



STARBUCK ACADEMY

Leading change

Leading Change

Helping your team through change, day to day, from the first announcement to the new normal

Ten short video lessons, one practical tool for each. About 6 learning hours in total, including your workplace tasks.

Name

Date

STARBUCK & ASSOCIATES

COACHING & LEADERSHIP DEVELOPMENT

How to use this workbook

This workbook goes alongside the ten video lessons in Leading Change. Each lesson gives you one idea to think about and one practical tool to use with your own team, on a real change.

Watch a lesson, read its page here, answer the reflection questions, then use the tool during the week that follows. The programme takes about 6 learning hours in total, including the workplace tasks. It works best with a live change in mind, spread over ten weeks or so, and you have 12 months' access.

By the end of the programme you will be able to

- Explain the difference between change and transition, and what it means for your role
- Anticipate how each person may experience a change, using the change curve with care
- Make sense of a change yourself and explain it clearly to your team
- Involve people, listen to concerns and treat resistance as useful information
- Keep performance and wellbeing steady, and build momentum with small wins
- Lead with integrity when you do not fully agree, and embed the change so it lasts

Programme map

LESSON	TITLE	YOUR TOOL
1	Your role in change	The Change and Transition Map
2	How people experience change	The Change Impact Map
3	Making sense of it yourself first	The Sense-Making Sheet
4	Explaining the why, what and so what	The Team Briefing Planner
5	Involving people and hearing concerns	The Concerns Log
6	Resistance as information	The Resistance Conversation Planner
7	Keeping performance and wellbeing steady	The Priorities and Pressure Check
8	Small wins, momentum and adjusting	The Momentum Tracker
9	When you do not fully agree	The Stakeholder Conversation Plan
10	Embedding the change and learning	The Change Leadership Plan

WORTH KNOWING

The tools build on each other. Your Change and Transition Map and Change Impact Map feed the briefing, the concerns log and the rest, and all ten come together in your Change Leadership Plan in lesson 10.

LESSON 1

Your role in change

Change is what happens outside people. Transition is what happens inside them. William Bridges drew this distinction, and it shapes almost everything a manager does during change.

Key ideas

- Change is the event: a new system, structure or office. Transition is the inner process of coming to terms with it.
- Every transition begins with an ending. Acknowledge what people are letting go of, not just the future.
- The neutral zone is the unsettled time in between. Help people through it rather than rushing them out of it.
- Most people make sense of change through their own manager. For your team, how you lead it is the change.
- Your team needs honesty about what is known and not known, steady listening and your presence.

EXAMPLE

Ravi's team is moving from paper job sheets to a tablet app. The launch date is fixed for the first of the month. For Ravi's most experienced engineer, the real change is losing the feeling of being the person everyone asks, and that will take longer than a month.

Reflect

What is ending for my team in the change we are facing, even if nobody has said it out loud?

Where are we right now: the ending, the neutral zone or the new beginning?

YOUR WORKPLACE TASK THIS WEEK

Choose a change your team is facing and complete the Change and Transition Map on the next page: what is changing, what may be ending, and what the new beginning looks like.

TOOL 1

The Change and Transition Map

Use this for a change your team is facing now. Write what you see from your team's point of view, not the project plan's.

PHASE	WHAT IT IS	WHAT HELPS
Ending	Letting go of something familiar: a routine, a team, a sense of being good at the job.	Name what is ending. Treat the past with respect. Do not rush it.
Neutral zone	The old way has gone and the new way does not feel natural yet.	Short term goals, regular contact, room for ideas, patience with the dip.
New beginning	The new way starts to feel normal and people commit to it.	A clear picture of the new way, early wins, and marking the progress made.

Your map

FOR MY TEAM	
What is changing, and when	
What may be ending for people	
What will feel unsettled in between	
What the new beginning looks like	

EXAMPLE

Ravi writes that the engineers lose the paper job sheet, and his most experienced engineer loses being the one everyone asks. In the neutral zone, jobs will take longer while people learn the app. The new beginning is fewer lost sheets and no Friday evening paperwork.

Which part of this map would be most useful to talk through with my team?

How people experience change

The same announcement can excite one person and worry another. Understanding how people experience change helps you respond to what is really going on, rather than to the surface reaction.

