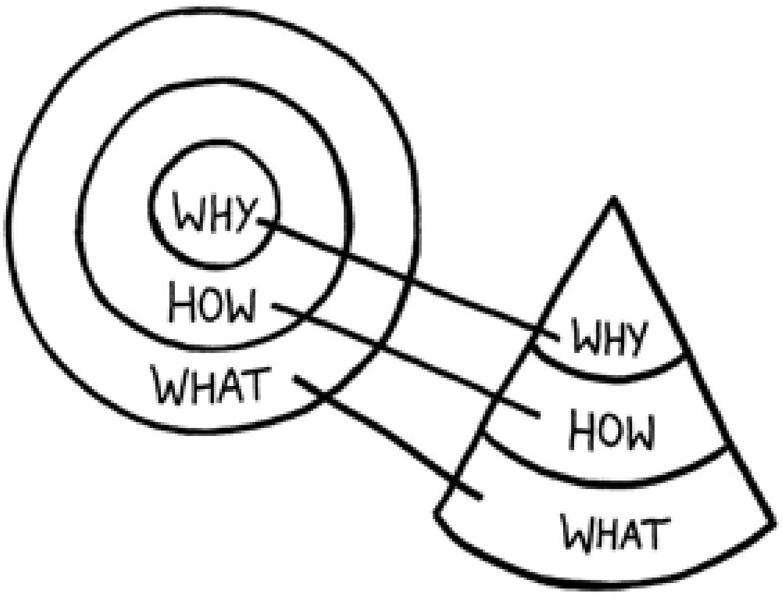


**Figure 17.** The Golden Circle & Cone (Sinek).

The Human nature is asking “Why” in the change situations. “What” is the concrete part of the change, what is changing. “How” is explaining the way / methods how the change will happen. “Why” is the reason, the starting point for the individuals to engage to the change when they know why.

## 2.5 Change resistance and failure

Think a world without resistance to change, no questions and no doubts. How would the world be if we change our way of working and the way we act, our mind-set and our behaviour, every time we were asked to change, or when we receive a signal of opportunity to change. By resisting the change, an individual can have identifiable and non- identifiable commitments they want to maintain. The commitments should not be seeing as a weakness, but as a possibility. (Leppänen et al. 2012, 64.)

The change initiatives fail mainly because of human related issues, such as employee resistance, unsuccessful communication, lack of training/orientation, turnover of staff and / or budget is exceeded. The change resistance is the biggest obstacle for the successful change effort. The employee resistance is upwelling from unawareness why the change is needed and what is the scope of the change. The resistance is a behavioural consequence when and individual feels that he / she has lost control of a situation. The communication fails if the scheduling of the communication and the quality of the content are not in the needed level. The communication structure should follow The Golden Circle presented in the previous chapter. The communication structure should explain what the change is about, how the change is implemented and why the change is needed. Good point is to bring up the consequences of not changing.

The Insights listed the most common factors why people resist the change, these are

- Self-interest; fear of the change effects
- Misunderstanding and lack of trust; outcome of a lousy communication, people feel that the management is not “covering their back”
- Different opinion; the change project team and the stakeholders are not in agreement with the change vision and how to achieve the vision
- Low tolerance for the change; people are not able and willing to change themselves and the way of working (Insights).

Most of the factors are touching the communication. How the change was implemented and how well the scope of the change is determined as well shared to the people.

John P. Kotter introduced the eight most common errors affecting the change efforts. The outcome, of an error, is to change effort to fail (Ryerson University 2011, 7). The Kotter's model is focusing to the organisational changes, but valid in all chance efforts.

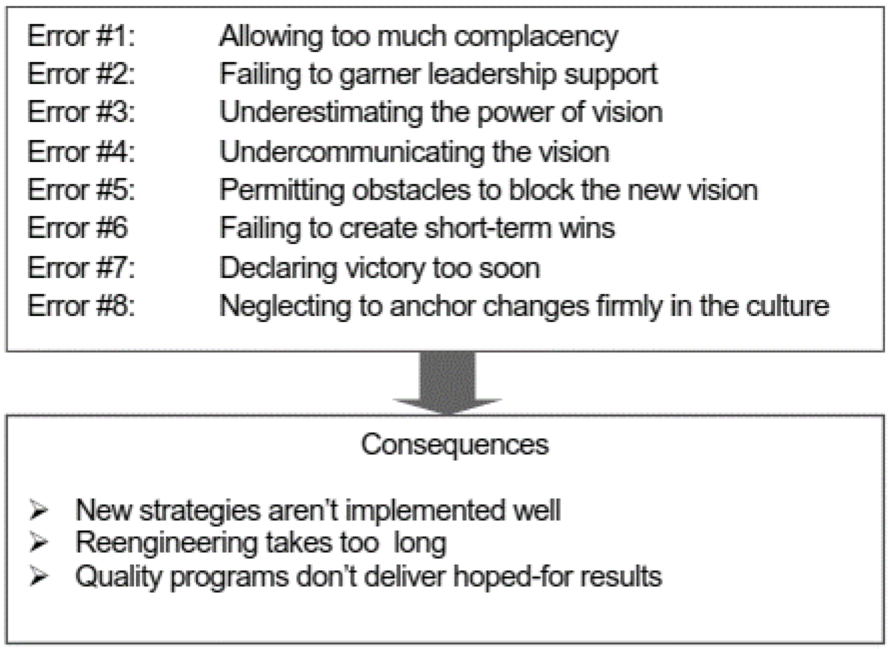


**Figure 18**. Eight common errors for organisational change effort failures (John P. Kotter; Ryerson University 2011, 7).

## 2.6 Successful Change Management

The research by the Insights and the CEB have gathered the seven secrets for the successful change viewed in figure 19. Even though multiple research and studies are revealing the reasons why the change fails, there is a possibility to success.

1. **Changes don't need to be permanent to be successful**. Whether employees are sceptical of the permanence of the change or whether the change loses relevance over time has no impact on the change's probability of success.

2. **Repetition doesn't make change easier**. Past success or failure with a particular type of change has no bearing on how likely future success is, and more experience with change does not predict improved results.

3. **Employees have to get it, not like it.** But if they understand the reasons, the probability of success improves significantly.

4. **Change is key person – not key leader – dependent.** Identify which employees are critical to change success and focus support on this group.

5. **Employee readiness, not willingness, drives change success.** They need the resources necessary to implement changes in order for them to be successful.

6. **A clear goal matters more than a perfect plan.**

7. **Change implementation should be adaptable, rather than consistent.** The most successful changes are those where the organisation is able to adapt its change strategy for different parts of the business.

**Figure 19**. Secrets of successful change (Management Today, 2016).

Based on the complexity of the change, the more complex the change is, the more effort is needed, and the more resistance is to be faced.

The Dr. Mary Lippitt invented a framework for the change management in year 1987. Based on her investigation, the successful formula for the change is:

VISION + SKILLS + INCENTIVES + RESOURCES + ACTION PLAN = CHANGE

The picture below is showing the consequence if the factor is missing. The change is not only a setting a goal, it is a combination of different factors. The matrix below is following the same factor-based model as the change formula presented in the chapter 2.1.1. The vision should be strong enough to inspire the action. The strengths of the employees should be taken into use and to define further developments. How to measure the success of the change, what are the incentives for the change? The change acquires resources, physical, financial and personnel resources. The change needs a plan, an action plan is focusing to the enabling elements and predicting the future near ahead. (Blackburn Freeth, 2016.)

