MEMOIRE

MASTER: 2
Programme: IBR (International Business Realities)

Présenté et soutenu par :
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Le 29 septembre 2017

Being both manager and leader to conduct change

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Acknowledgement

I hereby wish to express my appreciation and gratitude to the supervisor of my paper M. Jordan VAZQUEZ for his guidance and valuable recommendations during the writing process.

I would like to extend my appreciation to Ing. Ivana Krejči for her understanding and advises during my last year of studies.

Special thanks go to Mme TABARET for providing support during all my studies and through this research.
Abstract

In our today’s changing world, organizations have to adapt to the evolving environment in order to continue meeting expectations, to seek opportunities and to be competitive in the marketplace. This continuous adaptation is done through changes. The process of change implies technical and human aspects to achieve success. All along the steps of change process, people involved have to accept and support this change in order to succeed. As everyone is impacted by the change, everyone is in the position to influence others regarding this change. But nowadays, as the change keeps increasing and increasing, the necessity of a leader to conduct the change has became crucial. Indeed, in order to deal with employees’ resistances to change and to help them accepting it, leadership skills are needed. In addition, in most of our current organizations, managers conduct change. That is why in order to cope with change, it is important to have both managerial and leadership skills. This paper will show why being manager and leader is crucial to conduct change.

Keywords: Manager, Leader, Change, Change Management, Employees’ resistances
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Introduction

When it comes to make changes in an organization, whatever changes are little or big, whatever if it concerns implementing a new software, adopting a new sales strategy, optimizing processes, improving way of working or replacing a team member, people working within this organization are experiencing the change in a personal way. Employees have to evolve to work differently.

Of course, nowadays, we follow the path of globalization and every one is aware of it, with more or less stand back to the context. Indeed, some people only experience it from far away of their job. In this case, they can still ask themselves what has happened to some brands with which they grew up, or how could it be possible to have implemented the virtual way to manage shop floors, or, they could even be surprised by the new culture of some organization, which provides baby foot and Zen areas for their employees. Asking themselves those questions leads to ask another one: how employees of those organizations experience it? In fact, in these organizations where evolution projects are part of daily work, employees have to keep up. They can move to another building, in another city, work with new technologies they do not understand, change their relation with customers or experience a new way of working. When people have to face those changes, their emotions take the lead and sometimes, it can be very negative and difficult. In this way, the benefits of those changes depends on the reaction of employees, if they accept it, misunderstand it or resist it, but the success or the failure depends also very much on the way the change is made, and how it is managed.

Managers of the teams need to provide leadership skills as never before: their role is critical for the success of the project. Managers have to lead their team through the change and provide the bridge from the current state to the future state by efficiently managing the transition state. But in this way, it is important to realize that those managers are also employees of the organization and that they are experiencing the same change, with personal reactions. Therefore, we can wonder how a manager can lead the change. There are key behaviors that can be defined by 3 major dimensions:
1- Understand the change for yourself – once managers understand how the change is affecting them and how they react to it, they can adapt their role to help others through the change.

2- Lead the change – managers need to be communicators, models, advocates, coaches, liaisons and resistance managers.

3- Focus on individuals support – managers need to deal with different groups of people and different reactions to give an optimistic future.

Thus, the aim of this paper is to understand the change management in an overall and the importance of being both a manager and a leader to conduct this change. Findings will help managers to better react with their teams to make them experienced the change in a positive way. Following research question is: How being both manager and leader is crucial to cope with change and help the team accepting it?

The study conducted under the framework of this paper use empirical research based on experimentation and observation to test hypotheses. It will be emphasized with a case study realized within Volvo Group. In our case, it is driven by the interpretivist paradigm, which includes mostly qualitative research through interviews, observations and the case study; and quantitative research through a questionnaire.

In the beginning, analysis of existing literature on change management will be provided. First chapter discusses different definitions of change, resistances to change and leadership suggested by researchers over time, together with dimensions of change and methods to succeed conducting the change. In addition, the importance of being both a manager and a leader to conduct its team through the change will be discussed. Based on this literature overview, research hypotheses will be formulated.

Second chapter describes research methodology. Two different approaches – quantitative and qualitative were used to test research hypotheses. This chapter describes research tool in detail. The methods used allow ensuring the reliability and validity of data and to investigate additional characteristics of change management. Sampling strategy will also be mentioned.
Third chapter will cover data analysis and outline research findings. Several approaches were used to answer research question. According to the received results, recommendations will be formulated.

Finally, conclusion will summarize research findings and describe limitations. At the end, suggestions for future research will be presented.
1. Literature review

This literature review shows different definitions: a definition of change with the focus on organizational change because it is the change which is most likely occurring in companies nowadays; some different approaches to change, pointing out the most relevant ones; an overview of change management and its dimensions; the difference between managerial skills and leadership skills and some steps and ideas to conduct teams through the change. This text includes different sources with some French theories, which have been translated for the purpose of the paper.

1.1. Definition of change

Change is seen in the daily life as something new, that we never experienced before, or at least that we never experienced before in this particular situation. It is the fact to move from a confortable situation to an unknown one. “The goal of change is improving an organization by altering how work is done” (Prosci, 2014). Change is a concept evolving in organizational situations such as individual careers, teamwork, strategy and growth. Change is in fact including a difference in form, quality or state over time in an organizational entity (Scott Poole, Van de Ven, 2004). This entity is more seen as a situation here, because it could be as mentioned earlier an individual career, a group work, the overall organization itself or even entire industries.

Changes can be of different forms and with different meanings. For the study of this paper, we will focus on organizational change. Thus, as Scott Poole and Van de Ven said in 2004, “the basic concept of organizational change involves three ideas: (1) difference, (2) at different temporal moments, (3) between states of an organization unit or system”. Also, according to The Society of Management Accountants of Canada, 1999 “practically all organizational change initiatives represent efforts to achieve or implements one or more of the following types of change:
• Change in the mission or “reason to be”;
• Change in the identity of outside image;
• Change in relationships to key stakeholders;
• Change in the way of work; or
• Change in the organization’s culture.”

As Smith says in 2011, “organizational change is a process that moves companies from a present to a desired future state with the goal of enhancing their effectiveness. Planned organizational change is aimed at improving an organization’s capabilities for enhancing value to its stakeholders and stockholders”.

Above are some definitions regarding organizational change, although much more exist in the literature. What is important here is not to confuse the organizational change with reorganization. Indeed, talking about organizational change, most of people will refer it to the many reorganizations happening nowadays. The reorganization situation does not result in behavioral change but only in a change in role or seats or factories for people, who still do the same work for the same customer with the same processes (Englund, Graham, Dinsmore, 2003).

As a definitive definition for this paper, based on the definitions seen above: change is a behavioral process evolving in an organizational situation, aiming to achieve a desired state from a current one in order to improve effectiveness.

Now we have understood the meaning of change, we have to focus on the many reasons for change in today’s business world. The structures of organizations change as a consequence of new mergers and acquisitions as well as spin offs or any shifts in the structure. Technology keeps developing and innovating driving many changes, like for instance the change from Vinyl – CD and finally, MP3. Macroeconomics drives the need for continuous improvements and economic crisis forces many changes in corporations. Regulatory and legal requirements as well as new competitors also drive the need for change. Finally, growth requires companies to continuously change and adapt. Those factors
are the forces to change. Those forces will impact the current state of an organization. It is extremely important to have a good picture of the current state of the organization before starting making changes. As in all areas, it is not possible to go somewhere or to reach something if the current place or state is unknown. The organization must take a good inventory of structures, systems, people’s values and skills, strategy, and so on.

From this current state, the desired state has to be achieved. Between, a bridge, or transition state has to be managed, mostly through projects. Transition factors need therefore to be thoroughly considered in any change: people cannot change if they do not have the capability to perform in the new organization; no change has even been successful without a strong sponsorship and commitment from upper management; people resistance must be planned for and managed; finally the culture of the organization must be aligned with the change, or if cultural change is desired, a long-term plan for aligning the organization with the new culture must be prepared (Volvo Group University, 2015). Considering this, the chances to reach the desired state increase.

Related to the many forces that drive the need for change, the change initiatives can take different forms. We can distinguish two basic types of change initiatives as the theory E and the theory O.

Theory E aims to create economic value through shareholder value. The shape of change is driven from the top of the organization and managers focus more on structures and systems (Beer and Nohria, 2001). According to a paper from Harvard Business School press in 2003, “theory E relies heavily on cost cutting, downsizing, and asset sales to meet its objectives”. The approach is top-down, centrally planned and focuses on economic targets (Englund, Graham, Dinsmore, 2003).

Theory O is the idea to increase the performance and get competitive advantage by working and improving the organizational capabilities and creating a strong culture. This approach is a long-term proposition (Beer and Nohria, 2001). According to a paper from Harvard Business School press in 2003, “it is characterized by high levels of employee participation and flatter organizational structure, and attempts to build bonds between the enterprise and its employees”. The approach is bottom-up and involves emerging cultures and participative management (Englund, Graham, Dinsmore, 2003).

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There are tensions between the two approaches. No one is better than the other, the idea is to understand the current situation and organization to know which one is better to follow. However, of course, the challenge and the best key of success are to combine both theories. Following the challenge to mix these two theories, we have seen that technical aspect has to be well managed to success in change, but human aspect is a crucial dimension as well. “Successful change requires the structure and discipline needed to orchestrate a complex project, as well as careful consideration of the needs of the people involved. Both dimensions are essential to success” (The Society of Management Accountants of Canada, 1999). Indeed, managing individuals is the only chance to succeed when a change occurs. This management of people in a context of change is considered as dealing with employees’ resistances to change.

1.2. Definition of resistance to change

Resistance to change is something managers have to deal with in order to succeed in their change management. Resistance to change can be expressed by different attitudes, which implies the refusal to cope with change. It is not possible to be aware of all sources of resistances but being prepared to deal with it is the role of the one conducting the change.

Elizabeth Kübler-Ross has developed in 1969 a model for death and bereavement, personal change and trauma, named the five stages of grief model (denial, anger, bargaining, depression and acceptance). This model is transferable to different degrees and contexts and helps understand and deal with personal reaction to change. From this model, the change curve has been developed, showing three transitional stages including the five stages of grief model. In the axis, the vertical one represents the level of performance of a person with morale and competence, and the horizontal one, the time. Those three transitional stages will be detailed below.
Figure 1. The Kübler-Ross change curve

Stage 1: shock and denial: the first reaction to change is usually shock. It is short lived but can contribute to a loss of productivity. Performance decreases and people seek for guidance and reassurance. This shock is often due to: a lack of information; the fear of the unknown and the fear of looking stupid or doing something wrong. After this shocking period, people experience denial. People do not get the point to change and want to keep working as they were working. Common feelings include: being comfortable with the status quo; feeling threatened and the fear of failure. At this stage, communication is the key to support individuals experiencing these feelings.