Key ideas

- Strong reactions are normal. They usually mean the change touches something that matters to the person.
- Behind most reactions is a sense of loss: status, certainty, routine, a colleague or feeling good at the job.
- The change curve, adapted from Elisabeth Kübler-Ross's work on grief, describes a common pattern from shock, through a dip, towards commitment.
- People do not move through the curve in a neat line. Use it to open conversations, never to label people.
- Think about each person individually, so you go into conversations curious rather than surprised.

EXAMPLE

When a new rota is announced, Kate is openly angry and Tom says nothing. Kate's manager assumes Tom is fine. A quiet conversation shows Tom is the one most worried, because the new shifts clash with his childcare.

Reflect

Whose reaction to this change might I be misreading?

Where have I been tempted to use the curve as a label rather than a prompt?

YOUR WORKPLACE TASK THIS WEEK

Complete the Change Impact Map on the next page for each person in your team: what is changing for them, what they might be losing and what might help.

TOOL 2

The Change Impact Map

Complete this privately, for each person in your team. It is a thinking tool to prepare for conversations, not a record of judgements about people.

PERSON	WHAT CHANGES FOR THEM	WHAT THEY MAY LOSE	HOW THEY MAY REACT	WHAT MIGHT HELP

The change curve as a guide

YOU MAY SEE	WHAT TENDS TO HELP
Shock, denial or carrying on as before	Clear, simple information. Time to take it in. Say it again.
Frustration, worry or a dip in energy	Listening, patience, and support with workload.
Questions, testing and trying things out	Involvement, training and room to experiment.
Commitment to the new way	Recognition, and chances to help others.

WORTH KNOWING

People move back and forth, at different speeds, and some skip parts entirely. If you catch yourself thinking someone should be further along by now, treat it as a prompt to talk to them, not a conclusion.

EXAMPLE

Kate's manager writes that the new rota changes her weekends and she may lose time with family. She is likely to be vocal. What might help: an early one to one about which shifts could swap.

Making sense of it yourself first

You cannot help your team make sense of a change until you have made some sense of it yourself. That means getting clear on the facts, finding the gaps and being honest about your own reaction.

Key ideas

- Managers go through change too. If you do not notice your own reaction, it leaks into how you talk about it.
- Sort what you have heard into facts, gaps and guesses, so you do not pass on rumours.
- Take your questions upwards: why, the timeline, what is fixed, what is open, and what support there will be.
- Find the part of the change you can honestly stand behind, even if you do not agree with all of it.
- Look after your own capacity. Know who supports you and protect a little time to think.

EXAMPLE

Aisha hears from a colleague that her team will be merged with another. Before saying anything, she checks with her manager. The merger is real, but the rumour about job losses is a guess, and nobody has decided the structure yet.

Reflect

How do I honestly feel about this change, and how might that show when I talk about it?

Who supports me as I lead this change, and when will I talk to them?

YOUR WORKPLACE TASK THIS WEEK

Complete the Sense-Making Sheet on the next page. Sort facts, gaps and guesses, and take your questions to your own manager before you brief your team.

The Sense-Making Sheet

Fill this in before you say anything to your team. Be strict: a fact is something you have heard from a reliable source, not something everyone seems to think.

ABOUT THIS CHANGE		SOURCE, OR HOW I WILL CHECK
What I know		
What I do not know yet		
What I am guessing		

Questions to take upwards

MY QUESTION	WHO I WILL ASK	BY WHEN

WORTH ASKING ABOUT	
Why and why now	What problem is this solving, and why is it happening at this point?
What is fixed and what is open	Which parts can my team shape, and which are decided?
Timeline and support	What happens when, and what training or help will there be?

What part of this change can I honestly stand behind, and how would I say it in my own words?

Explaining the why, what and so what

A good change briefing answers three questions: why is this happening, what is actually changing, and what does it mean for me? The third is the one most people are really listening for.

Key ideas

- Start with the why, in plain language, linked to something your team already cares about.
- Say what is changing and what is staying the same. Be specific about timings where you can.
- Answer what it means for me as directly as you can, and offer one to ones where it depends on the person.
- Be honest about the gaps. I do not know yet, but I will come back to you by Friday builds trust.
- Say it more than once and in more than one way: meeting, one to ones, a written summary and updates.

EXAMPLE

Leon opens his briefing with the head office announcement, word for word. The team looks blank. The next week he tries again: "Customers keep telling us they have to explain their problem three times. This change is about fixing that."