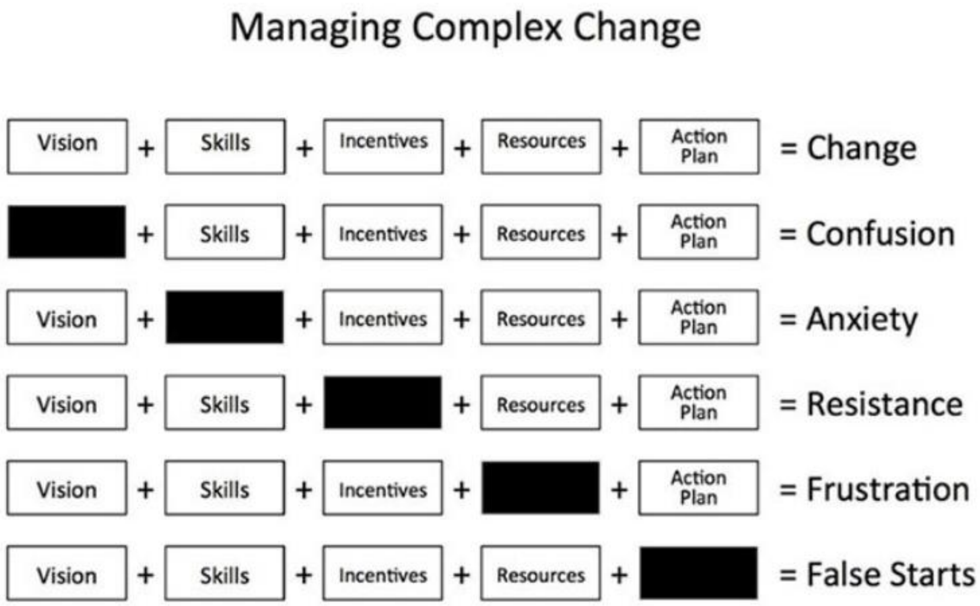


**Figure 20.** Managing complex change (Blackburn Freeth, 2016).

Without the vision (why?) the change project is creating a confusion. An individual(s) need a reason why to change, what is driving us towards the change. What is not changing should be also communicated. When the change is started / on-going, best way to get the people committed to the change is to engage them. Use the strengths of the individuals to engage and empower the individuals. The hidden skill is a lost opportunity to empower and engage. If there are no measures for the change, no ways to prove the success, the people are resisting the change. The people must be convinced that the status quo is not the solution for the future. The change without the resources (financial, physical and personnel) is a chaos. The resources can act as the change champions, the role models. The Change needs (many times) doers to plan and perform the change, as well money and other resources. I think all of us have heard the quote “well planned is half done”, this is applicable also with the change situations. Plan, plan and plan.

“If you can’t measure it, you can’t manage it”. How to define the success? When the change has happened how can you tell that it was a success? Was it nearly achieved, achieved as planned or exceeding the expectations? Measuring the change effort is a way to proof the change success and use it to sustain the change.

The capability to measure the people side of the change has become more as an expectation than a wish in many companies. The change success is reported to the change steering committee or the enablers of the change. The change is measured during the transformation phase and / or when the change project is completed, and the sustainability phase is on-going. (Prosci.)

The effectiveness is measured by measuring the organisational performance or by measuring the individual performance. The organisational performance is measuring how the project was achieved and what is the outcome. The metrics to use are, as an example:

- Project KPI measurements
- Speed of execution
- Performance improvements

The individual performance can be used as a leading indicator of the overall project status. The individuals, living the change, are expected to change their work style, mindset and behaviours. The individual performance can be measured by using the surveys, the assessments and the performance evaluations, the observations and the tests. The metrics that can be used are

- Employee feedback
- Employee satisfaction surveys
- Employee change readiness surveys

- Usage reports
- Observations of (behavioural) change. (Prosci)

The Change Management performance can be followed as well. In this case the metrics are linked to the development team activities. These measures are, for example

- Change transformation actions compared to the plan
- Communication effectiveness
- Training the persons living the change. (Prosci.)

# 3 RESEARCH METHODOLOGY AND EMPIRICAL RESEARCH

The empirical part of the thesis is focusing to a real business world change project. The change transition is a development project for a transparent and a harmonized way of working within the global project management team. The focus is to improve the customer satisfaction and to strengthen the internal co-operation between the different stakeholders participating to the customer delivery projects. The change project includes the development of a tool that supports the successful completion of the project milestones in the customer delivery projects. The kick-off and the roll-out of the tool happened simultaneously as the author was compiling the empirical survey results. The tool was not in use while the empirical survey was carried out. The further development of the tool, as well changing the way of working, are a continuous improvement processes where development continual.

The empirical research data is collected via the change survey and by interviewing a smaller group of employees from two user groups; living the change (chapter 2.3) and leading the change (chapter 2.4). As the author of the thesis is working with development initiatives, she has a grandstand view for the development and the improvement projects, focusing to changes in the way of working, in the organisational changes and /or developing the tools and systems in use. By observing the development near-by, the author had opportunity to follow the project from beginning until the implementation and the continuous improvement of the new features. By using the change survey, the author had possibility to analyze how the change is affecting the people, how they will engage and empower the new way of working and what is needed to sustain the change.

The triangulation below (figure 21) is describing how more than one method is used to collect the empirical research data, and how that is connected to the theoretical part of the thesis. Multiple research methods were used to acknowledge the change from the people perspective.

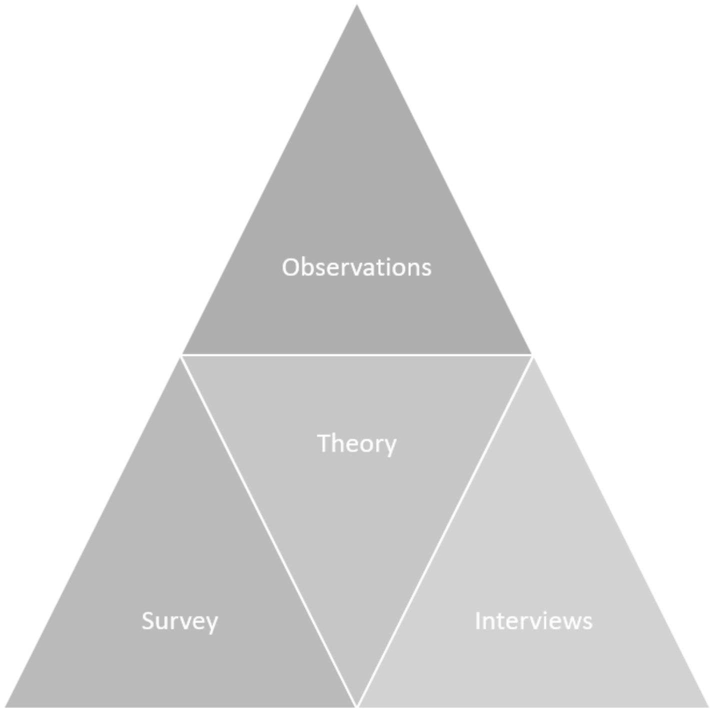


**Figure 21**. Triangulation method.

The primary research question in the thesis is “How to engage people and get commitment in a change project?”. The questions supporting the main research question are:

- “What is the driving force for change (as-is-state)?”,

- “Where we want to go / what do we want to achieve (future state)?”,

- “What is needed to succeed and how to measure the success of change?”