Stage 2: anger and depression: the feeling of anger is the one continuing the denial. Common feelings include: suspicion, skepticism and frustration. Then, the lowest point of performance to the curve is reached when the realization that the change is here appears and makes people having a low morale, anxiety and doubts. Depression is then possible. This period can be associated with: apathy, isolation and remoteness. What is important in this stage is to acknowledge people that others are experiencing the same feelings and that it is usual. They have to realize that their feelings are just normal and will evolve in a positive way.
Stage 3: acceptance and integration: after the lowest point achieved in the curve, a better mood begins to emerge. Individuals accept the change, as it is inevitable and begin to work with it. Come feelings regarding: exciting new opportunities; relief that the change has been survived and impatience for the change to be complete. The final step is then the integration with a focus to the future. By the time everyone reaches this stage, the changed situation has firmly replaced the original and becomes the new reality. The primary feelings now include: acceptance, hope and trust. At this stage, communication remains key to support optimistic state of mind of people (Kübler-Ross, 1969).

This curve is a useful tool to deal with resistances to change. It helps deciding, according where the individual is on the curve, on how and when to communicate, what level of support someone requires and when it is the best moment to implement the change.

Of course, this model is not an absolute reliable concept. It is hypothesis and possibilities by which deal with the trauma of a loss. In 2016, Meek, argues that this model concerns a hard concept of life, death, and that it cannot be applicable in other situations of life. Also, death means different things to different people. Not everyone pass through this model in a linear way, or does not pass through at all. Indeed, this model cannot be used like a single path because meaning of trauma, death, or even a job-change, is different from a person to another.

It is therefore important to know this model, in order to better understand our own reactions or others reactions if we are the person helping. The perspectives are different but it still helps dealing with emotions and personal attitudes. Since the work of Elizabeth Kübler-Ross, other change curves have been presented, more detailed regarding personal emotions. Thus, employee’s resistance to change can be interpreted by this change curve. In order to better react and to deal with resistances to change in a positive way, managers can use this curve.
1.3. Different approaches to change

Nowadays, a lot of different approaches to change are in the literature. We can find psychological approaches, project-oriented approaches, behavioral approaches or the learning process approaches. Those approaches are used depending on the change: it can be experienced at an individual level or at an organizational level. Nowadays, when a change is made in the organization, the success of this change is made through the recognition of people feelings and the social systems in which they operate. That is why we cannot manage the organizational change without managing the individual change.

In this part, we will focus on a systemic approach, a socio-dynamic approach and a human approach through motivation and teamwork. Those approaches have been chosen to summarize the different dimensions to change: organizational, individual and collective.

The Palo Alto systemic approach refers first to the organization of systems and then to its applications in relationship.

A system is an interacting group of items forming a unified whole, including the fact that if any of the item is modified, it leads to the modification of all the others. In this perspective, teams and organizations are defined as open systems, meaning interacting with the environment. Five principles are highlighting in this approach:

- The whole principle: the whole is superior to the sum of the items. The whole owns qualities that each item does not own. It is therefore better to take a look at the interactions between items than each item in its own.
- The change resistance principle: if what is perceived by the system is questioning its balance, it will be fight against. It is natural to resist but resistance is something that could become positive. Thus, it is important to listen to resistances.
- Feedback principle: roots and impacts are arising like a circle: there is action taken from the impact on the root.
- The auto-occurrence principle: an event happens because we think it will happen.
- Map is not territory: we build reality more than we discover it. The reality is dependent of the observer.
Thus, this approach emphasizes the importance of all dimensions of change, which should be taken into account together as a whole. It advises the interactive approach of managing project of change. The project is then elaborated by interactions between actors and the methodology used is iterative.

Here, the Actor-Network Theory can also be mentioned. This theory, studied in 1980 by Michel Callon, Bruno Latour and Madeleine Akrich, as well with other searchers, has for main goal to be able to understand and to act on a network of people. Indeed, the world is a group of networks as what creates the social is the association of people and the interactions that make the association working. The idea is that network is created thanks to some actors who speak for and translate the wish of all the other people. This phenomenon drives also the enrolment of other actors. Thus, the network starts to be stable and to continue growing. For these authors, each actor is a network and the contrary. Each action that implies the whole network has an impact on the network’s components (Callon, Latour, Akrich, 1980). That is why change cannot really be controlled: it is employees who have to change and this change is dependent regarding the attitudes of those employees and the network created with it. If employees embrace and adopt changes required by the initiative, it will deliver the expected results. So, change cannot be controlled, we can however lead and manage it.

Another approach is the socio-dynamic approach by Jean Christian Fauvet in the 1970’s. The principle is to deal with the employees’ energies on a project to change. Instead of putting in the center of the change the project itself, we put the stakeholders. The energies could be positive and negative. This approach could be seen as behavioral approach as well, as the focus is on the attitude of people and teams. The goal is then to increase the positive attitudes (synergy) and decrease the negative ones (antagonism). Indeed, attitudes lead to emotional behaviors and they are dynamics, which is why it is important to deal with them.

- Synergy seeks to obtain the satisfaction through cooperation and collaboration. The interest is to have a relationship with the other who is an ally.
- Antagonism seeks the same objective, satisfaction, but through conflict and bargain. The interest is self-centered; there is a need of self-assertion against the other who is a concurrent.
With those two attitudes, Jean Christian Fauvet has developed the map of stakeholders face to change, as below:

**Figure 2. The stakeholders map**

![Stakeholders Map](image_url)


After having developing this map, Jean Christian Fauvet has done this conclusion as below on the table:
Table 1. Findings regarding energies from Jean-Christian Fauvet

<table>
<thead>
<tr>
<th>GROUP</th>
<th>DEFINITION</th>
<th>WHO</th>
<th>WHAT TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive</td>
<td>No energy on the project – neither for the project neither against</td>
<td>50% to 80% of the population</td>
<td>Consult him and ask the conform group to communicate with him</td>
</tr>
<tr>
<td>Conform</td>
<td>Cooperate and act for the project</td>
<td>Not much</td>
<td>Tell him what to do</td>
</tr>
<tr>
<td>Hesitant</td>
<td>Is ready to participate if the gain for him is interesting</td>
<td>The most of the population after the passive group</td>
<td>Negotiate, give information, attention, and real actions</td>
</tr>
<tr>
<td>Committed</td>
<td>Is 100% in</td>
<td>Not much in the beginning of the project but very precious group</td>
<td>Needs recognition, support and to be valued, use him to convince other groups</td>
</tr>
<tr>
<td>Torn</td>
<td>Torn between love and hate for the project</td>
<td>Not much but sufficient to deal with</td>
<td>Needs individual coaching and give him as much time as his influence</td>
</tr>
<tr>
<td>Constructive</td>
<td>Support the other with critical mind</td>
<td>Not much but crucial</td>
<td>He is the principal actor of the project. He needs to have responsibilities</td>
</tr>
<tr>
<td>Irreducible</td>
<td>Prefer break than yield</td>
<td>Really few</td>
<td>Do not give him time, put him away from his network</td>
</tr>
<tr>
<td>Opponent</td>
<td>Seeks the ratio of power and yield only face to the most powerful</td>
<td>Few</td>
<td>He does not want to negotiate. Isolate him from the hesitant group</td>
</tr>
</tbody>
</table>

Source: Author, 2017, based from findings of Jean-Christian Fauvet in 2004

After this analysis, Jean-Christian Fauvet has created the “Allies Strategy”. This strategy says that: instead of taking time managing the opponent, it is better to spend time with the allies. For that, a strategy is needed:

1. Identify allies
2. Value allies
3. Act with allies
4. Demand from allies
5. React with allies
From this approach, what is important to retain is that it is better to mobilize stakeholders, to use their strengths and to ask them for their point of view. Thanks to this behavior, certain awareness among stakeholders will appear and they will more likely accept the change and contribute to it. The idea is to let them express themselves, without influence, without shame or self-censorship, and to present the ideas of each person.

In parallel to this approach, the theory of the Strength of Weak Ties can be relevant. Indeed, according to Mark Granovetter in 1973, there are three types of relationships between people: the weak ties, the strong ties and the lack of ties. The strength of a tie is defined by the quantity of time shared with others, the emotional importance and the mutual trust. Following this idea, if two persons have strong ties, they will then be more likely to share common friends. Thus, the person will take more advantage of its weak ties, because these ties provide new opening to the world. Indeed, these ties are source of social cohesion and are more efficient to spread the information between people who do not have common points. These ties are also the way where new ideas and influences can reach people (Granovetter, 1973). Thus, it is important to mobilize and to take into account all kind of groups of people in change management, in order to make work the weak ties in a positive manner.

It leads to other approaches, more related to human personal attitudes and motivation. Indeed, this part is really important as the needs as human beings influence the way people communicate with others. In 1998, Williams argues that motivation is a major concern for managers because it creates constancy in employee’s effort.

If we talk about motivation approaches, there are two contemporaries in American Psychology who have developed theories about personal and interpersonal needs: Maslow and Schutz.

The hierarchy of needs of Maslow (1974) classified five essential human needs into a pyramid.
The physiological needs, safety needs, love needs, esteem needs and self-actualization are satisfied by either extrinsic or intrinsic rewards. Extrinsic rewards are the physical benefits that a person receives, such as increase in salary or in living standards. Intrinsic rewards imply the satisfaction a person gets from self-accomplishment, such as the joy the person gets from performing well at work or the pride she feels for the accomplishment of her children. Once one type of need is satisfied, an individual seeks for higher-level needs, such as the need of self-actualization. The graph above details each type of need ranked from the basic needs to the self-fulfillment needs. The needs between, the psychological needs is where the communication starts to come into the picture.

