Chapter 2

Images of Managing Change

Learning Objectives

On completion of this chapter you should be able to:
- Understand the importance of organizational images and mental models.
- Identify different images of managing and of change outcomes.
- Outline six different images of managing change.
- Identify the theoretical underpinnings of these six change management images.
- Understand the practical implications of the six images and how to use them.

Chapter Summary

Chapter 2 focuses on the six images of change managers outlined in Table 2.1 of the text.

Images of Managing Change (p.24)

		Images of Managing	
		Controlling… (activities)	Shaping… (capabilities)
Images of Change Outcomes	**Intended**	DIRECTOR	COACH
	Partially Intended	NAVIGATOR	INTERPRETER
	Unintended	CARETAKER	NURTURER

The two variables that determine the image of a change manager are the images of managing and of change outcomes. These can be defined as follows:
- Images of managing:
  - *Controlling:* This is representative of many of the dominant views associated with top-down management. It is based on controlling the activities in the organization. It can be illustrated by Fayol's characteristics of management – planning, organizing, commanding, coordinating and controlling.
  - *Shaping:* This illustrates a more participative style of management. It attempts to mold change outcomes through encouraging a variety of players within the organization to be involved in the various stages of change. This view focuses on improving the capabilities of the organization.

- Images of change outcomes:
  - *Intended:* This view regards change as a result of planned action instigated and influenced by a change manager. This can be achieved through three broad strategies: empirical rational strategies, normative-re-educative strategies, and power coercive strategies.
  - *Partially intended:* Research in change management has shown that there is often a discrepancy between the change that is planned and that which occurred. The intended outcomes of change may require re-modification during the implementation process, the result of which is partially intended change.
  - *Unintended:* Often there are forces beyond the control of the change manager that greatly influence the outcomes of change and these can impede any attempts to achieve intended change within an organization. There are a plethora of internal or external factors that prevail over the impact of the change manager.

Based on these variables, the six images of change and their theoretical underpinning are described.

Director:
- This is based on an image of management as control and of change outcomes as being achievable.
- Theoretically, this image is supported by the n-step models and contingency theory.

Navigator:
- Here control is still seen as at the heart of management action, although a variety of factors external to managers mean that while they may achieve some intended change outcomes, others will occur over which they have little control.
- Theoretically, this image is supported by the contextualist and processual theories of change.

Caretaker:
- Although the management action is still focused on control in this image, the change manager's ability to control is severely impeded by a variety of internal and external forces beyond the scope of the manager. The caretaker is seen as shepherding their organizations along as best they can.
- This image is supported by theories that focus on the external environment such as life-cycle, population-ecology and institutional theories.

Coach:
- In this image the change manager relies upon building in the right set of values, skills and "drills" that are deemed to be the best ones that organizational members, as players, will be able to draw on adeptly in order to achieve desired organizational outcomes.
- Theoretically, this is based on organizational development approaches.

Interpreter:
- The manager creates meaning for other organizational members, helping them to make sense of various organizational events and actions. Only some of these meanings are realized as change outcomes, however, and these must be legitimized by the change manager.

- Theoretically, this is supported by the sense-making theory of organizational change

Nurturer:
- This image assumes that even small changes may have a large impact on organizations and managers are not able to control the outcome of these changes. However, they may nurture their organizations, facilitating organizational qualities that enable positive self-organizing to occur. Specific change outcomes can not be controlled but rather they are shaped and emerge by the organizational qualities and capabilities.
- Theoretically, this is based on chaos and Confucian/Taoist theories.

These six images of change managers have three core uses:
1. They highlight a variety of assumptions change managers make about change and increase the awareness of different interpretations of change.
2. They draw attention to the dominant images of change within an organization.
3. They highlight a range of perspectives available to change managers.