- “How can leaders enhance a change project?”.

The survey questions and the interview themes are created based on the change management theories of the ADKAR model and the Lewin’s three step change management model (table 1). The Kotter’s eight steps model is a foundation for many other change management models and was used as a base for the development project to improve the transparency and to create the harmonized way of working.

The case company is using the Kotter's model in the development waves to work in a smarter and more efficient way, while brining value to the customers. Slogan "work smarter, not harder" is the guiding principle to produce more value and to reduce waste. The waste adds cost but does not add value.

**Table 1.** Research matrix.

**Research Question:**
**How to engage people and get commitment in a change project?**

| Research themes | Supporting research questions: | Lewin's model | ADKAR – Prosci model |
|---|---|---|---|
| Theme 1 | What is the driving force for change (as-is-state)? | Unfreeze | Awareness (need for change)<br>Desire (willing to change and support the change) |
| Theme 2 | Where we want to go / what do we want to achieve (future state)? | Change | Knowledge (how to change) |
| Theme 3 | What is needed to succeed and how to measure success of change? | Refreeze | Ability (skills and behaviour)<br>Reinforcement (sustain the change) |
| Theme 4 | How can leaders enhance a change project? | Unfreeze, Change, Refreeze | A, D, K, A, R |

The change survey and the theme interview are divided into four sections (themes), same as the research matrix in table 1. The rirst section is focusing to the reasons why the change is needed. The second part is looking up-to the changing future, what will change after the harmonized way of working is taken into use and the new tool is supporting the daily work. The second part is ensuring that the doers understand what needs to be changed, and what value the change is bringing to the work. The third part is asking the reasons how to change. When the organisation's performance is improved, it often needs a change; change in process, change in position role, change in organisational structure, change in technology.  But most of all, it needs a change in people, how they do their jobs. If people are not committed to make the change, it will fail. The organizations do not change, the people do. The latest part (theme 4) of the research matrix is asking how the doers felt the leaders support.

## 3.1 Research Methods

Difference between the research methods comes from the research goals and the targets. Multiple methods can be used to supplement each other's. The author is they key person to determine the number of methods used, to achieve research targets, and to secure that the validity and the reliability are fulfilled.

The research methods can be divided into the quantitative and the qualitative methods. The quantitative research is focusing to the cause and effect principle. The quantitative research method is using statistics and mathematical values to explain the effects. The qualitative research is focusing to the quality and significance. The quantitative and the qualitative methods should not be seeing as contrasts to each other's, more as methods that supplement others when used in the same research. (Koppa 2015 a, 2015 b.)

The quantitative research is a number, and a value based, answering to the questions "How much?" and "How many?". The qualitative research is about understanding the research target (phenomena). The qualitative research is asking "Why?". In the qualitative study the research question is living and changing its format. In the quantitative research the research question is determined beforehand, staying stabile and leading the research. (Puustinen 2013.)

### 3.1.1 Survey

The survey is collecting information from the participants in standardized way. When the questions are asked in a standardized mode, all respondents are using the same scale to answer to the questions. The surveys have been used long time and there are different types of surveys in use. Benefit of the survey is that it is possible to send multiple questions to many respondents same time. When the survey form is standardized, the answers can be analysed practically. The weakness of the survey is the unawareness of how seriously the respondents answered to the survey and how well they understood the questions. (Hirsjärvi et al. 2016, 193-197.)

The survey can include open-end questions, multiple choice questions and pre-determined scale / range questions. The open-ended question is not suggesting nor proposing the answer, as it is in question format and the respondent is writing the answer by him/herself. The multiple-choice question has predetermined answer options. Variety of the answers is less wide and more easily analysed as the answers are in standardized format. The scale / range of questions is forcing the respondent to answer to the statement based on the answering scale. The scale is normally five to seven steps scales, where the extremes are representing contrast to each other's. In many cases one answering option is "don't know" as the respondent might not have an experience or a knowledge about the specific topic. (Hirsjärvi et al. 2016, 198-201.)

In the empirical survey all questions types, presented above, were used. The respondents background information was collected by using the multiple-choice questions. The questions related to the four research themes were asked by using the statement / question and the pre-determined five-step answer scale. The free text, open-ended question, was selected to two questions, where target was to get answers reflecting the experience and the emotions.

### 3.1.2 Theme Interview

The interview is conducted by using the theme interview method. The theme interview is seen as a semi-structured (half-structured) interview method. In the structured interview method, the questions are predetermined, and the interview is following strict agenda. By using the half-structured interview method, the interviewer can ask focused questions during the interview session, if needed. In the theme interview the interviewer, or the research worker, is determine the themes that are to be discussed. All interviews should follow the same themes, the interview structure and the depth of the discussions may vary from one interview to another. (Puustinen 2013.)

The theme interview was selected to compile the survey research method. The survey was in standardized format and the interview gave a possibility to ask specific questions and to go deeper to the research themes. The interview followed the same structure of the four research themes. The interview was held both for the employees living the change, as well to the leaders, leading the change.

### 3.1.3 Observation

The observation means to collect information and to study if people are acting as they say they are. The observation is systematic following of the target person and/or the target group. The surveys and interviews reveal emotions and believes, how people see the environment around them. The observation is trying to answer to the question “What really happens?”. The observation can be used as a stand-alone method or by complementing other methods. (Hirsjärvi et al. 2016, 212-213; Saaranen-Kauppinen & Puusniekka 2006.)

The observation can be divided to the categories based on the level of systematic & structure and participation. In the systematic observation, the observer (research worker) is avoiding participating and reflecting the action. The observer has a base information of the research area and is following the structured, detailed, plan. In the participative observation the research worker is following the functional mode of the action. As an active observer the research worker is trying to effect on subject of study. As a passive observer the research worker is part of the group, not trying to affect the action. (Hirsjärvi et al. 2016, 214-216; Anttila; Saaranen-Kauppinen & Puusniekka 2006.)

The observation was made without the structured agenda and the author acted as the passive observer. The observation time lasted from the start of the thesis, beginning of 2019, until end of March 2019. The observation was made as a first research method, to avoid observation results to affect the change survey and interviews.

### 3.1.4 Validity and Reliability

The validity is describing how well the research method is answering to the research problem / question. The validity is good when the target group and the research questions are selected correctly. The research method should be chosen based on what kind of information is wanted to get. If the research strategy is not valid, the research work is useless. Without the validity, the research is investigating an irrelevant aspects or information. (Hiltunen 2009.)

The validity has two ankles, inner and outer. The inner validity is telling how steady and reliable (consistency) the research is. The outer validity (also known as external validity) is about generalization. The generalization means how the results got from a smaller investigation group can be extended for a bigger population / group. (Puustinen 2013.)