William Schutz, in 1958, had a slightly different approach with his theory of Fundamental Interpersonal Relations Orientation (FIRO). This theory explains how people act towards others. It says that a team goes through different phases prior to becoming an efficient team. Three needs are highlighted:
Table 2. Findings from the FIRO theory

<table>
<thead>
<tr>
<th>Needs</th>
<th>Control: the need to maintain power and influence</th>
<th>Inclusion: the need for belonging</th>
<th>Affection: the need for appreciation and recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalities</td>
<td>- Autocrats: make self-directed efforts to control the situation and be responsible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Abdicrats: follow others’ direction</td>
<td>- Oversocials: do not accept exclusion or ignorance and want to shine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Democrats: in between, seeking for teamwork to achieve things</td>
<td>- Undersocials: want to be quite and alone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Oversocials: do not accept exclusion or ignorance and want to shine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Undersocials: want to be quite and alone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Overpersonals: strong needs for being like everyone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Underpersonals: shy and stay away from interactions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Author, 2017, based from findings of William Schutz

With this theory, another one from White in 1974 maps the population into blockmodels. Blockmodels are each of the sets into which the population is partitioned in a position, regarding its social relationships.

Thus, we have seen that organizations are social systems with people in it having identities, relationships, attitudes, emotions and different level of powers. The type of change, the organization’s history, the individual’s history and the consequences of the change are key factors in an individual’s response to change.

1.4. Change management and its dimensions

“Change management is the discipline that guides how we prepare, equip and support individuals to successfully adopt change in order to drive organizational success and outcomes” (Prosci, 2014). These are the processes, tools and techniques to manage people side of change to achieve required business results.

Change management consists of 5 areas to take into account:

- Change methodologies and theories: knowledge about how to address change
- Organizational changes: understand the change
- Competence development: training, coaching, creation of knowledge, learning skills, built up experiences
- Communication: non-verbal communication, way to communicate
- Culture: ways of working, wanted behavior and values.

Those areas are dependent to each other and influence people towards the change (Volvo Group University, 2015).

We can summarize the change management by the famous change iceberg and the “rider and the elephant” metaphor.

The change iceberg is a visualization developed by Krüger in 1996. This iceberg shows the factors involved in organizational change and its essence, which is, dealing with the barriers and the deeper concepts under the water.

Figure 4. The change management iceberg

Managers often only take into account the top of the iceberg that is the Cost, Quality and Time (Issue Management concept). Nevertheless, below the water, there are other dimensions of change: the management of perceptions and beliefs and the power and politics management. In order to succeed in change management, managers have then to
deal with the hard things (information system, process) on the surface but also the soft things such as values and mindsets, much deeper below the water (Krüger, 1996).

Managing issues from those areas involves the understanding that people at every level of the organization are affected by change. According to Krüger, there are four groups in which we can categorize people:

- Promoters: support the change
- Potential promoters: accept the change but not yet 100% convinced to promote it
- Opponents: against the change
- Hidden opponents: fake to be supportive but in reality they are doing change sabotage

This model that we can choose as an interpretation of change management is here to help managers find the right strategy to address the change and to help them identifying the different actors to change. However, this is just an illustration, which do not advice how to conduct change.

The “rider and the elephant” metaphor is a behavioral psychology mental model presented by Jonathan Haidt in 2006. According to him, human have two sides, the emotional side and the rational side. In the model, the emotional side is the elephant and the rational side is the rider. The idea is to find the balance between the two sides. Indeed, the rider know where to he wants to go and can plan it, but the elephant, which is the one walking, is irrational and will go only if something motivates him (Haidt, 2006).

This model has become famous by Chip and Dan Heath in their second book, Switch: How to Change When Change is Hard, in 2010. They have added a third aspect, which is the path the elephant is following and which corresponds to the situational environment.

Thus, the idea is to direct the rider, motivate the elephant and shape the path. The key to effective change is getting the elephant and the rider moving together. Dan and Chip wrote: “changes often fail because the Rider simply can’t keep the Elephant on the road long enough to reach the destination. The Elephant’s hunger for instant gratification is the opposite of the Rider’s strength, which is the ability to think long-term, to plan, to think beyond the moment (all those things that your pet can’t do.) ... To make progress toward a goal, whether it’s noble or crass, requires the energy and drive of the Elephant. And this
strength is the mirror image of the Rider’s great weakness: spinning his wheels. The Rider tends to overanalyze and over think things. ... A reluctant Elephant and a wheel-spinning Rider can both ensure nothing changes. But when Elephants and Riders move together, change can come easily”.

The last dimension studied here regarding change management is the correlation between change management and project management. A project is a “temporary endeavor undertaken to create a unique product, service or result” (definition of PMI). The project mode is more and more used in organizations because nowadays, companies have to be flexible and have to deliver costumed needs. Also, a change is usually initiated and managed through a project. The key principles for a project to change are:

- What is the origin of the change’s need and why?
- The project scope has to be defined
- The expected results and benefits have to be presented
- The risks must be anticipated
- The stakeholders must be analyzed

The change management is a discipline settled up in order to grow in a changing world, to deliver the stockholders portion of project return of investment, to close the gap between requirements and results, to increase likelihood of project success, to mitigate risks, to take the chance out of change and to treat employees right (Prosci, 2014).

To succeed with the change, here is an analysis of 1 500 practitioners showing the top ten success factors for the change:
To conclude, change management has different dimensions as seen previously: the people side of change and its management; the mix between rational, emotional and environmental dimension of change and the project dimension. All these information that should be taking into account together, give us an idea with the steps to follow to succeed in change management. But those steps have to be lead and managed by someone.

Thus, the importance of being both manager and leader to conduct the change will be detailed in the next paragraph.

### 1.5. Being both leader and manager

An organization decides to implement some changes. Going through the steps, which have to be done, someone has to conduct the change (L. Patridge, 2007).

This mean:
- Decide the desired future situation
- Understand the current situation
- Lead the process of change
- Keep track of progress and monitor the process of change (L. Patridge, 2007).

For managing the change, managers need to be both manager and leader (L. Patridge, 2007). By definition in the Harvard Business School Press (2003), leaders create vision and motivate people to follow the vision while managers are making the tasks to implement the requirements and keep employees in the right direction. This difference is theoretical but in reality, an effective leader needs managerial skills and a competent manager provides leadership. Management skills are necessary to manage the risks and the lack of control of a change situation, but leadership skills are also needed. Where managers focus on tasks, leaders focus on people, and as we have seen that it is people who make the change being successful, this role is thus crucial. People who are willing to conduct the change have to pay attention to both management and leadership (Paul Evans, 2000).

Kotter in 1996 has defined the relationship between managers and leaders in a matrix as below, showing that successful transformation occurs when good leadership is combined with good management.

Figure 6. The relationship of leadership and management

Source: Kotter, 1996
Moreover, below is a model of leadership that reminds managers the importance of the balancing between three key dimensions: outcomes, interests and emotions. Leadership is at the center of those dimensions (Green, Holder and Cameron, 2004). Thus, manager has to express his personal leadership taking into account organizational context and goals.

Figure 7. Dimensions of change and leadership

Now, we know that to conduct the change, skills regarding management and leadership are crucial. In addition, this paper focuses on the emotional aspect of people facing the change and how to help them in the path of success. Since we assume the person conducting the team is the manager and as it is the leadership part that conducts the people side, the focus will be on being both leader and manager to help people in the path of success.

To conclude this part regarding the relationship between manager and leader, it is important to mention first the role of the manager through the change and then what involves being a leader.
A manager needs:
- To be a leader
- To be a negotiator
- To be a role model and an advocate supporting the change
- To be an effective communicator and liaison between teams
- To be a coach (L. Patridge, 2007).

Leadership involves:
- Influencing and persuading
- Supporting and encouraging
- Building motivation
- Facilitating and enabling
- Involving people
- Encouraging participation (L. Patridge, 2007).

Why it is so important to be a good leader? The team needs it to accept the change. Leadership skills allow managing the different groups within his team (the opponents, the supportive ones and so on) and without it the team will not be able to understand the change and to pass through it. Kotter in 1995 highlights the importance of change leader at the beginning of the process of change, while others show that the middle part is the most difficult and that perseverance is the key to succeed. From the team point of view however, the importance of the change leader is here all along the change process.

We can see that even though leadership and management are often considered as synonymous, these terms are in fact different. According to findings in managementstudyguide.com, which is an educational portal launched in 2008, we can say that leadership is an important component of management. It is the potential to influence and drive the group towards the accomplishment of goals. In the case of change management, manager has the authority to conduct the group and the change as well with the responsibilities to succeed. In parallel, leader provides direction, vision and communication to the team in order to inspire it to cope with change. The manager focus on
planning, organization and control to conduct the change and leader focus on building relationships, teamwork and motivating the team. Therefore, the team will follow the leader and will trust this role model.

Indeed, being both manager and leader to succeed in change management is crucial, in one hand to conduct the path of change and achieve organizational goals and in another hand to involve the group through this change and achieve team’s satisfaction.

However here, a lot of criticisms appear in the literature. We all have different views and experiences about what is a good leader and we can see how leaders with so different skills and attitudes can success the same way. The leader of the change has to choose the right action at the right time and with the right people. That is the way leader will succeed to conduct the change (Green, Holder and Cameron, 2004).

1.6. How to conduct the change for a manager-leader

This last part will take into account the mix of being both manager and leader as seen above, and will provide some theories, which seem to rely on managerial and leadership skills at the same time. Nevertheless, before, let is describe what manager-leader has to take into account to cope with change.

To conduct the change, the manager-leader needs to
  - Create conditions for change
  - Making change happen
  - Making change stick (Englund, Graham, Dinsmore, 2003).

In this way, D. Maginn, in 2005, emphasizes the importance of three steps:
  - Understand how change affects managers
  - Lead the team through the change
  - Show a path to individuals.
For that, the manager-leader has to answer the questions employees are asking themselves face to the change. The questions are mostly:

- Can I do what am I asked for?
- Have I the necessary skills to do it?
- What is in it for me?
- Am I motivated to do it?

But before helping people to accept the change, managers-leaders need to understand the change: “to be a successful leader of change, a manager has to first understand the dynamics of change and how uncertainty affects him and others. The change leader has to recognize how ambiguity can be used to adapt to changes, how improvisation forces work units to make the best of their situations, and how change ratchets up the need for clear, crisp communications” (L. Patridge, 2007).

Figure 8. Cope with change

This graph from Prosci shows the importance of preparing manager for change before leading employees through this change. Manager-leader will have to learn about the
change, what is his role in leading this change, how it will impact him and his team. He will have to accept the change, accept the impact on his personal career and behavior and he has to be convinced by its benefits before leading his team. To prepare himself to be a good change advocate, manager has to know how to implement his leader role, how to communicate with his team, how to coach individuals, how to manage the resistance facing change and how to lead his team. For this, learning, formation, discussion with the top management will be useful for him. Manager-leader will have to apply to himself everything he will do later for his team.