Case Study Discussion:
Green Mountain Resort (Dis)solves the Turnover Problem

1. *Which of the six change images discussed in this chapter can be identified in the assumptions about managing turnover that were held by:*

   (This question tests the students' ability to identify management images from the descriptions provided in the chapter.)

   a. Gunter?
   Gunter's approach to change can be related predominantly to the **caretaker** image. Although Gunter's actions were still those of a traditional change manager who attempts to exercise control, the change outcomes were unintended. The control measures and other actions he put in place to control the change, such as term contracts, did not achieve their intended purpose. They did not have the desired effect, as the forces for change were outside the realm of Gunter's control. Ultimately, Gunter's role was that of the "shepherd" at Green Mountain Resort.

   b. The hospitality literature?
   The approach to change for managing turnover from the hospitality literature can be paralleled to the **nurturer** image of change managers. As with Gunter, the literature identifies the problem of turnover as one that is outside the influence of the change manager. As opposed to suggesting control measures for this, the literature suggests a number of process changes – such as streamlining training and simplifying jobs – to help build capabilities in the organization. The hope is to establish fixed and effective systems and processes despite the high turnover rates. The literature suggests that by nurturing the organization a change manager can set up an infrastructure with the capability of dealing with change in the future.

    c. The consultant?
The consultant saw that neither Gunter nor the hospitality literature's images of change were effective in alleviating the pressures of high turnover. He adopted a different view. The consultant took the **interpreter** image of change. By doing this, the consultant was able to "think outside the square" and beyond the traditional assumptions of the hospitality industry to develop a new approach to the issue. Instead of taking a negative view of the problem the consultant asked "What is good about turnover?" By re-interpreting the issue and looking at it from a different perspective the consultant was able to build on the advantages of high turnover. Change at the resort was still not completely predetermined, but by using a different interpretation change became partially intentional and the capabilities of the resort were rebuilt with a new focus.

2. *How did these assumptions influence prescriptions for dealing with "the turnover problem"?*

   Both the nurturer and caretaker images inherently assume that the problem of turnover is beyond a manager's control or capability to influence. The change outcomes are unintended for both images because they are both based on the assumption that external influences are fixed. This draws from their underlying theoretical bases. By using the interpreter image another approach to the still unchanged external factors is found. The interpreter does not assume that the external forces are obstacles – they are viewed as opportunities to do things differently. Using a sense-making approach a manager can reframe the problem to better understand it from multiple perspectives.

3. *Choose another change image and apply it to "the turnover problem." To what new insights does it lead?*

   By asking students to highlight other images new areas of importance can emerge. Some issues applicable to the remaining three images are listed below.

   Director
   A director would use more controlling activities to promote employee retention at the resort. This manager would provide answers about how to change the organization controlling all elements of the external environment that would allow for the full realization of the intended change. Using a contingency approach, the manager may create a number of strategies to overcome the problem to best "fit" with the situation at hand.

   Coach
   A coach would mold the capabilities of the organization so that the high turnover is not the focus of the organization. The change that a coach would focus on would have intended change outcomes. They may focus on changing work practices and culture to adapt quickly to new staff.

Navigator
A navigator would use similar control methods to the director and caretaker but accept that the approach taken might vary over time and that not all intended outcomes related to minimizing turnover would be achieved.

4. *What conclusions do you draw from this about the statement at the start of the chapter that "if we only draw upon one particular frame, then this will take us away from thinking about what is going on from an alternative perspective"?*

This case study shows that using different images and perspectives of change can open our eyes to new ideas and different ways of looking at the same issues. There is clearly merit in looking for advice in different fields of study, i.e., looking outside the hospitality literature to the change management literature and drawing on the advice of experts from different areas. Change comes with a number of underlying assumptions and these affect the ways in which we deal with the process of change. By acknowledging those assumptions and looking for other ways to interpret the same issues alternative ways of managing change can be developed.

Tables from the Text

The following provides a brief summary of the key points in each of the tables in the text.