The validity can be divided into three sub-groups; Content Validity, Conceptual Validity and Criterion Validity. The content validity is related to the research data and showing how well the research method is reflecting the research data. The conceptual validity, also known as the construct validity, is defining how well the research measures the construct, not closely related topics. The criterion validity is assessing how well the value of the measurement is reflecting the research topic. The criterion validity is telling if the outcome is predictable or simultaneous. (Hiltunen 2009.)

The reliability is impressing how reproducible the research is. The reliability can be proven by using different methods. As an example, if the same research is repeated is it giving the same result. (Hiltunen 2009.)

KAMK, University of Applied Sciences is listing criteria for the research validity and reliability. The Criteria’s are explained below, after each criteria the author is reflecting the research work to the criteria. (KAMK.)

1. Credibility

   The author: By using the theory as a baseline for the empirical research and by using multiple research methods the author is securing credibility of the research problems.

2. Confirmed

   The author: The second criteria is assessing the research outcome and the empirical data. Within the thesis, the research themes are reflecting to the theory and the conclusions are gathered from research data results. Explanation and clarification to the change survey results was gathered via the theme interviews.

3. Relevance

   The author: The research was made for the real business world need. The research problem is valid, and the research work will be continued in the future.

4. Recurrence

   The author: The Change is new stable; the change is all around and all the time. Due to the multiple changes, happening simultaneously, the research topic is valid, and the research problem is repetitive.

5. Saturation

   The author: The empirical part of the thesis touched one real business life change effort. The research work and the improvement work with the change management continues to gather more information of the change efforts.

6. Transferability

   The author: The research was made in global context, the research group representing different roles. The author is expecting that the research method is possible to move to another similar context.

### 3.1.5 Survey Ethics

The Center for Innovation in Research and Teaching explains the research ethics as "Ethics are the norms or standards for conduct that distinguish between right and wrong. They help to determine the difference between acceptable and unacceptable behaviours on the part of the researcher." (CIRT.)

The research worker should evaluate that the research is made by honouring general research principles and research specific principles. The research should be done so that it respects the involved participants. The participants are chosen based on their role / connection to the research topic. The research questions and the plan should be built to avoid the risks for the participants and to empower the benefits. The research should respect the parties by protecting and respecting their values and interests. (CIRT.)

The research is made by following the general research principles and by treating all the participants as personas, honouring their experience and feelings.

# 4 RESEARCH FINDINGS

The findings of the three research methods can be found in the following sub-sections. Observation was used as the first method, without a structured agenda and the observer had a passive observer role. Change survey was a second method. Survey has the biggest weight in the empirical part, other methods are fulfilling the conclusions and analyses.

## 4.1 Change Survey

The change survey was an electronic survey (Microsoft Forms), sent to employees' email. The email was sent on 29th of March 2019 and to 94 participants globally. The survey was open for replies for one and half week. Grouping of the change survey questions was made based on the theoretical frame of ADKAR change model and Lewin's change management steps. As a baseline for the change survey questions, the author used the sample change questions provided by Culture Amp. The respondents answered the survey anonymously. The change survey questionnaire is available as Appendix 1 in this thesis.

Several question types were used to gather data in the change survey. The background information had pre-determined answer options (multiple-choice question). The research theme questions had a scale of 5-steps and two questions were open-ended questions, where the respondent had a possibility to write without limitation or narrowing answer options.

The first questions were asking about the background of the respondents. The background information questions were collected to understand the variety of respondents; what their role is and how long experience they have. Respondents were asked also to select their main location. The survey was made anonymously, the respondents got a consecutive numbering. By using the respondent numbering the author could analyse the answers based on background factors (role, experience in years and main location), and see if there are major differences when total result is compared to smaller groups. The author decided to use the role (position title) as comparison group. Different roles are facing the change in different ways, and at the beginning the change is most relevant to Project Managers and Line Managers. The analysis of the data was made by using Microsoft Forms survey summary function and by pulling the data to excel and creating comparisons in pivot-tables and in pivot-charts.

In figure 22. you can see summary of the background information. The background information consists the following information

1. My position title is
   Answering options "Project Manager", "Project Engineer", Line Manager position" and "Other"
2. I have been in my current position
   Answering options: "Less than one year", "From one year to three years" and "Four years or longer"
3. My main location is
   (Selection of seven named locations and "Other" as eight option)

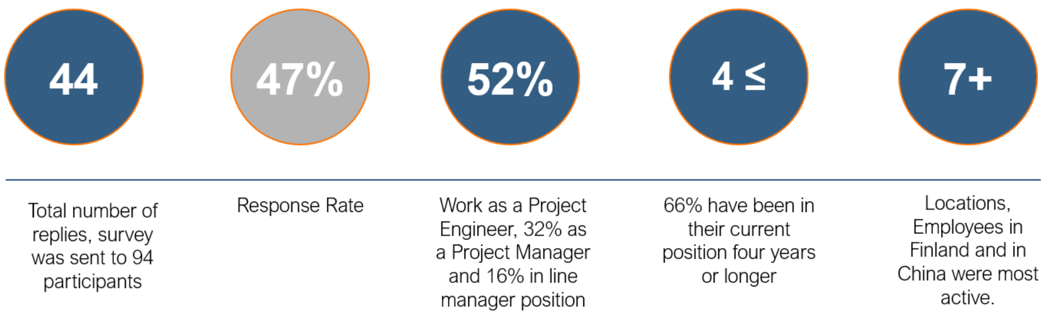


**Figure 22**. Background Information.

The fourth question in the change survey was related to behavioural types (chapter 2.3.1). Different behavioural colours see changes in different way. The respondents were able to see a picture of the behavioural types, and they were requested to select one highest factor (dominant colour) and one secondary factor (optional colour) as very rarely human is only one-coloured. This question was not mandatory, and one reply option was “Don’t know / No response”. The summary of the selection is seen below (figure 23). The colour green, steady behavioural, got most replies as a highest factor. Influential – yellow was only 0,7% after that.  As a secondary factor, the most selected one was blue – compliant. The dominant factor (red) was right after the compliant as a secondary factor.