To give the manager-leader the way to succeed in the change conduct, we will talk here about different approaches.

The first approach is the one of Lewis in 1947, which is named Three-Step Change Model. This model is known as unfreeze – change – refreeze.

The unfreezing stage is about the assessment to be ready for the change. It includes the understanding of the change and why this change is necessary. The idea is to prepare managers and others before the start of the change and to create a situation where the change is perceived as necessary, urgent, interesting and motivating. Thus, the current situation is unfreezing, which is usually the confortable zone people are working on, to prepare the transition stage.

The stage of change or transition stage is the journey people make in reaction to a change. This stage is the most difficult to deal with because people start having reactions, negatives or positives, and those reactions have to be managed. Here, the support is really crucial, such as training, coaching, communicating. This is here that the manager plays the role of leader and especially role models.

The stage of refreezing is about implementing the change and keeping stability once the change is made. This can take a lot of time to anchor the change in people’s mindset, way of working and routines (Lewis 1947). However, nowadays, between two changes it could happen some weeks and even less. There is no time to settle a refreeze situation. We can then see Lewin’s concern as a reinforcing stage for the change and ensuring that this change is totally accepted and that it will continue to works like that in the future.
Another approach is the one of Kotter in 1995, who built the Eight-Step Change Model. This model is represented with a story “Our iceberg is melting” representing the decision penguins have to take facing this change. The eight steps are expressed as a list of errors as below:

1. Not establishing a great enough sense of urgency
2. Not creating a powerful enough guiding coalition
3. Lacking a vision
4. Under communicating
5. Not removing obstacles to the new vision
6. Not systematically planning for and creating short-term wins
7. Declaring victory too soon
8. Not anchoring changes in the corporation’s culture (Kotter, 1995).

This model is a really useful one when the employees know the areas of change. When they do not have enough information, others steps have to be done to create awareness and readiness to change.

Another approach is the seven steps of Beer, Eisenstat and Spector, in 1990. There are:

1. Mobilize energy and commitment through joint identification of business problems and their solutions
2. Developed a shared vision of how to organize and manage for competitiveness
3. Identify the leadership
4. Focus on results, not on activities
5. Start change at the periphery, then let it spread to other units without pushing it from the top
6. Institutionalize success through formal policies, systems and structures
The last approach we will talk about, but not least, is the model ADKAR, created by Prosci, which is a change model with five milestones in order to success in change. This is a framework for leaders to help them conduct the change.

- A: awareness of the need for change
- D: desire to support the change
- K: knowledge of how to change
- A: ability to demonstrate new skills and behaviors
- R: reinforcement to make the change stick.

We will stop here regarding the different approaches and model to help managers-leaders conducting the changes, although there are a lot in the literature. That is by the way a criticism from several authors, saying there are too many different approaches, none is better than the others, all is about adaptation to the organization, the team, the change and the context.

To conclude, we will try to define concrete actions for manager-leader to conduct change and help his team accepting it:

- Understand how change affects him: first, the manager-leader has to accept the change for himself and then, once this is done, he has to communicate a lot. He has to make understand why the change is necessary. Then, he has to explain that this change is possible: this is a real ambition that the team is able to perform. Then, he has to show actions to do it and monitor the objectives. Finally, when the change has succeeded, he needs to value his team.

- Lead the team through the change: manager must be leader and he has to answer to the questions of the team, be a role-model, continue communicating, value the work of the team, monitor and control the project to change and communicate the benefits.

- Show a path to individuals: manager-leader has to provide training, coaching, learning to help his team perform the change process in the optimal way and to deal with employee’s resistances.

All along the project, manager-leader has to listen to his team and to feedbacks, and report those to capitalize and improve the problems.
As a conclusion to this literature review, we can realize that there is nothing that is known, sure and working 100% of the time. The definition of change can vary, depending on the change, depending on whom or what it impacts and the forms the change will take. Approaches to change are really various, concerning almost all fields of life, evolving in different theories and seeking a wide range of topics and persons. The definition of change management is quite similar from an author to another but still relative to different situations. To finish, the role of being both manager and leader to conduct the change and help his team is subject to controversies and too many approaches tried to reach this topic, while no one is most famous or most used or sure to succeed than another.

As a last sentence, we can say that to succeed through the change process, managers have to trust their leadership, their teams, and be courageous!
2. Research Design

This chapter will describe our research design. Indeed, it is important to evaluate the validity and legitimacy of the research. “Design-based research enables the creation and study of learning conditions that are presumed productive but are not well understood in practice, and the generation of findings often overlooked and obscured when focusing exclusively on the summative effects of an intervention” (Wang & Hannafin, 2005). The research design is: the architecture of research; the definition of necessary means to respond to a research question with sources and data collection techniques; characteristics and size of sample; and methods of analysis. The framework of our research includes literature, data, analysis and findings. To establish this framework, we can consider four key items:

- The epistemology (theory of knowledge and view of reality)
- The theoretical perspective driven by paradigms
- The methodology driven by quantitative and/or qualitative approaches
- The methods including techniques and procedures (Crotty, 1998).

2.1. Research question

First of all, before elaborating the research design, research question has to be presented, analyzing existing literature and current management issues. The research question is described as well with the different hypothesis.

Following the analysis of the literature review, the change and especially the organizational change could take different forms such as a change in individual careers, teamwork, and strategy or processes (Scott Poole, Van de Ven, 2004). Change is a behavioral process evolving in an organizational situation, aiming to achieve a desired state from a current one in order to improve effectiveness. It could be driven by different factors such as competitiveness, technology and culture (the Volvo Group University, 2015) or the theory E and O (Beer and Nohria, 2001).
From this concept of change, first researchers argue that emotional and human dimension is crucial to be managed to success in a project of change (The Society of Management Accountants of Canada, 1999). Indeed, face to change, resistance can occur. Nevertheless, resistance is not only negative, it could be positive when it is well managed, as shown by the change curve of Elizabeth Kübler-Ross in 1969.

Thus, different approaches to change can be followed and in the case of the study of human dimension in an organizational change, the systemic approach, the socio-dynamic approach and the human approach though motivation and teamwork has to be privileged. In one sense, those approaches allow to understand the importance of the system (Palo Alto) and the phenomenon of network and its influences (Callon, Latour, Akrich, 1980). They show as well how work synergy and antagonism among members of an organization and how to deal with stakeholders and resistance to change (Jean-Christian Fauvet, 2004). The notion of group, and especially ties between people is also highlighted (Granovetter, 1973). Moreover, the human approach including the motivation dimension (Maslow, 1974) and the team working dimension (Schutz, 1958) leads to a successful individual response to change.

The change management discipline, which “guides how we prepare, equip and support individuals to successfully adopt change” (Prosci, 2014), leads to five key dimensions: change methodologies and theories; organizational changes; competence development; communication and culture. This management of change can be viewed as the potential for managers to take into account what is below the water as well with what it is above according to the iceberg of Krüger (Krüger, 1996). This metaphor starts to include the importance of the role of manager in the change management. Another metaphor, the “elephant and the rider” (Haidt, 2006) has been reviewed in 2010 by Chip and Dean Heath, adding to the aspect of emotional side and rational side, a third one, the path of success. To succeed in change, the balance between emotional and rational has to be found, but the path has to be shaped as well by managers. This path is usually shaped through a project, as change management is linked with project management.

Knowing the importance of being manager and leader, the manager-leader needs to adopt different behaviors to conduct the change in a successful way. Indeed, being both manager and leader allow conducting the path of change and achieving goals in one part, and involving and satisfying the team through the change in the other part. However, before...
leading the team through the change anyway, the manager-leader has to be prepared to it and to understand how this change affects him.

Although numerous of authors have given their opinions and shared their experiences regarding how to cope with change, we have done a selection of the approaches which matches the most with the importance of being manager and leader. These approaches are the three-step change model of Lewis (Lewis, 1947), the Eigh-Step Change Model of Kotter (Kotter, 1995), the seven steps of Beer, Eisenstat and Spector (Beer, Eisenstat and Spector, 1990) and the ADKAR model from Prosci (Prosci, 2000).

To conclude, the goal of this paper is therefore to give tips and key success factors to managers-leaders to help them conduct the change.

The research question is therefore: “How being both manager and leader is crucial to cope with change and help the team accepting it?”

Accordingly, following research questions were formulated:
- How to commit to make change happens?
- How to involve the team?
- How to motivate the team and demonstrate commitment?
- How to deal with resistance to change?
- How to achieve the goals of change?
- How to support and drive the change?

Based on the literature review, the findings part will focus on recommendations for managers-leaders to answer these questions. Considering time and resource limitation, only four hypotheses will be examined as below:
- H1: Manager needs to understand the change, which is affecting him in order to make understand to his team the necessity of this change.
- H2: Manager has to show the actions to change and to monitor the objectives.
- H3: Manager must be a leader in order to be an advocate and a role model for his team. He has to lead motivation, to value his team and to communicate a lot in order to involve his team through the change.

- H4: Manager needs to understand his team’s reactions and find solutions in order to deal with the resistance to change inside the team. He has to focus on individual support here, to manage all his team members’ feelings and develop satisfaction.

The objectives are to provide relevant answers to the question and to help managers be successful in the complex process of change.

### 2.2. Epistemological and theoretical standpoint

The epistemology is the study of sciences. It means what are the nature, the method and value of the produced knowledge. It is what constitutes valid knowledge and how it is obtained (Crotty, 1998). The process of scientific knowledge is based on explanation, comprehension and construction. In our case, the epistemology refers to how we come to understand a unique person’s worldview (Anderson, 2013). Social and contextual understanding creates the knowledge in our case. The view of the reality is that the knowledge is constructed in that it is contingent on convention, human perception and social experience. We will then use the empirical study (Crotty, 1998).

Therefore, we will use empirical research, which can be defined as a research based on experimentation or observation that leads to test hypothesis. It is based from actual experience rather than from theories. The idea is to combine extensive research with detailed case study and prove relevancy of theory by working in a real world environment (Creswell 2009). Thus, in our case, the empirical study will be emphasized by a case study.