TABLE	Table Heading	Page
2.1	**Images of Managing Change** • introductory matrix of the six images of managing change. • shows where the images fit in relation to controlling (activities), and shaping (capabilities), as well as outcomes.	24
2.2	**Life Cycle Stages and Change Management Issues** • outlines the caretaker activities required in the different stages in the business life cycle. • understanding what is required for maintenance in each stage helps a manager separate life cycle activities from change activities.	29
2.3	**Chaos Theory and Change Management Roles** • details five actions that the change manager would need to know as part of their skill set. • each change management action has either a positive or negative impact It is important to be aware of the consequence(s) of an action so a change manager can select the appropriate action for the required response.	33
2.4	**Semco: A Chaotic Business?** • Semco is well known in management literature, possibly because it seemed to break all the rules of how a company "should" be managed if it was to succeed. • the management approach of this company contrasts strongly with the more familiar hierarchical organization that most students have experienced. • it is important for students to understand that in management (and change), "not everything has to be controlled from the top". • raises awareness that there are alternative models for running a business successfully.	34
2.5	**Chapter Reflections for the Practicing Change Manager** • aim of this section is to try to crystallize the lessons learnt from this chapter and for the student to understand more about their own approach to change. • outcome of reviewing these reflections is to have clearer understandings of how past experiences influence what image of change a manager will feel more comfortable with. • group exercise highlights the differences found in the class and assists in understanding that not everyone will have the same attitude towards change. This is a good foundation chapter for later chapters when studying the implementation of change management in business.	39

TABLE	Table Heading	Page
2.6	**Additional Case Studies** • supplementary cases for further study. • more details on these cases are provided below.	42

Video

The Charlie Rose Website
http://www.charlierose.com/home

This website is a resource of videos clips from Charlie Rose's interviews with various business executives. These videos can be chosen as appropriate for your students to exemplify the images of change most appropriately.

Exercises and Answers

EXERCISE 2.1 (pp.37-38)

Assessing Change Managers' Images

Purpose

Understanding the importance of organizational images and mental models is part of the process of working successfully with change. Listening to stories from change managers will help students gain an idea of the different situations, attitudes and perspectives that are possible in managing change. This exercise familiarizes students with the six images framework, its assumptions and theoretical underpinnings.

Options/Techniques/Requirements

Format:

- • Individually or small groups

Materials:
- • Use Table 2.1 Images of Managing Change (p.24), Table 2.2 Life Cycle Stages and Change Management Issues (p.29), and Table 2.3 Chaos Theory and Change Management Roles (p.33).

Time Required:
Expected time for each interview is approximately 20 minutes (if the students go to the change manager's workplace), or about 10 to 15 minutes each if a number of change managers present to the class. Analyzing the information from change managers (either individually through individual interviews or if they present in the lecture time) will take approximately 20 minutes for each change story. More time will need to be allowed for this exercise if students formally submit their work for assessment.

Undergraduate:
Students may have difficulty finding change managers to interview – the instructor could facilitate the exercise by inviting one or two change managers to the class to share their stories of change. The students could then individually, or in groups of two to three, complete the questions as a discussion in class time or as a project in their own time.

MBA/Executive:
Students with professional experience will have fewer problems organizing an interview than those without, as they are likely to have business contacts who know a change manager. It may be good to direct students towards different industries or organizations so that they can compare and contrast the responses to the questions.

Potential Problems and Helpful Hints

- During the interview it is important for students to listen to the story the change manager is telling and note the language they use.
- Students may try to ask the change manager about the change "images" they are learning in the course and which one(s) they use. This could be a problem as many change managers do not know what "image" they are using. It is important for students to listen to change stories and work out for themselves the image, type of change, phase of the change, stimulus or any other factors that were part of the change.
- An important skill for students to acquire is to be able to hear stories of change and interpret them into change terminology. Students would improve their skills by practicing telling stories with, and without "change vocabulary," as clear communication is very important for effective change management.