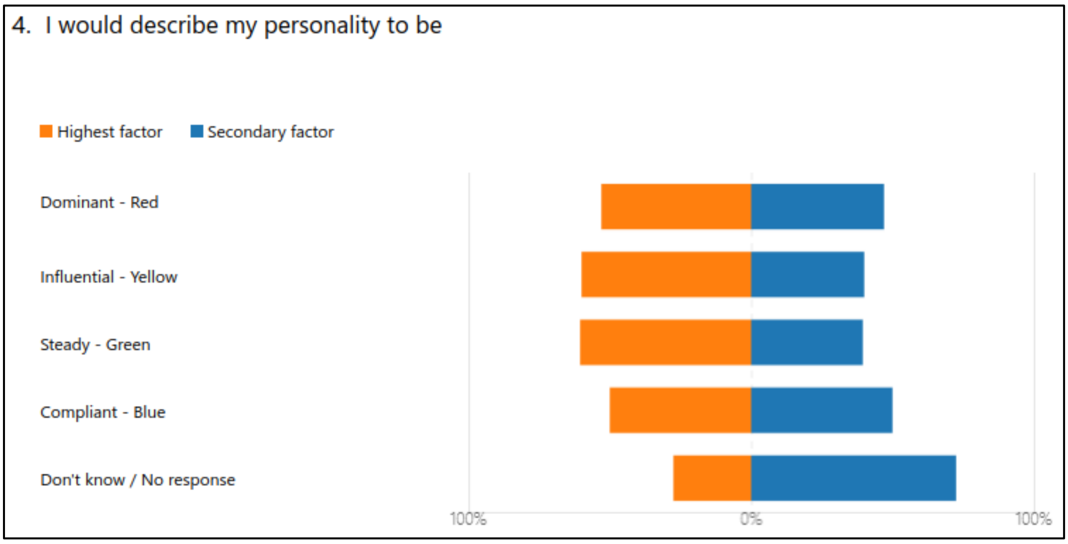


**Figure 23.** Change survey – Personality

The author is suspects that the question was misunderstood as there were around 15 replies where all factors (colours) were selected. Based on the assumption of misunderstanding questions, validity of this question is not reliable. The author is also questioning the reliability of this question. Lessons learned, for further studies, is to use behavioural colouring (only) in face-to-face training sessions or in interviews or workshops where underlying factors and the meaning of a question can be explained better.

Even though the answers are not (as assumed) reliable and valid, the author is seeing that organisation is full of personas, individuals (figure 23). There is not one and only way to drive a change, nor communicate and lead people. When driving a change, especially communicating about it, the change team and leaders should recognise the variety of personas and try to share information as well as listen to concerns and ideas, the communication should be two-way.

### 4.1.1 Theme 1 – Change Survey

Figure 24 below shows questions related to research theme one about change drivers. Research theme one is Awareness (something is wrong / not happy with current status) and Desire (change is needed / vision of future) steps in the ADKAR change management model.

Awareness of change starts with the question "Why". While understanding the reasons for change, as important it is to understand risks of NOT changing. Many times, employees are not resisting change, but due to lack of communication they are not aware why the change is needed. Awareness can face obstacles when a person is highly devoted to the old habits, not fully trusting the change communicator and / or communication is not clear and can cause misunderstandings and rumours. (Prosci – Awareness).

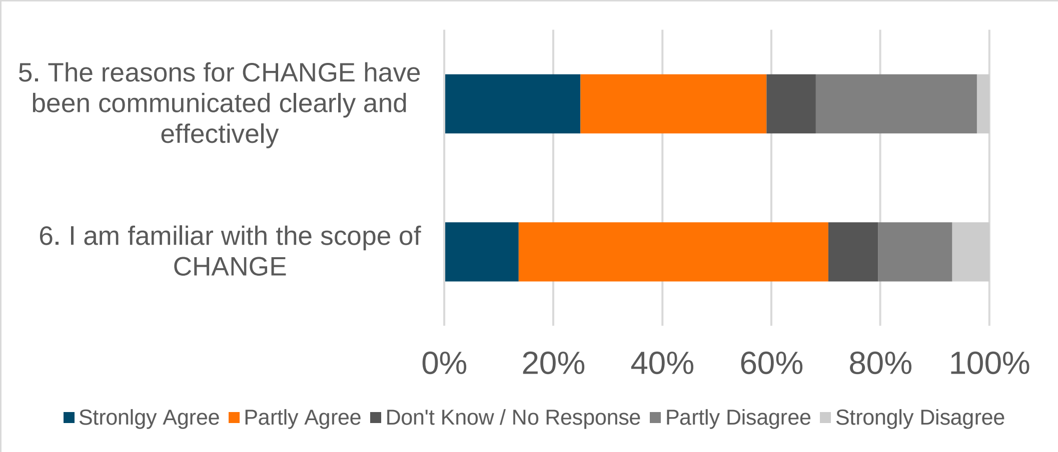


**Figure 24.** Change Survey – Theme 1.

Almost 60 % of the respondents feel that the background of change (why we are changing) was communicated clearly. Even a higher percentage of respondents' state that they are familiar with the change scope (question number 6), meaning what is changing.

When comparing the result based on the person's position title, the author was able to see that the respondents with a line manager position were partly or strongly agreeing that change was communicated clearly (question 5). The scope of change (question 6) was clear to all except for one, who answered "don't know / no response".

The other answer groups, Project Managers and Project Engineers had a wider scale of answers. Almost 40% of the Project Engineers felt that reasons for change have not been communicated clearly and effectively. Whereas 48% felt that the reasons were communicated in a clear and effective way (the answer options partly agree and strongly agree). Project Managers felt that the reasons for change was communicated less effectively than the awareness of change scope. Project Managers were able to know the scope, but communication regarding the reasons for the change was not in same level.

As the 7th question respondents answered if they feel that change will be good for business, employees and customers. The summary of the results can be seen below in figure 25. Respondents felt that change will be most valuable for business, more than 77% selected strongly / partly agree option. 68% of the respondents feel that change is strongly or partly good for employees. 55% feel that change is good for customers.

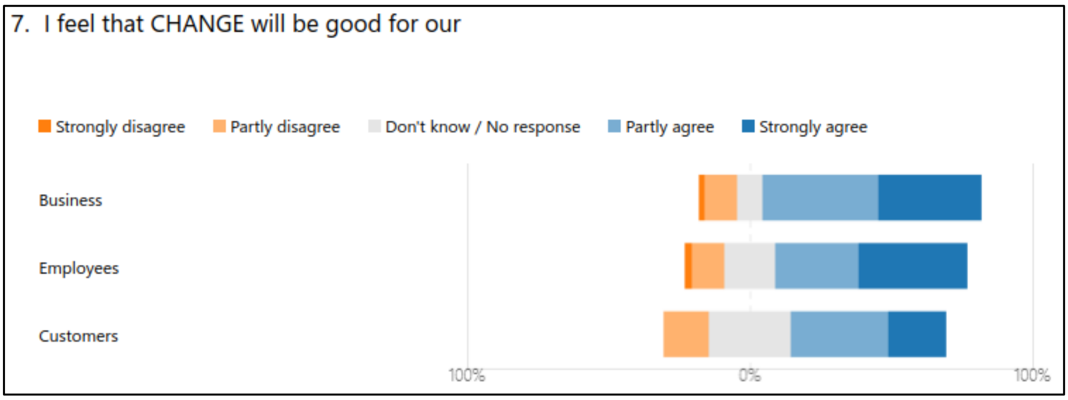


**Figure 25.** Change Survey – Theme 1.

The respondents were excited about the value that an upcoming change can / will add, as shown below in figure 26.