Case studies are the way from researcher to explore deeply an activity, a process, one or more individuals or an event. Researcher collects detailed information over a specific period of time (Stake, 1995). A case study research is based on any mix of qualitative and quantitative evidence. Case studies have as purpose to explain the causal link, illustrate topics and explore situations. It is a good strategy when contemporary phenomenon is studied within a real-life context (Yin, 1989).
This epistemology leads to theoretical perspective, providing the context and the philosophical stance for the methodology (Anderson, 2013). It is driven by paradigms, which are “common beliefs and agreements shared between scientists about how problems should be understood and addressed” (Kuhn, 1970). There are three major paradigms: the positivist paradigm, the interpretivist paradigm and the constructivist paradigm. Those different paradigms all bring different answers and analysis methods (Hudson, Ozanne, 1988).

- The positivist paradigm: it is based on the independence between subject (the one who observes or experiences) and object (reality). The main principle is the observation of an external object that must not modify the nature of this object. It emphasizes the explanation concept, which determines cause and effect. The knowledge is objective and not contextualized. We are interpreting the facts and seeking to understand them. It is an observation of reality and an interrogation of the facts in order to predict reality. There are three precise and universal criteria of validity: verifiability, confirmability and falsifiability. It aims to answer the question: for which reasons?

- The interpretivist paradigm relies on the dependence between subject and object. Knowledge is subjective and contextualized. Thus, the goal of interpretivist research is to understand and interpret the meanings in human behavior rather than to generalize and predict causes and effects. It allows an understanding of people’s motivations and intentions regarding the social reality. We analyze the practices rather than facts and makes hypotheses. It possesses two criteria of validity: the comprehension of a phenomenon in a context and empathy. It aims to answer the question: how actors give some sense to reality?

- The constructivist paradigm relies on interactions between subject and object. Knowledge is produced by the construction of reality’s representation in order to develop actions. It argues that human beings construct their own social realities in relation to one another. The main aim is to transform the knowledge by elaborating new answers and recommendations. It seeks to measure and construct models, giving a strong importance to the observer’s role. This paradigm is relativist and subjectivist as the reality created by one person regarding a specific context can be far from the reality created by another related to the same context. It possesses two criteria of validity: trustworthiness and authenticity.
It aims to answer the question: how subjective meaning becomes a social fact? (Perret and Séville, 2014).

In this paper, we are in a contextualized research approach with direct observations and interviews in specific situations. We will analyze practices rather than facts. Knowledge is subjective and contextualized. We are therefore using the interpretivist paradigm. This choice is made as analyzing existing literature shows that most of the conducted researches followed an interpretivist approach. “We shall speak of “social action” wherever human action is subjectively related in meaning to the behavior of others. An unintended collision of two cyclists, for example, shall not be called social action. But we will define as such their possible prior attempts to dodge one another… Social action is not the only kind of action significant for sociological causal explanation, but it is the primary object of an “interpretive sociology” (Weber, 1981).

Figure 9. Framework of a research paper

Source: Oates, 2006
This figure coming from Oates shows the framework of a research paper that is usually used by researchers. In red are highlighted the characteristics of the interpretivist paradigm used in this paper. We will see that qualitative data are analyzed coming from interviews, observations, questionnaires and documents, related to a case study based on a framework responding to a research question deducted from literature review, experiences and motivation.

2.3. Methodology and associated methods

The interpretivist paradigm includes as methodology the qualitative research (Denzin and Lincoln, 2011). This is “a research strategy that indicates the relationship between theory and research and usually in phase on how theories were generated. The qualitative research is inductivist, constructionist and interpretivist but qualitative researchers always do not subscribe to all three of these methods” (Bryman and Bell, 2007). “The researcher collects open-ended emerging data with the primary intent of developing themes from the data” (Creswell, 2009).

The methods for qualitative research are the collect of secondary data supported then by primary data. Secondary data implies information, which is already collected and recorded by someone else, not relating to the current issue. The collect of secondary data is done through the interpretation techniques: describing; decoding; translating; understanding; and it is summarized in the literature review. The overall advantage of using secondary data is that this data generally has a pre-established degree of credibility and validity since it already has been used and proved so it is a real save of time. It is very helpful as a basis to link with the primary data invested by the user himself. Indeed, primary data is originated for the first time by the researcher for the purpose of his research question. The data can be collected through various methods as case study, interviews and observations (Denzin and Lincoln, 2011).
Here appears the notion of data triangulation. Triangulation means involving various data sources in an investigation to provide deeper understanding. There are four types of triangulation:

- Methods triangulation: the idea is to ensure the consistency of findings by different data collection methods.

- Triangulation of sources: the idea is to examine different point of views by using various data sources.

- Analyst triangulation: it is the fact to use different observers or analysts to review findings.

- Theory triangulation: the idea is to use multiple theoretical perspectives to interpret the data (Patton, 1999).

In this paper, triangulation of sources is used by the different sources in the literature review but also in primary data. Theory triangulation appears as well as different theories are used in literature review to interpret findings. In addition, we use methods triangulation because different data collection methods are done, such as interviews, questionnaire, observations and case study.

Thus, in order to reinforce the analysis and respond to the research question, we have used the empirical study in a qualitative way through one case study. The choice of qualitative research is done because the methods are relevant in this sense that change management is a field which is not controlled yet by standard templates, methods, processes and so on. The idea is to deeply understand the phenomenon in overall and search why and how it is important for managers to be leader to drive their teams through the change. The analysis will be comprehensive through small sample questionnaire, interviews, observations and case study.

For the qualitative study, we have used participative observations during the learning session and the conference followed within Volvo Group. Although we were member of the group observed, the observation was passive. This method put the searcher in a neutral position and allows to emphasize information without giving opinion (we have not shared
our personal opinion when we have faithfully transposed all the interviews and all the observations).

Also, we have used informal interviews with two Change Manager Specialists from Volvo Group. Those interviews are from the type of the unstructured interview, which is by collecting the data through observation and record field notes. In this type of interviews, we can use different method of conducting unstructured interviews and we have used an informal way of conducting interviews. It means doing conversational interview, based on unplanned set of questions that are generated instantaneously during the interview (Gray, 2009).

The two Change specialists will be referred to during the development of the paper as well with many other authors who have been quoted in the literature review and later on to give credibility (as for instance: Scott Poole and Van de Ven; Englund, Graham and Dinsmore; Beer and Nohria; Kübler-Ross; Callon, Latour and Akrich; Fauvet; Granovetter; Maslow; Schutz; Krüger; Haidt; Patridge; Kotter; Lewis; Beer, Eisenstat and Spector; and so on).

One case study is used as well regarding the Volvo Group Process & IT way of managing change. The information collected from this case study are real information and practices used in Volvo Group, that is why we emphasize the fact that all the data collected from this case study are strictly confidential. This case study leads to the study of two managers leading their teams through the change. Each manager has a different team, with different size and different competences and each manager has to deal with different changes including some common changes as well. The case study will be detailed later on.

We also get information through qualitative table and figures (such as: Figure 1. The Kübler-Ross Change Curve; Figure 2. The Stakeholders map; Table 2. Findings from the FIRO theory; Figure 4. The Change Management Iceberg; Figure 6. The Relationship of Leadership and Management; Figure 8. Cope with change; and so on).

Some theories have been developed in the literature review to reinforce the main argument of the paper with theories (for instance: the theory E and the theory O of Beer and Nohria; the five stages of grief model of Kübler-Ross; the Palo Alto systemic approach; the Actor-Network-Theory of Callon, Latour, Akrich; the socio-dynamic approach by Fauvet with the Stakeholders Map and Allies Strategy; the theory of the Strength of Weak Ties of
Granovetter; The hierarchy of needs of Maslow; the FIRO theory of Schutz; the change management iceberg of Krüger; the rider and the elephant metaphor of Haidt; and so on).

For the quantitative study, we have used a questionnaire to support the extensive interviews made to participants. It will allow to measure the opinions and attitudes. We did not use the quantitative approach more than that, first because it is not relevant regarding the research objective and also due to the limitation in number of sample used if the approach were used, which makes it hard to generalize outcomes on whole population.

We have elaborated this questionnaire with open questions (see: Appendix 1. Questionnaire about change management). This questionnaire is created based on review of literature and thorough analysis. All the questions are created based on the expected answers to lead the research. Language of the questionnaire is English and it has been distributed to different nationalities (French, Sweden, Belgium, Brazilian and Russian). It consists of ten questions with eight open questions and two multiple-choice questions. The first part with the multiple-choice questions serves to obtain an idea of who is the respondent, its knowledge regarding change management and the importance given to this field. The second part contains open questions regarding the respondent’s opinion about the management of change. While creating the questionnaire, the main goal is to keep it simple, open, clear and understandable as possible. Along with that, it aims to be answered quite quickly in order to have reliable answers. The advantages of open questions in this questionnaire are that it allows detailed answers, a freedom to answer enabling spontaneity and top of mind answers. It also gives the respondents value because we give them interest. Thus, the aim was really to collect opinions, feelings, examples and practices from a subjective point of view. The questionnaire is created through a teamplace in Microsoft Sharepoint, via the survey functionality. Therefore, the data collection used for this questionnaire is made through this teamplace (see: Appendix 2. Questionnaire through the teamplace)
2.4. Participative observations

We have used participative observations during the learning session and the face-to-face attended within Volvo Group. The idea was to be objective in order to understand the phenomenon and the people without giving any opinions. The participative observation is not really a method of collecting primary data but rather an approach, which allows the researcher to become a member of the team studied. It facilitates all the other activities of collecting data because the contact has been created. It enables to understand the process, the elements and the relationships in their social context (Hudelson, 2004).

We have done two participative observations:
- The first one during one learning session within Volvo Group
- The second one during a face to face with the manager of the team

The main goal for both observations is to analyze the attitudes of the group of people regarding the change and the reaction about the way this change is managed. However, the two observations are different regarding the context and the analysis of data.

The first observation was during a session regarding Business Change Management through a Skype Meeting. Notes were taken from this presentation and an analysis was done on the reactions and attitudes of people regarding the training. The limitation here is that the observation was only through listening, as the session was a Skype Meeting.