Reflect

What reason for this change will make sense to my team, in their words rather than head office's?

What is staying the same that I could say more clearly?

YOUR WORKPLACE TASK THIS WEEK

Use the Team Briefing Planner on the next page to prepare the why, the what and what it means for each person. Hold the briefing and note the questions you are asked.

The Team Briefing Planner

Plan the briefing around the questions your team will have, not the order of the announcement. Keep it short enough to leave plenty of time for questions.

WHAT I WILL SAY	
Why it is happening, and why now	
What is changing, and when	
What is staying the same	
What it means for people	
What we do not know yet, and when we will	

How I will repeat the message

TEAM MEETING	ONE TO ONES	WRITTEN SUMMARY	NEXT UPDATE

After the briefing

QUESTION ASKED	MY ANSWER, OR WHAT I WILL FIND OUT	BY WHEN

EXAMPLE

Leon's why, in his own words: customers tell us they have to explain their problem three times. What stays the same: the team, the shifts and the customers. What we do not know yet: the training dates, which he will confirm by the end of the month.

Involving people and hearing concerns

People are far more likely to commit to a change they have helped to shape. Involving your team, and listening properly to their concerns, turns a change done to them into one done with them.

Key ideas

- Even when the big decision is made, there is usually plenty to decide about how it happens in your team.
- Be honest about what is fixed, what is flexible and what is open before you ask for ideas.
- When someone raises a concern, understand it fully before you answer it.
- Keep a simple log of concerns, so nothing gets lost and each one gets a response.
- Close the loop: say what you heard, what changed, what was passed on and what cannot change.

EXAMPLE

Mia's team cannot change the date of the office move, but the desk plan is open. She says so clearly, then asks the team to design it. Two people point out that the planned layout puts the phone team next to the printers.

Reflect

Which parts of this change are genuinely open to my team, and have I said so?

When did I last answer a concern before I fully understood it?

YOUR WORKPLACE TASK THIS WEEK

Start the Concerns Log on the next page. Ask your team what worries them, record each concern and your response, then go back and close the loop.

The Concerns Log

Keep this log running for the length of the change. Before you ask for concerns, be clear with your team about what is fixed, what is flexible and what is open.

RESPONSE	WHEN TO USE IT
Act on it	The concern is about something within your control or the team's.
Pass it upwards	It needs a decision above you. Say who you passed it to and when you will hear back.
Explain why not	It cannot change. Say so honestly and give the reason.

Your concerns log

CONCERN	RAISED BY	WHAT SEEMS TO BE BEHIND IT	RESPONSE AND ACTION	LOOP CLOSED?

EXAMPLE

Mia logs a concern that the new desk plan puts the phone team next to the printers. She acts on it by moving the printers, passes a second concern about parking upwards, and explains honestly why the move date cannot change.

When and how will I go back to the team to close the loop?

Resistance as information

Resistance is usually treated as a problem to overcome. It is more useful to treat it as information: about what people value, what they doubt and what they need from you.

Key ideas

- People rarely resist for no reason. Pushback tells you something about the change or about what people need.
- Resistance can be loud, like open challenge, or quiet, like agreeing in the meeting and carrying on as before.
- Common reasons: not seeing why, doubts about the plan, fear of loss, lack of time or support, and low trust.
- Sometimes the people resisting are right. Listen for the practical point inside the frustration.
- A resistance conversation is private and curious. The aim is understanding, not winning.

EXAMPLE

Owen keeps using the old spreadsheet instead of the new system. His manager's first thought is that he is being stubborn. When they talk, Owen explains that the new system cannot yet produce a report a key customer relies on. He has found a real gap.

Reflect

Who in my team is pushing back, loudly or quietly, and what might they be telling me?

Which reason for resistance do I find hardest to hear, and why?

YOUR WORKPLACE TASK THIS WEEK

Choose one person who is pushing back. Use the Resistance Conversation Planner on the next page to think about what might be behind it, then hold a private conversation.

The Resistance Conversation Planner

Use this before a private conversation with someone who is pushing back. Start with curiosity. You may find they have spotted something important.