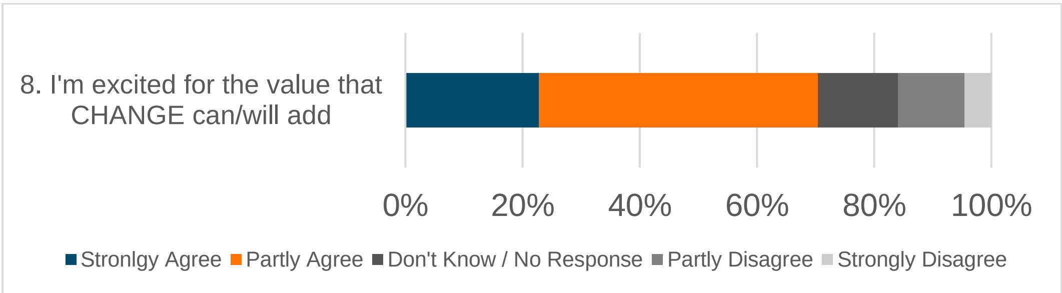


**Figure 26**. Change Survey – Theme 1.

When comparing the groups of different roles, line managers were fully excited of upcoming value that the change is bringing. Project Managers were less excited, than the line managers, of the value the change is adding. Almost 30% of the Project Managers answered strongly disagree or partly disagree to this question. Most of the Project Managers were excited, as 57% selected partly or strongly agree. Project Engineers supported the value strongly or partly by selecting 69% agree. 18%, meaning 4 employees selected don't know / No response as answer.

The respondents were asked to specify, in question 9, what value a change is adding. The most used words were: transparency, quick access, customer focus, improvement, work efficiency and quality. The respondents also stated that change is neutral, and it is not giving any value to the actual work. As a new way of working is not yet taken into use, respondents also wrote that "time will tell".

### 4.1.2 Theme 2 – Change Survey

Research theme 2 is focusing on changing; How to change. In the ADKAR Change Management model theme two is a step called Knowledge. Knowledge is the key enabler for success of change. Knowledge is about how to change and how to perform in the future state.

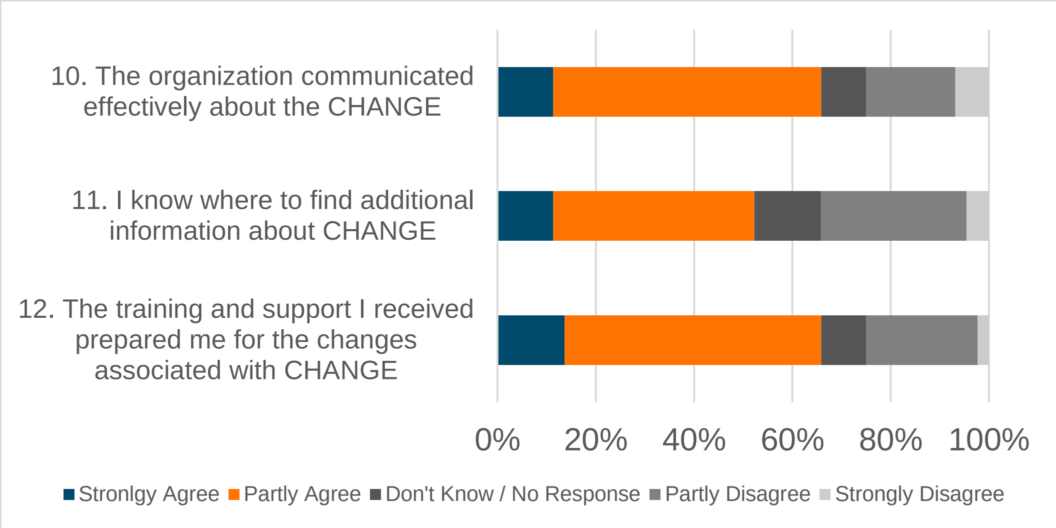


**Figure 27**. Change Survey – Theme 2.

The questions on theme two focused on communication, information and training. Communication varies from the previous communication related questions (5. The reasons for change have been communicated clearly and effectively) as question number 5 is asking about the reasons behind the change and question number 10 is asking about the communication about the change. The major part of the organisation partly agree that change was communicated in an effect way. In question 11, related to where to find information, 30% of the respondents answered ‘partly disagree’ meaning that they are not sure where the information is available.

Line managers felt in theme one that the reason behind the change and the scope of the change is well-known but related to communication there is place for improvement, same thing concerns other position groups. In all groups the “partly agree” answer option received more than half of the responses, and “partly disagree” was selected second most.

To question 11, almost 60% of the line managers answered that they are not sure where to find information related to change. The Project Managers and the Project Engineers were more convinced to find more information, but still many selected partly or strongly disagree or “don’t know / no response” option.

Question 12 relates to training and support, how to perform in the future state. The organisation arranged training sessions beginning of the year to Project Managers to show the technical part of the change, at the new system. Almost 36% of the Project Managers feel that they have not got enough support and training. Half of them selected partly agree as the answer option. The Project Engineers had almost the same percentage as the Project Managers with answering options partly agree and partly disagree (Project Engineers 26% and Project Managers 29%). Based on the answers there is still room for training and need for support in relation to the change.

### 4.1.3 Theme 3 – Change Survey

Theme three is touching on success and stability of the change. In the ADKAR model the steps Ability and Reinforcement are touching on this theme. When employee has knowledge how to change, ability is how to turn the knowledge to action, able to do it. Reinforcement is about sustaining the change, and not falling back to old habits.

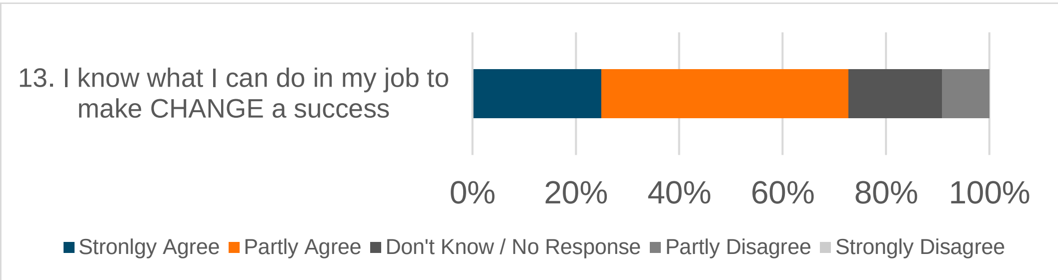


**Figure 28.** Change Survey – Theme 3.

Theme three has two questions, know what to do (question 13 in figure 28) and to rate the change commitment level from one to five stars (question 17). Project Managers feel that they have the knowledge to make change success 21 % strongly agree, 50% partly agree and 29% selected don’t know / no response option. By comparing the data, the persons who selected that the level of support and training was not in high enough level selected don’t know response option. As a result, 1/4 of Project Managers feel that more training and support is needed to be able to succeed. 55% of Project Engineers strongly or partly agree that they have the knowhow how to succeed with change. Same amount of Project Engineers selected “don’t know / no response” option and partly disagree option. Project Engineers also need more support and training, they also need more information about the change. Line Managers feel that they have, fully or partly, needed know-how as all selected partly agree or strongly agree.

The Respondents were asked to rate their change commitment level. The average rate was 4,05. The scale was from zero stars to five stars. 17 respondents, 39% rated their change commitment to the highest value. 32% of respondents thought they are committed for four stars and 27% rated themselves to be committed up to three stars. One respondent felt that change commitment is on level 1. All of the respondents with line manager position rated all themselves as five stars (highest value) change committed persons. The Project Engineers felt equal rates for three and four stars (35%) and 30% of five stars. The Project Managers had a wider variety from one star (one response) to three (29%) to four stars (43%) up to five stars (21%). Overall the change commitment is at a high level in all roles.