In this observation, we were looking at the reactions of people following the training especially regarding the part talking about leadership skills to conduct the change. The goal here is to collect information concerning people who voluntary wants to follow training about Change Management. Therefore, an assumption has to be formulated saying that the group of people was positive to the process of change. There were 15 people and all of them had a role within Volvo aiming to help conduct the change, especially program managers, change managers and project managers. Different nationalities were present (Swedish, French, and Belgium). The training session was in English and was half-a-day duration (4h including breaks). The goal of the training was: “provide you with the knowledge and skills to effectively manage organizational and personal change in a project environment and provide
a means of increasing the probability that your projects will realize their full benefit potential, minimizing negative impact on people and the organization”. Different topics were approached: change management definition and principles; how to plan the change; how to execute the change; how to monitor and control the change and how to close the change. In our case, only the most discussed and the most important topics are reported. The data collection is made through a structured observational grid to quantify and qualify the observation (see Appendix 3. Observational grid for the Business Change Management session through Skype Meeting). The interpretation of this grid will be done in the next chapter.

The second observation was participation to a face-to-face with the team and the manager in Gothenburg, Sweden. We have analyzed the attitude of people during all the face-to-face and have reported analysis only regarding change management purposes. The limitation here is that there were no specific time slots booked for change management purposes so the analysis was deducted through other topics discussions leading to change management. Then, the idea is also to analyze the place and the interest in change management when the topic is not the central purpose of the meetings. However, what is interesting here is the aim of the face-to-face: get to know the manager and the team. Indeed, the manager was new from 1 month and the team had suffered from reorganization. Therefore, in a way, the face-to-face is a good study of how people experience this new change about working with a new team and a new manager and how the manager is handling this change. It is good also to observe the manager, who should conduct the change and who are experiencing the change.

The duration of the face-to-face was two days and the team is the Project & IT Process Cab Over Engine at Volvo Group Trucks Operations. The team is composed of mostly Project Portfolio Managers and some Process Owners (Process Owners have the important role to secure that the allocated process performs according to set standards and requirements and that it is continuously improved in support of business plans and strategic objectives). The team is composed of 12 people with different nationalities (French, Brazilian, Swedish, Belgium and Russian).
Thus, the goal of the face-to-face was to get to know the new team and new manager and different topics were discussed: a half-a-day training regarding the Volvo Production System and lean principles; meeting regarding continuous improvements; the presentation of the current innovation for the moment; a visit of the factory in Goteborg; an evening in a restaurant; a meeting collecting feedbacks and expectations from the team; and a meeting collecting the VEGAS study of last year and the improvements to make actions for the next year. VEGAS (Volvo Group Attitude Survey) capture the voice of employees to measure employees’ engagement, performance, leadership effectiveness and how they act according to Volvo values. The survey is targeting all employees in Volvo but the questions are customized regarding the team people are working on. The survey is then analyzed in feedback session led by managers. During these feedback sessions employees are invited to discuss improvements and create action plans.

In this observation, what will be reported is the important points and characteristics we have noticed during those two days, related to: VEGAS feedback sessions; attitudes during the restaurant; expectations from the team; and the attitude of the manager. Two schemes are deducted, one regarding employees’ observations (see Appendix 4. Employees’ observations regarding their change experience) and the other regarding manager’s observations (see Appendix 5. Manager’s observations regarding how he has handled the change). The schemes look like a sum up of a brainstorming and the interpretations and explanations will be detailed in the next chapter.

2.5. Interviews

We have performed informal interviews with two Change Manager Specialists in Volvo Group. Interview is a very popular technique for collecting data, and it gives data of a detail and richness that it is difficult to acquire in any other approach. It is very flexible as it can be used at any moment of the research. The negative point is that the reliability of the results can be unsure. Indeed, interpretations and misunderstanding can be part of the answers given (Olivier, 1997). To avoid that, rephrasing has been used and a deep analysis has been done after each interview with further discussion by e-mail to be sure to get valid answers.
As mentioned earlier, the interviews are unstructured interviews conducted like a conversation. The questions popped up all along the current context and they are asked with spontaneity. Questions have not been previously prepared and the researcher did not use a questionnaire report. The idea with those interviews is to collect data through observation and participation with the participant. Thus, the questions are more relevant, they are asked depending on the person who is interviewed. It enables to explore several topics. Therefore, during those two interviews, different information is collected from different questions from two different people but with the same role: Change Manager Specialist. To get in contact with them, some e-mail has been sent to different people within Volvo Group (see Appendix 6. Exchange through e-mail, with a Change Manager Specialist, to plan the interview).

The interviews are individual interviews, through Skype. The duration of the interviews is one hour each interview, performed with two weeks between the first and the second one. The two person interviewed are from Sweden and the language used is English.

Through those interviews, we have gathered information about how Change Manager Expert led their team through the change and we have collected best practices used within Volvo Group. We have interviewed only two Change Manager Expert in order to get more relevant data. When a study limits the observed elements, it is called sampling. There are different types of sampling. The sampling strategy used in this paper will be detailed later on.

In order to assess the two interviews, those are presented at first with the context and the topics discussed, then the common and most relevant topics are grouped and then a table are presented with a transversal analysis of the topics discussed and the respondent (see Appendix 7. Transversal analysis of the interviews). Thus, the analysis is limited to the collection of relevant data in the interviews. For each topic, references are transposed. All those data are transposed through extensive notes we have taken during the interviews. The detailed analysis will be performed in the next chapter.
2.6. Questionnaire

For the quantitative part of this research, an online questionnaire is used. Questionnaire is a set of questions structured in a logical way, with the goal to collect data allowing answers to be turn into numerical data (Matthews and Ross, 2010). Often, the questionnaire includes questions with yes/no answers. However, sometimes, questionnaire is structured with open questions enabling the interviewee to answer freely.

For the purpose of this study, the questionnaire is composed of open questions and two multiple-choice questions. It is hold through Internet. Indeed, the survey was created on Sharepoint via a teamplace created specifically for the project managers to support them with project management in an overall (see Appendix 8. Overview of the project management teamplace).

Questions are inspired from different sources and from the help of some people working within Volvo Group (who are not part of the interviewees). Questions have been adapted to stick with the research question. It consists of ten questions, which is quite few, because during the elaboration of the questions, feedbacks from people within Volvo had emphasized that it was enough to answer ten open questions and that more than that would not lead to relevant answers.

First part of questionnaire consists of four questions, which measure the respondent’s overall knowledge and understanding of change management. Second part of questionnaire is aimed with four questions to find how respondents would act and what they consider as crucial when it comes to cope with change. Last part of questionnaire includes two questions related to the writing of an example or situation the respondent has lived and if he has something to add.

The variables studies through this questionnaire are thus divided into two parts: dependent and independent. The dependent research variables are the respondent point of view about change, the experiences he has lived regarding change situations and the ability of the manager to lead his team through the change. The independent research variables are contextual factors as the context of the change situation and the type of change, the
reactions of the teammates regarding the change and the importance given by the entity and the manager to cope with change.

For this questionnaire, ten project managers were selected from different business areas in Volvo Group. The project managers had each of them different background (some in IT, some in Business for instance), different ages, different years of experience and years of services within Volvo Group. The idea was to select different profiles to analyze a wide range of answers. This sampling is detailed in the next part.

Questionnaire was published online but some answers were given in a paper-based form. In average, project managers spent 15 minutes to complete the questionnaire. After analyzing their responses, four respondents were interviewed in an informal way in more detailed to allow to understand better and deeper some of their answers. The questions of those personal interviews were not formalized as it varied according to the case.

We seek to be the most objective as possible by asking two other teammates to make an analysis of the questionnaire. It prevents the interpretation of the answers in order to confirm our intuition. First of all, we have weighted the questions in order to obtain results that reflect the reality of the respondent’s answer. Then we have realized analysis through graph and table, which is detailed in the next chapter.

2.7. Sampling strategy

A sample is a smaller but representative collection of population that is being studied. The research sample is categorized into probability sampling and non-probability sampling techniques and within these categories, different methods can be chosen. Non-probability sampling means to select the individuals in an unequal manner while probability sampling includes the fact that individuals get the same chance to be chosen (Crossman, 2017).

In our case, we have chosen two sampling strategies, one for the interviews and one for the questionnaire. Both strategies are different but they both use the non-probability sampling technique, which is the most relevant to answer the research question.
However, the limitation here is that we are more limited in making general inferences based on the findings.

For the interviews, the strategy used for sampling is “according renown”. This strategy is a sample chosen according to expert’s recommendations (Miles & Huberman, 1994). The idea is to obtain experiences from specialists in the topic and not to make generalization of outcomes. In addition, it was quite complicated to locate Change Management Specialists within the Volvo Group for three reasons: first, it is not easy to ask help to specialists in a big group, so a recommendation from acquaintance was needed to contact those specialists; second, specialists must be available and a meeting should be planned; to finish, as the practices within the Volvo Group are strictly confidential, specialists need to be sure that the data given could not impact them in a negative way. That are the main reasons why only two Change Management Specialists were interviewed, but in the goal to record experiences and not to generalize, it is enough for our paper. Thus, sample consists in 2 women from Sweden, aged from 40 to 45 years old, with the same job status: Change Management Expert.

For the questionnaire, the sampling strategy chosen is “purposive sample”, for the purpose of the research (Crossman, 2017). Indeed, to be relevant with the study, only people having experience or being impacted by change were selected. The idea is to get the point of view of people experiencing the change to reinforce the analysis of the case study. That is why only ten respondents were selected and all are project managers. The difficulty is that it is not easy to know people, available to answer the questionnaire, who get experience with change management. The other difficulty is to make project managers take some time to think and answer the questionnaire. Thus, sample consists in 10 project managers. Half of the respondent is women and the other half men. They are between the ages of 35 to 55, which seems logical as they are all with the job status: Project Manager. The sample is representing different nationalities: French, Sweden, Belgium, Russian and Brazilian. It corresponds to the factories through the world of Volvo Group Trucks Operations, the group where the questionnaire was released. Detailed description is presented below.
Table 3. Descriptive statistics for demographics

<table>
<thead>
<tr>
<th>Participants Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>35 to 45</td>
</tr>
<tr>
<td>45 to 55</td>
</tr>
<tr>
<td>Job status</td>
</tr>
<tr>
<td>Project Manager</td>
</tr>
<tr>
<td>Nationalities</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>Sweden</td>
</tr>
<tr>
<td>Belgium</td>
</tr>
<tr>
<td>Russian</td>
</tr>
<tr>
<td>Brazilian</td>
</tr>
</tbody>
</table>

Source: Author, 2017

2.8. Case Study

Social systems are complex. In order to understand phenomena linked to those systems, detailed descriptions of situations and events are needed. It enables to provide deep knowledge regarding the people interactions, their behaviors and feelings. To make possible those studies, qualitative studies are the most relevant methods of research (Stake, 2005).