POSSIBLE REASON	WHAT MIGHT HELP
Does not see why the change is needed	A clearer why, linked to what they care about.
Thinks the plan has flaws	Listening properly, and passing real risks on.
Fears losing something	Naming the loss, and exploring what could help.
Lacks time, skills or support	Practical help: training, time or reduced workload.
Does not trust how it is being handled	Honesty, consistency and doing what you say.

Your plan

MY NOTES	
What I have noticed, without judgement	
What might be behind it	
How I will open the conversation	
Questions I will ask	
What I can offer, and what cannot change	

EXAMPLE

Owen's manager opens with: "I have noticed you are still using the old spreadsheet. I would like to understand why." She listens, learns about the missing report, and agrees to raise it with the project team that week.

Keeping performance and wellbeing steady

The day job does not stop for change. Keeping performance and wellbeing steady means planning for the dip, being clear about priorities and noticing who is struggling.

Key ideas

- Performance often dips while people learn something new. Expect it, talk about it and support people through it.
- Be clear about what matters most now, what can wait and what can stop for a while.
- Change adds work. Count it, reduce other demands where you can, and say so upwards if the load is too heavy.
- Watch for quiet signs of strain, check in privately and point people to the support available.
- Keep the routines that help: one to ones, team meetings and thanks for good work.

EXAMPLE

During a system change, Jo agrees with her manager that the monthly newsletter and two internal reports will pause for six weeks. She tells the team clearly, and the time goes into practising on the new system.

Reflect

What could my team pause or stop for a while to make room for the change?

Who in my team have I not checked in with properly since the change began?

YOUR WORKPLACE TASK THIS WEEK

Complete the Priorities and Pressure Check on the next page. Agree what continues, pauses and stops, and check in with each person about how they are finding things.

The Priorities and Pressure Check

Do this with your team, and check it with your own manager. The aim is to make room for the change, not to squeeze it in around everything else.

Continue, pause or stop

WORK OR ACTIVITY	CONTINUE, PAUSE OR STOP	UNTIL WHEN	AGREED WITH

Pressure check

HOW THE TEAM IS FINDING THINGS	FINE	STRETCHED	STRUGGLING
Workload	☐	☐	☐
Clarity about priorities	☐	☐	☐
Energy and morale	☐	☐	☐
Confidence with the new way	☐	☐	☐

Signs to watch for

- Someone going quiet, or withdrawing from the team
- Being short with colleagues, or more irritable than usual
- Working late more often, or seeming distracted

WORTH KNOWING

If someone is really struggling, check in privately and point them to the support available, such as your employee assistance programme or occupational health, and involve HR where it helps. You do not have to be the expert.

Small wins, momentum and adjusting

The early energy of a change fades once the real work starts. Small wins, visible progress and a willingness to adjust the plan keep a team moving when progress feels slow.

Key ideas

- Small wins show the change is working long before the full benefit arrives. Plan for some early ones.
- Ask what has got easier and what people are proud of. Share progress with the team and upwards.
- Look for sticking points early: stalls, workarounds and old habits returning under pressure.
- A plan is a best guess. Adjusting it when you learn something is good practice, not failure.
- Hold a short, regular review: what is going well, what is getting stuck, and what shall we change?

EXAMPLE

Three weeks into a new booking process, Sam's team feels it is slower. At a fifteen minute review, someone points out that repeat customers now book in half the steps. Sam shares it at the next team meeting, and the team agrees to fix the one screen that is slowing everyone down.

Reflect

What small win has my team already had that nobody has mentioned?

Where are we sticking to the plan when it is clearly not working?

YOUR WORKPLACE TASK THIS WEEK

Hold a short review with your team. Record wins and sticking points in the Momentum Tracker on the next page, and agree one adjustment.

TOOL 8

The Momentum Tracker

Hold a short review with your team every week or fortnight while the change is under way. Fifteen minutes is enough. Record what you find here.

REVIEW QUESTION	WHAT TO LISTEN FOR
What is going well?	Small wins, things that have got easier, what people are proud of.
What is getting stuck?	Stalls, workarounds, old habits returning, missing training or tools.
What shall we change?	One or two adjustments the team can make, or raise upwards.

Your tracker

DATE	WINS TO SHARE	STICKING POINTS	WHAT WE WILL ADJUST

EXAMPLE

Sam's review notes: win, repeat customers now book in half the steps. Sticking point, one screen is slowing everyone down. Adjustment, the team will write up the problem and Sam will take it to the project team on Monday.