As a free text question (question number 16), the respondents could share their reflections related to the change. 43 respondents left a free text response. The author selected few quotations to be presented as examples of the answers.

> “For any part of changes, it is better to have a main contact person or group, so that we can get support or help whenever it is needed.”

> “Please give more structured way to notify and implement the change.”

> “My motto is change or die. It is the only way to stay in business and to be ahead of competition, so we need to find ways on individual level how to

> adapt the change management practises as per the different profiles (DISC)."
>
> "Changes always needed and most of them are positive, but it should not be too frequently."
>
> "Change will be successful if people commitment remains high. To do this, we will need to demonstrate which are the benefits originated by the change, in order to continuously feed the improvement process. In fact, more improvement ideas might come from the users once the change is rolled out and they shall be properly managed so to trigger further actions and initiatives."
>
> "Change is necessary for surviving/growing, but do not know how the current changes impact to our business, positive or negative some years later."

Within the free-text responses, the word "change" was present 30 times, the word "manager" 9 times, the words "customer" and "business" 3 times, and the word "success" also 3 times.

### 4.1.4 Theme 4 - Change Survey

Theme four is focusing on the leaders, who are leading the change. In most cases leaders have a double-role as they are at the same time living the change and leading the change. Based on ADKARs model leading the change is about all the change management model steps; awareness, desire, knowledge, ability and reinforcement. Leaders lead the change transformation from Unfreeze to Change and to Refreeze (Lewin's model)

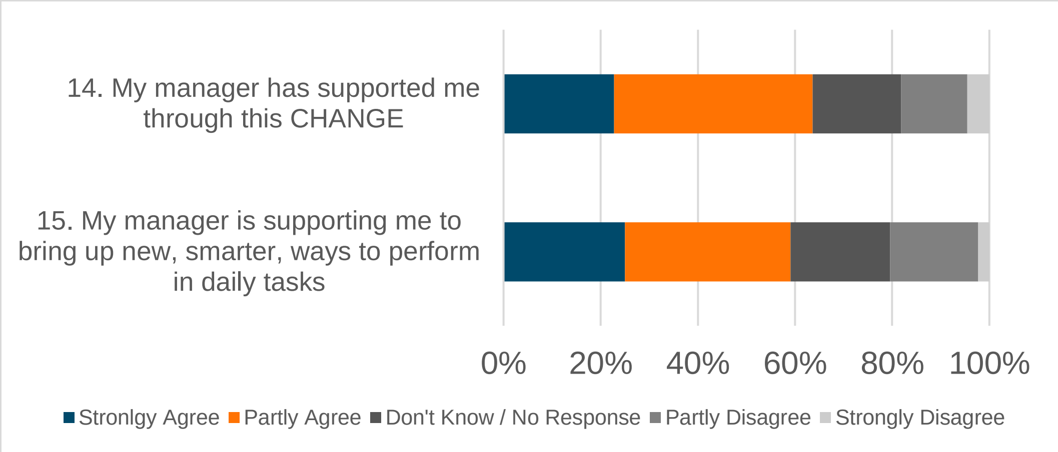


**Figure 29.** Change Survey – Theme 4.

More than 60% of the respondents feel that their manager has supported (strongly or partly) them through the change. The percentage was at a similar level comparing all respondents to position related answers. For all positions, support and empowerment from managers is highly needed.

Question number 15 was asking if managers are supporting employees to improve and develop current tasks. 20% of the respondents feel that their manager is not supporting them to improve and develop. Both on the Project Managers' side and on the Project Engineers' side this topic needs to be discussed on a manager level, how to support employees to develop their work. By improving the work, the aim is to reduce waste that is not creating value to the business.

## 4.2 Interviews

Interviews were used as a last research method, and the intention was to supplement the change survey. Employees who participated in the change survey, had a possibility to enrol to a one-to-one theme interview with the thesis author. 18 respondents expressed willingness to participate. For this thesis, the decision was to select four persons randomly from the group living the change, and one person leading the change, to participate. Totally five persons participated in the interview at this stage.

The interviewees received the research themes (presented in table 1) in advance. The reason why the themes were sent beforehand was to prepare in the interviewees. The interview slot was only booked for half an hour, and the time was spent in the most efficient way. The interviews were conducted face to face or via skype meeting, as the participants are located globally.

The discussion followed theme based structure, same as the change survey. The outcome of the discussions were same as change survey results. The author analysed the discussions based on the topics that were touched. The author is highlighting a few discussion topics from the theme interviews below.

- All interviewees were able to specify why change is needed and happening, also the scope of change was clear to all employees participating in the theme interview.
- Two interviewees, living the change, highlighted that when new system and an improved way of working is in use, they expect to be able to handle more projects at the same time as manual follow-up and updating information to several systems are gone.
- The leader highlighted that changing the system is not enough, also how we do our work needs to be changed (referring to highlight above).
- Digitalization of tools and the way of working was a positive aspect.
- Communication during the change project has been at an ok level. All interviewees have, by themselves, followed discussions and know whom to contact (in project development team) if questions related to the change and change scope. Some interviewees felt that communication could have been started at an earlier phase and continued regularly without pauses.
- The development team is arranging bi-weekly knowledge sharing sessions about ongoing change initiatives, one interviewee has not had time to participate as he has been out of office. He felt that recording of the session or memo would be beneficial to read (listen / watch) afterwards. Overall the interviewees felt that the bi-weekly sessions, started on March 2019, is great a communication and information sharing event.

- Change that is divided into steps is easier to understand and to cope with the change process. The interviewees felt that a system change is good as it will be happening in steps and improving / boosting the system functionalities. At the beginning “less is more”,
- Interviewees see a risk of failure if employees, doing the job, are not part of the development team. New tools and processes, if only given to employees without clear reason why and how to use it, are the biggest reason for a change to fail.
- The role of the line manager and leaders leading the change was emphasized, leaders lead by example. The leader is dispensing expectation management.
- The person leading the change concluded that sometimes in change situations leading the group is not enough, you also need to know the persons. You need management, when you sit down with them together and go through step-by-step what the change is about and how they need to perform according to the new changed way.

The author felt that the discussions (theme interview) after Change survey was a great method to get more detailed view. Biggest part of the theme interview was spent around the on-going change effort, the author also got other constructive feedback and further development ideas.

### 4.3 Observation

Observation was made with an unstructured agenda and as a passive observer. The observation time lasted from the start of this thesis, at the beginning of 2019, until the end of March 2019. Observations were made as a first research method, to avoid that the outcome of the change survey and interviews would affect the observer’s state of mind.

Based on the observation (made by thesis author), the technical side of the change is highly in focus. Change Management, the people side of emotions, uncertainties and opportunities were on second place. Usually in development projects the Project / Change Manager is focusing to fulfil the project scope. People, how they feel, adapt to change and engage in it, is not an “engineering problem”. The formula for change was explained in chapter 2.1.1. The change formula needs actions, it needs feelings and emotions, it needs commitment, it does not need strength calculations nor electrical flow charts. Formula is focusing on the same aspects as the ADKAR-model and Lewin’s three step change model. Firstly, a person is dissatisfied with current situation. He / she needs to recognise the state of dissatisfaction and what is causing it. Secondly, there should be a solution: a vision for a better “future”. Thirdly a person needs to know how to take first steps towards the vision. Change needs to be sustained to avoid slipping back into old habits. When changing there is always resistance. The need for change, vision for the future and first steps as well commitment to sustain the change needs to be bigger than the resistance.