The case study allows a deep understanding of phenomena, including the processes driving them and the people who are part of them (Baxter and jack, 2008). For a more detailed definition, the case study is the method relevant for description, explanation, prediction and control of the processes relative to different phenomenon, individual or collective. The description answers the question who, what and how. The explanation aims to highlight the why. The prediction seeks to establish in short and long term, which will be the psychological state, the behaviors or the events. To finish, the control includes the tentative to influence the attitudes and behaviors of people. Therefore, the case study is a method, which provides a deep analysis in phenomena in their context while providing a
strong validity, as phenomena are representations of the studied reality. The drawback of this method is the fact that it is hard to generalize the results, as it is complicated to have enough case studies, which could be comparable (Stake, 2005). But in the same time, it is not the aim of this paper to draw general conclusions, as it would be a too complex theory where specificities will be not taken into account. However, to counterbalance the drawback of the case study, we have decided to elaborate a questionnaire based on the results of the case study to reinforce the research.

In this paper, we use the single-case design because time was missing to study other cases available for replication. There are different categories of case study: exploratory, descriptive and explanatory. Exploratory case study is the fact to collect data regarding a phenomenon, which will serve as a point of interest for the researcher. The descriptive case study is the description of the phenomenon, which occurs with the data in question. It is usually a narrative form. Then, the explanatory case study examines the data in the surface and in a deeper level in order to explain the phenomenon (Yin, 1989). Other authors have defined other theories but for the purpose of this paper, we keep the definition of Yin.

The category of case study chosen is the descriptive case study as the research question is based on the “how”. We will try here to analyze how managers cope with the change, how managers analyze the change when they are impacted, how they lead their teams through the change, which skills they use, what methods they follow and how it is received from the team (success or failure).

The use of this case study for the purpose of this paper is slightly different as a use of a real case study. Indeed, we can say that this entire paper is a case study, as most of the references and method of data collection are from Volvo Group. But still, we find interesting to add this part regarding case study, as a little case study has been made to reinforce the interviews and the observations done before.

The idea of the case study is to study one manager leading his team through the change. We will study the skills the manager has developed, the strategy she has used, how she has cope with change for herself and for her team and how her team has reacted. This case study has been done through participative observations and informal interviews.
Indeed, the team of the manager we have observed is a closer team in term of roles and sector of activities from the team we were working in. We have then observed the manager and his team while participating sometime helping her with some tasks. Indeed, the possibility to study and to help this manager was done thanks to an internship done in Volvo Group during 5 months. We also spend time with the manager during lunch or other moments to talk about the research.

Getting contact with this manager was easy as she was working in the same open space. The manager was therefore happy to be part of a study regarding change management. The manager was the only one to be studied, as the time to do the case study was limited to 5 months. The manager is from Belgium and she is managing around 15 people from France, Belgium, Sweden, Brazil and Russia, thus, the language used is English all along the case study.

To realize this case study, we have based our study on a guide of case study realization proposed by Gagnon in 2012. This guide has been translated in English and slightly customized when it was necessary. This guide is presented below with completion of the data used to realize the case study. The presentation of the context of the case study is described as well in this chapter while the presentation of the result will be analyzed next chapter.

Table 4. Guide of case study realization

<table>
<thead>
<tr>
<th>Guide of case study realization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1 – ESTABLISH RELEVANCE</strong></td>
</tr>
<tr>
<td><strong>Objective:</strong> check if the choice of the case study is a relevant research method</td>
</tr>
<tr>
<td><strong>ACTIVITIES</strong></td>
</tr>
<tr>
<td>1. Define the theoretical perspective</td>
</tr>
<tr>
<td>2. Define the research question</td>
</tr>
<tr>
<td>3. Check which type is the question</td>
</tr>
</tbody>
</table>
## STEP 2 – ENSURE THE VIABILITY OF RESULTS

**Objective:** demonstrate that the results are conform to the observed reality

Reliability: show that other researchers would came with slightly the same results if they were doing the same case study and if they were doing similar case studies

### ACTIVITIES

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Allow the checking of data</td>
<td>Use of references for the authors and theories, especially in the literature review</td>
</tr>
<tr>
<td>2. Use different researchers to do the case study and interpret data</td>
<td>Not applicable due to lack of time and resources</td>
</tr>
<tr>
<td>3. Confirm the data</td>
<td>Help from other Volvo Group employees and other independent people (friends, family) to ensure data and interpretation</td>
</tr>
<tr>
<td>4. Establish the researcher’s position</td>
<td>Be public (publication of the paper)</td>
</tr>
<tr>
<td>5. Describe the processes of selection of information</td>
<td>Use of references and justification of sampling and group of people studied</td>
</tr>
<tr>
<td>6. Give the characteristics of the context</td>
<td>Context of Volvo Group and context of the manager studied</td>
</tr>
<tr>
<td>7. Define concepts and study analysis</td>
<td>Qualitative research</td>
</tr>
<tr>
<td>8. Precise the strategy of data collection</td>
<td>Participative-observations and informal and unstructured interviews</td>
</tr>
</tbody>
</table>

Viability: ensure that the phenomenon described is an authentic representation of the observed reality

### ACTIVITIES

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Control the effects of the observer</td>
<td>We tried to be the most objective as possible during all the study</td>
</tr>
<tr>
<td>10. Justify the sampling</td>
<td>Sampling chosen according to expert’s recommendations and purpose of the research</td>
</tr>
<tr>
<td>11. Justification of the context studied</td>
<td>Context of the case study</td>
</tr>
<tr>
<td>12. Choose case study which could be reproduce in time</td>
<td>Yes – reproducible in time and sector of activities</td>
</tr>
<tr>
<td>13. Select case study relevant with research question</td>
<td>Yes – justification from results</td>
</tr>
<tr>
<td>14. Use of the maximum of information</td>
<td>Yes – literature review and different people within Volvo Group</td>
</tr>
<tr>
<td>15. Explain the research design and be transparent</td>
<td>The view of the reality is that the knowledge is constructed in convention, human perception and social experience</td>
</tr>
</tbody>
</table>
### STEP 3 – PREPARATION OF THE CASE STUDY

**Objective:** develop the research framework

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop the research question</td>
<td>Research question, sub-questions and hypothesis</td>
</tr>
<tr>
<td>2. Choose the type of case study</td>
<td>Single-case design</td>
</tr>
<tr>
<td>3. Choose the category of case study</td>
<td>Descriptive case study</td>
</tr>
<tr>
<td>4. Identify the population to studied</td>
<td>One manager and her team</td>
</tr>
<tr>
<td>5. Be familiar with the phenomenon</td>
<td>Participate to the observations of the case study</td>
</tr>
</tbody>
</table>

### STEP 4 – COLLECT OF DATA

**Objective:** collect data in a credible way

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish a relationship of confidence with participants</td>
<td>Yes – lunch together, discussion together</td>
</tr>
<tr>
<td>2. Observe and listen in an active way</td>
<td>Yes – questions, reformulation, notes taking</td>
</tr>
<tr>
<td>3. Ensure the collect of data with validity and reliability</td>
<td>Yes – transparency</td>
</tr>
<tr>
<td>4. Do not disturb the team studied</td>
<td>Yes – always be reserved</td>
</tr>
</tbody>
</table>

### STEP 5 – THE PROCESS OF DATA

**Objective:** make sure to treat the data all along the study

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure the relevance of data</td>
<td>Use of references</td>
</tr>
<tr>
<td>2. Organize and sort data</td>
<td>Keep only relevant information for the study</td>
</tr>
<tr>
<td>3. Analyze data</td>
<td>Yes – chapter about findings</td>
</tr>
<tr>
<td>4. Write the case study</td>
<td>Yes – chapter about findings</td>
</tr>
</tbody>
</table>

### STEP 6 – INTERPREATION OF DATA

**Objective:** give theoretical explanations from the studied phenomenon

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give explanatory proposition of the phenomenon</td>
<td>Yes – give propositions and findings</td>
</tr>
<tr>
<td>2. Ensure that those propositions are supported by the data collected</td>
<td>Ensure the link between data collection and findings</td>
</tr>
<tr>
<td>3. Compare with literature</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Gives recommendations</td>
<td>Yes – part of the chapter about findings</td>
</tr>
</tbody>
</table>

Source: findings from Gagnon, 2012
Now the guide of case study realization is realized, it is important to give the context of the case study. Indeed, we should explain in which context we have done the case study and why we have chosen this context. To explain this context, it is important to mention that an internship of a short period of 5 months in Volvo Group Company was done. We have thus done the case study within Volvo Group.

Volvo Group is one of the most important manufacturers of trucks, buses, construction equipment and marine and industrial engines in the world. The Group includes different brands such as Volvo, Renault Trucks, Mack, UD Trucks, Eicher, SDLG, Terex Trucks, Prevost, Nova Bus, UD Bus, Sunwin Bus and Volvo Penta. The Group also provides solutions for financing and service. The headquarters are in Gothenburg, in Sweden but the Group has production facilities in around 18 countries. It sells its products in more than 190 markets with a net sales corresponding to approximately SEK 302 billion, so 31.9 billion of euros (number in 2016). The Group employs around 95,000 people and has shares on Nasdaq Stockholm.

Within Volvo Group, there are different areas, such as Volvo Group Trucks Operations (GTO). It was the area of the internship. Group Trucks Operations is the truck industrial entity within Volvo Group responsible for Truck manufacturing, including Cab & Vehicle Assembly, Powertrain Production, Logistics Services, Parts Distribution and Remanufacturing. Group Trucks Operations manufacture state-of-the-art products for the brands of Volvo Group. In 2015 almost 180,000 trucks were delivered from the facilities to the different markets. Group Trucks Operations has a global industrial footprint that offers an opportunity to an international world-class industrial environment, where continuous improvement and productivity improvement is driven through Volvo Production System (VPS), following the principles of Lean Manufacturing. There are 43 plants and 55 distribution centers in the GTO organization and the organization includes approximately 30,000 employees in 33 countries.

Within GTO, exist several services. The service of the internship was Process & IT. Process & IT has for main goal to consolidate requests, to implement process and IT Solutions and to be sure the solutions are well used. To finish, the internship was within this service, for the account of COE, Cab over Engine. This entity is the manufacturing and
assembly of cabs, complete trucks and kits for the Volvo and Renault brands in Europe and South America (see Appendix 9. Information about Volvo Group).