Who, beyond my team, should hear about our progress?

When you do not fully agree

Sometimes you are asked to lead a change you did not choose and do not fully agree with. Leading with integrity means speaking up in the right way, then being honest with your team without undermining the decision.

Key ideas

- Feeling caught between the decision makers and your team is normal. Most managers feel it at some point.
- Raise concerns early, privately and with specifics: the risk, what you have seen and what you would suggest.
- Know what is fixed and what is open, and put your energy into what you can still influence.
- You can say you raised questions while being clear that the decision is made and you will help it work.
- If a change conflicts with your values, the law, safety or fair treatment, take advice through the proper channels.

EXAMPLE

Priya disagrees with moving her team to a shared service desk. She raises two specific risks with her director, with a suggestion for each. One is accepted. With her team she says: "I asked questions about this, and one change was made. The decision is made now, and I will help us make it work."

Reflect

What part of this change do I find hardest to support, and why?

Have I ever said one thing upwards and another to my team? What did it cost?

YOUR WORKPLACE TASK THIS WEEK

Use the Stakeholder Conversation Plan on the next page to prepare how you will raise one concern upwards, and how you will talk about it with your team.

The Stakeholder Conversation Plan

Use this to raise a concern with the person who can act on it. Be specific, bring what you have seen, and come with a suggestion rather than only a problem.

MY PLAN	
Who I need to speak to, and when	
My concern, stated specifically	
What I have seen that supports it	
What I will suggest instead	
What is fixed, and what may still be open	
What I can still influence in my team	

Talking to my team

What will I say, honestly, about my view and the decision?

How will I show I am committed to making it work?

WORTH KNOWING

Disagreeing with a business decision is different from a change that conflicts with the law, safety or the fair treatment of people. For the second, take advice from HR, a trusted senior colleague or your organisation's proper channels.

EXAMPLE

Priya's concern: a shared desk risks losing knowledge of three long standing customers. Her suggestion: named contacts for those customers for six months. It is accepted.

Embedding the change and learning

A change is finished when the new way has simply become how things are done. Embedding it, marking the new beginning and learning from the experience prepares you and your team for the next one.

Key ideas

- Launch day is often when the real work begins. Plan a period of embedding with support and follow up.
- Make the new way the easy way: close old routes, update templates and change routines to fit.
- Mark the new beginning. Thank people and acknowledge what was hard as well as what went well.
- Look back together: what helped, what got in the way, and what would we do differently?
- Bring your learning into a change leadership plan, and add to it each time you use it.

EXAMPLE

Two months after the new system went live, Hannah notices a few people still keep a paper list alongside it. Rather than banning it, she asks why. The system is missing one field. Once it is added, the paper lists disappear on their own.

Reflect

What would tell me this change is truly embedded in my team?

What have I learned about myself as a leader of change during this programme?

YOUR WORKPLACE TASK THIS WEEK

Hold a short look back with your team, then complete your Change Leadership Plan on the next page, setting out how you will lead the next change.

The Change Leadership Plan

Bring the programme together. Complete this for the next change you expect to lead, or for the one you are leading now, and keep it where you will see it.

STAGE	WHAT I WILL DO	TOOL I WILL USE
Make sense of it first		
Explain it		
Involve people and listen		
Keep the team steady		
Build momentum		
Embed it and learn		

Look back with your team

What helped us most during this change?

What got in the way, and what would we do differently next time?

What do we want to keep doing in the next change?

My own review

AS A LEADER OF CHANGE I	NOT YET	PARTLY	MOSTLY	FULLY
Name what is ending as well as what is new	☐	☐	☐	☐
Listen before I reassure	☐	☐	☐	☐
Treat resistance as information	☐	☐	☐	☐
Keep my team's workload realistic	☐	☐	☐	☐

What I am going to do

Two or three small changes that you actually make will do more than a long list you never start.

My three actions

WHAT I WILL DO	WHEN	WHO I WILL TELL

Coming back to this

Put a date in your diary about a month from now and answer these three questions.

What has changed since I did this workbook?

What did I not get to, and what got in the way?

What am I carrying forward?

KEEP GOING

Leading Change

Return to the video lessons and knowledge checks whenever a new change arrives, and use these tools each time you lead your team through one.

£149 per person, per year, inc. VAT

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