Debriefing

A helpful approach to debriefing is to summarize the broad conclusions reached by the groups. Revise the six images framework and mental models for approaching change – the three tables referenced above contain the basic information that students need to know at this stage of the course. The six change images are discussed throughout the text and are foundational to many of the subsequent chapters. Completing the exercise by briefly discussing some of the difficulties of finding a change manager will give students some ideas on how to approach others for an interview.

Guidelines for Answers to Questions

The answers to the questions in the exercises will need to be assessed according to the experience and education level of the students. The answers given here are only a guide.

Your task, either individually or in small groups, is to find and interview two people who have managed change in an organization. It is preferable to select people from different organizations and industries to provide a contrast. Compare and contrast the responses you receive and arrive at an assessment of the following issues:

Which images of change did you come across?
The answer could be one or more of the six images of change.

How did these images affect the actions they took as managers of change?
The influence of the type of image on the actions of change managers should relate to the information found in Table 2.1 and be supported by the description of the theoretical underpinnings of the image.

Where they drew upon multiple images, to what extent were these different images related to:

- *The type of change?*
Refer to Table 2.1 Images of Managing Change.

- *The context of the change?*
The context of the change is found in the theoretical underpinnings of each of the change images. The answers for this question, at this stage of the course, will be fairly broad.

- *The phase of the change?*
Refer to Table 2.2 Life Cycles Stages and Change Management Issues.

- *Simultaneous involvement in multiple changes?*
This will depend on the stories that the change managers tell students. This question is for students to think about the fact that change is a complex venture and usually involves a number of changes at the same time.

- *Were there any other factors that you identified?*
The answer to this question will depend on the information that the students have gathered from the interviews.

- *What broad conclusions do you draw from your analysis about the impact of images and mental models on the way these change managers approached change?*
The broad conclusions from the change stories should include information from
both interviews, including a discussion of the types of images involved in the change
and how these mental models will affect the approach to change.

Additional Case Studies (p.42)

Tug of War
Sheffi, Yossi (2005) *Harvard Business Review*
This short but interesting case describes how declining market share forces a clothing to change its supply chain strategy. The two candidates being considered to lead the change effort provide very different outlooks on the situation. This case offers vivid examples of several of the images of change.

Yahoo!: Business on Internet Time (Case & Teaching Note)
Rivkin, J.W. & Girotto, J. (1999) *Harvard Business School*

Yahoo! Business on Internet Time can be used to "test" the 6 different images outlined in the textbook for managing change. This case provides background information on the World Wide Web, portals, industry structure, Yahoo! and its competitors. It provides the necessary background information to enable students to discuss the relevance of the six change images to the company's future change directions. The case ends at the point where Yahoo! is about to take the next step.

Reviving Yahoo!: Strategies that Turned the Leading Internet Portal (Case & Teaching Note)
Gupta, V. (2003) *ICFAI Knowledge Centre, India*
Reviving Yahoo!: Strategies that Turned the Leading Internet Portal starts where the first Yahoo! case ended. Through this case students can test whether the image they selected when they reviewed the first case matched Yahoo!'s choice. An important learning from these cases is that the change process(es) followed by a company may not be exactly the same as textbook scenarios.

The Rebirth of Air France (A), (B), (C), & (D)
Trepo, G. & Autier, F. (2001) *HEC School of Management, France*
A four-part case that demonstrates Air France's use of the participative approach to change:
  - A. traces the history of company and details the crisis that initiated the change
  - B. the change process followed when Christian Blanc was appointed CEO
  - C. CEO elicits opinions from employees (via a referendum) of their view on change
  - D. results of the change management approach

Ricardo Semler's Employee Empowerment Strategies at Semco
Sumit, K.C. & Bala Kiran, V. (2004) *ICFAI Knowledge Centre, India*
This case follows a successful change program of employee empowerment. Ricardo Semler, after becoming CEO of the family business, restructured Semco from an authoritarian and hierarchical system into a unique business based on self-regulating cells and participative management. Changing Semco's culture and organizational design moved it from a struggling manufacturing company to a highly successful business in an economically unstable country.