The communication during the change project varied. Within the hectic period, there were bi-weekly sessions to share information. After the development project, part 1, was finished the communication was minimized. As a consequence of not communicating effectively, the doers started to leave some tasks without actions. For example, they did not update project related days, which occurred as data quality problems. The doers were expecting new solution and were already starting to change the way of working, even though old way should have been followed. Communication was improved at later phase when new tool was taken into use. Communication aspect was noticed in the change survey and the theme interview results as well.

The line managers need training to successfully communicate the change and to sustain the change. The author noticed that as important as it is to communicate about change, it is to communicate what is not changing.

### 4.3.1 Summary

The figure below is compiling the ADKAR change management model and Lewin's three change steps to the empirical research results. The figure shows parallelism between theory and research outcome (all research methods).

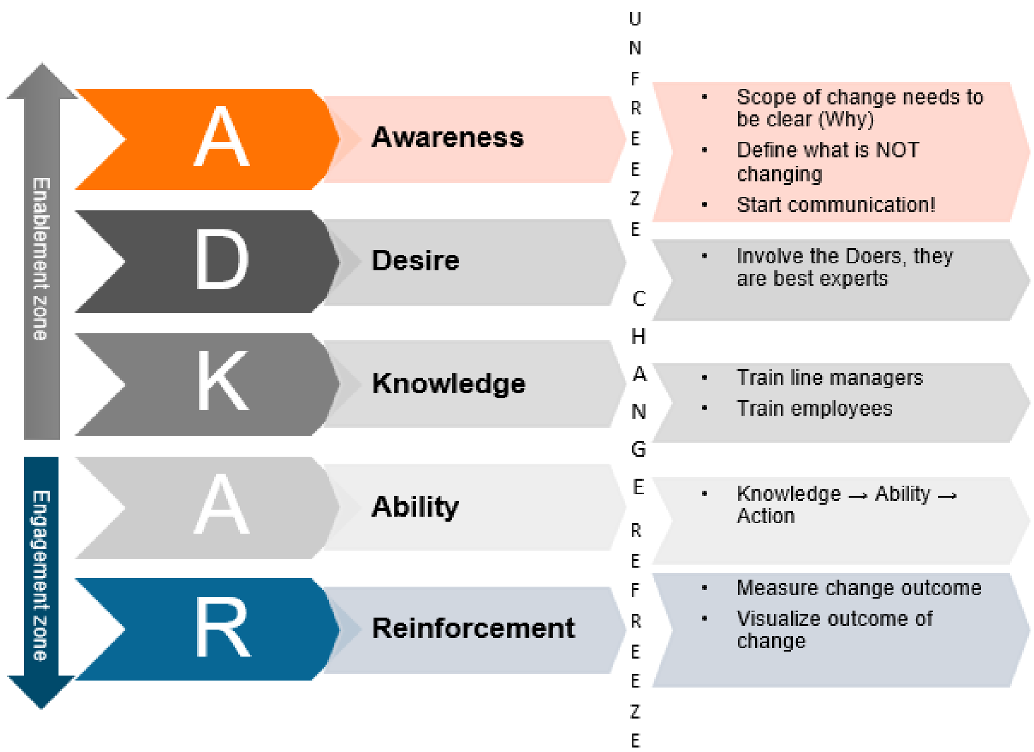


**Figure 30.** Theory and Empirical outcome summary.

The empirical research proved that change management models are a great support in change efforts. The main success enablers in change efforts are, based on research outcome:

- Define the scope
- Get to know to the group the change is affecting, identify their behavioural types

- Divide change into milestones
- Communicate, on-time and with relevant content, keep communicating on a regular basis
- Involve and engage employees to participate
- Visualize the progress, be transparent
- Create a training plan and start it on-time
- Coach the leaders
- Leaders lead by example!

# 5 CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDIES

Hirsjärvi, Remes and Sajavaara (2016) are comparing theses and dissertations to an iceberg. You can only see the top of the iceberg while reading the thesis, the amount of work made while gathering the theoretical base and reading research materials are out of sight. The author can fully agree with the metaphor. Going through more than ten books, reading dozens of articles, columns, research reports, web-sites and an already made thesis, with critical eyes, and trying to compile the thesis puzzle has been an interesting time. The author had a possibility to deep-dive into change management theory and the possibility for a wider helicopter view of the change effort puzzle pieces via two roles (living and leading the change). The thesis has been a learning journey for the author, and the development project for the case organisation.

The theoretical part of the thesis introduced an improved model of change management, Kotter's 8 acceleration steps. As the company is using Kotter's original model as a baseline for development projects, the possibility to re-shape the way of working could be investigated.

Change management is a continuous process. Based on research methods used in this thesis and analysis of the data, the author is suggesting, as further studies, to continue change surveys on a regular basis in the case organisation.

The author is suggesting (psychological) assessments for leaders, what kind of leading, managing and coaching skills they already have and what needs to be developed. People leading the change need training (knowledge) how to lead change; general information and specific change effort related information.

Employees feel that they are more committed to the change when they can participate in the process, action research is one method that the author suggests that the organisation keeps using (employee interaction already in change process of a harmonized way of working).

The intention of action research is to investigate and at the same time change the status quo. Action research is focusing on problems and how to solve them. People working with operative work, are involved to the research. They identify problems and find solutions. The founder for action research is Kurt Lewin, his research in Harwood factory in Virginia already in 1950s showed that when employees are involved in change projects, they are more committed and engaged in the change and the company. (Kuula)

The Project Team, focusing to create or improve process, tools & systems and way of working is most of the cases focusing on the technical side of the change. As the group participating in the change is changing project by project, could organisation appoint a Change Group / Change Champions, group consisting of permanent team members who are experts on sharing change knowledge and best practices. The change group can be less or more involved, depending on the nature of the change.

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**Appendix 1**. Change Survey - Questions

### Theme 1. Awareness and Desire

| | |
|---|---|
| What is the driver for change (as-is-state)?” | The reasons for CHANGE have been communicated clearly and effectively<br><br>I am familiar with scope of CHANGE<br><br>I feel that CHANGE will be good for our business / employees / customers<br><br>I'm excited for the value that CHANGE can/will add<br><br>Please specify what that value is |

### Theme 2 - Knowledge

| | |
|---|---|
| “Where we want to go / what we want to achieve (future state)?” | The organization communicated effectively about the change.<br><br>I know where to find additional information about CHANGE<br><br>The training and support I received prepared me for the changes associated with CHANGE |

**Theme 3 – Ability & Reinforcement**

| | |
|---|---|
| "What is needed to succeed and how to measure success of change?" | I know what I can do in my job to make CHANGE a success<br><br>Rate your CHANGE commitment level |

**Theme 4 – Ability, Desire, Knowledge, Ability & Reinforcement (Leading the Change)**

| | |
|---|---|
| "How leaders can enhance change project?" | My manager has supported me through this CHANGE<br><br>My manager is supporting me to bring up new, smarter, ways to perform in daily tasks |