Within GTO Process & IT COE, the internship main missions were: to participate to the management of the projects portfolio being the entry point of development requests; coordinating ongoing projects; and providing support to the project managers, especially regarding project management methods, processes and communication.

We can therefore understand why we have done the case study within this specific context. However, while working in the entity and thus acceding to the data in an easier way, the context is also really interesting. First, the entity was following reorganization, thus, all managers were themselves impacting by change and it was more complicated for them to lead their team through the change of a process while living both the manager and the team a change in the entity itself. For the managers, it was a mission to lead their teams through a double change. Second, we had the possibility to talk a lot with the manager studied through the case study, and it was a detailed follows up of the manager’s lead. To finish, the manager has given some tasks to realize which allow to jump into the deeper level of this study.

To conclude this chapter, we can notice that social and contextual understanding creates the epistemology. Therefore, empirical research is used, which can be defined as a research based on experimentation or observation that leads to test hypothesis. In our case, the empirical study is emphasized by a case study. This theoretical perspective is driven by the interpretivist paradigm. This paradigm includes qualitative research through one case study, interviews, observations and a questionnaire. The findings of those data are presented in the following chapter.
3. Findings and analysis

This chapter provides a presentation of primary data analysis, together with research findings and discussion. Indeed, this chapter has for main goal to highlight the results of the research linked with the research question and the hypotheses formulated. Those results are then interpreted; it means linked together the analysis of data, the research question and the context within the research.

Therefore, this last part of the paper includes two important concepts: data analysis and interpretation of results. Data analysis consists of making speak the data in order to confirm or not the research hypotheses. Data are thus collected and verified in order to be the most reliable. There are different types of analysis: descriptive, explicative and comprehensive. In our case, the descriptive analysis is used. The idea is to create a picture of the situation as it appears after the collect of qualitative and quantitative data. Then, comes the interpretation of results with the main goal to give sense to the results in the research context and to show their relevance to answer the research question (Tremblay and Perrier, 2006).

Those two main concepts, which are analysis of data and interpretation of results, are included into this part, within different sub-parts related to the main findings of the research.

3.1. The importance of the human side in change management

Mostly through the participative observations done during the learning session delivered by Volvo Group University, people attending this Skype training session were the most interested by: “Humans and change”; “Analyze the change”; “How employee respond to change”; “Resistance management”; “Be a role model”; “Communication” and “Reinforce the change”. Data analysis and interpretations are done based on the Appendix 3. Observational grid for the Business Change Management session through Skype Meeting. It is important to mention that people have attended this session on a voluntary basis, and all have a role within Volvo aiming to conduct the change. This group of 15 people was therefore positive to the process of change, or at least, interested by this topic. Indeed, this group of people was motivated to do all the exercises except for the topic “Reinforce the
change” and has a positive attitude regarding all the topics approached. Negative attitudes were noticed for: “Resistance management”; “Communication” and “Reinforce the change.”

The topics which have triggered the most of questions and discussions are: “How employee respond to change”; “Humans and change”; “Analyze the change”, while the topics for which the trainer spent the most of his time are: “Communication”; “How employee respond to change”; and “Resistance management”. Anyway, by proportionality of time spent for discussions and time spent for training for each topic, the topics which have triggered the most of interest are: “Analyze the change”: 66.6% of total time spent for discussion; “How employee respond to change”: 60.6% of total time spent for discussion; and “Humans and change”: 55.5% of total time spent for discussion.

Limitations here for the data analysis are the multi tasking asked for this analysis: listen the session and take notes regarding the session itself; take notes to collect the relevance of the discussions and questions; and collect the time spent for training and discussion, while participating sometimes.

Interpretations of those results are the following:

- People aiming to conduct the change seem to be most interested in the human side of change, the way to analyze this change and how people can respond to this change. Thus they seem to have more interest in the understanding of the change rather than in the way to conduct this change;

- People have shown negative attitudes regarding topics which are controversial: “Communication” and “Resistance management”: it highlights the fact that manager has a unique way to manage his team and thus to communicate and manage difficulties;

- The topic of “Reinforce the change” has triggered the smallest interest in discussion, with negative and positive attitudes and no motivation to do the exercise. This emphasizes a lack of communication regarding this topic and probably a lack of awareness from managers although it is an important part of success for the change. However, in reinforcing change, sometimes, it is not the priority anymore, time is lacking for this, and managers could feel less involved;
To conclude, we notice the importance of the human side in change management. Indeed, it is emphasized in training regarding change management, through humans and change topics; response to change and resistance management topics; and communication topics. Business change management is a systematic process of dealing with the people side of change: identifying potential resistance to change; building acceptance and motivation; preparing people to move from one stage to another; and creating a foundation for sustainable change. People are the core of change; their willingness and their capacity to change are important factors for project success. If people side is well managed during a change, a high performing change team will result.

3.2. Building trust, being listened, and getting involved

During the second participative observation, a face-to-face with a team of 12 people who are project managers or process owners, and the new manager, two schemes have been deducted: Appendix 4. Employees’ observations regarding their change experience and Appendix 5. Manager’s observations regarding how he has handled the change. Those two schemes are pointing out the important points reported during the face-to-face: VEGAS feedback session; attitudes during the restaurant; expectations from the team; and the attitude of the manager.

During those two days, notes have been taken all along the topics discussed and the most important and the most numerous concerns have been highlighted in the schemes. The issues have been deducted from discussions of these two days, in different contexts and with different people or with the whole team, as well with the manager.

The limitation here is the trustworthiness of data collection. Indeed, those data have been verified by hypotheses and relevance but as it is deduction of data, it is not possible to generalize the results of those data.

Regarding their change experience, the team members have some feelings. In the center of the process of change, comes the misunderstanding of the manager attitudes, which have been discussed several times with but also without the manager himself. Then, come the cultural differences. This point has not been discussed but it was obvious during
the observations, as team members came from Sweden, France, Belgium, Brazil and Russia. As project managers, they all have different way to manage and understand the human dimension. In addition, what has been emphasized is the feeling of not being enough aware of the situation. Team members were suspicious, they had the feeling that secret was under their back and that the whole painting of the reality was hidden from them. Following this feeling, the last issue reported was the one of having their role questioning. Indeed, questions arise as: Can I do what am I asked for? Have I the necessary skills to do it? What is in it for me? Am I motivated to do it?

In the other side of the face-to-face, manager has to handle the change. The second scheme describes the manager’s attitudes facing issues related to change management, and the current tacit situation of change management. Here, it is only observations, as those attitudes were only reported and not discussed with anyone of the team member and neither with the manager himself. In the center of the observation, the manager answers all questions concerning change issues but was not proactive on this topic. He does not give his opinion about change but was listening as much as possible, giving the feeling to consider team members. To conclude, the manager was sometimes rude in the decision taken when needed and other times he let his team discusses a lot and proposes actions. For instance, a KANBAN method with post-its was used, where each team member wrote 3 actions by priority order. After a brainstorming of all these post-its, three actions were chosen for the future months, selected by the team itself.

Those two schemes can be interpreted as follow:

- During the process of change, what is in the core concerns of team members is the role of the manager. He has to be a role model, to communicate a lot in order to avoid misunderstandings;
- Team members need to be reassured; they need to trust the manager, to be aware of the change and to understand the importance to change. They need to trust themselves and to know they can pass through the change. They need to feel support from their manager;
- Team members must have vision; they must be leaded to get motivation;
- Cultural differences are crucial in all process within a company, and especially within change management in order to reinforce the team spirit and to promote communication within members;
- Manager needs to find the balance between being rude in decisions and being a promoter of bottom-up initiatives, by doing participative management;
- Manager must not give his opinion each time, but it is important sometimes to share the vision and spare it. He has to be a strong advocate for change;
- Change management is in the core of all concerns and issues in our today’s world. The field has a central place even when it is not the main issue.

In addition, a questionnaire was published online through a teamplace in Microsoft SharePoint, via the survey functionality. Therefore, the data collection used for this questionnaire is made through this teamplace (see: Appendix 2. Questionnaire through the teamplace). Ten projects managers were answering the questionnaire, some answering on the online form and others in a printed form. The questionnaire measures the respondent’s overall knowledge and understanding of change management; what they consider as crucial when it comes to cope with change; and some example or situation respondents have lived. In average, project managers spent 15 minutes to complete the questionnaire. They all answer each of the ten questions. Four respondents were then interviewed in an informal way to deeper understand some of their answers. Those personal interviews are not formalized as it varied from case to case; however, it considerably helps for the analysis and the interpretation of data.

Data are reported through graph and table and then interpreted. First of all, we have weighted the questions in order to reflect the reality of the answers and to give reliability to the data. The limitation here is the few number of people interviewed, giving less sense to generalization. However, analysis of the data and their interpretation are still relevant for answering the research question.

The weight given to the questions is a scale from 1 to 3: 1 means few importance, 2 means importance and 3 means high importance.
Table 5. Questions weighted by importance

<table>
<thead>
<tr>
<th>Number of the question</th>
<th>Weight given to the question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Author, 2017

Then, analysis is presented in the table and graphs following. All the answers are reported through percentage. Also, answers are mostly reported by key words. Indeed, open questions allow the respondent to write what he wants and how he wants. The answers are therefore all different. However, we have based our analysis on the content of the answers and some consists to emphasize the same concept/principle/idea. We have then, for each answer, grouped results with the main idea pointing out. The table gives the answers that are the most common between the 10 project managers.

Table 6. Questionnaire’s answers

<table>
<thead>
<tr>
<th>Topic of the question</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge about Change Management</td>
<td>Enough Knowledge to engage a debate about it</td>
<td>100 %</td>
</tr>
<tr>
<td>Change Management is</td>
<td>Very important</td>
<td>50 %</td>
</tr>
<tr>
<td></td>
<td>Crucial</td>
<td>50 %</td>
</tr>
<tr>
<td>Change Management linked to the field of Project Management</td>
<td>“It has a beginning and an after – in other fields, it is more on a longer level of time (career level for instance)”</td>
<td>100 %</td>
</tr>
<tr>
<td>Having an external consultant as Change Expert</td>
<td>“Good to have someone with stand back to the organization”</td>
<td>25 %</td>
</tr>
<tr>
<td></td>
<td>“Good but needs to be there for all the change process even in runtime mode”</td>
<td>25 %</td>
</tr>
<tr>
<td></td>
<td>“Ok to have an external consultant but he needs to know the as-is and to-be situation”</td>
<td>50 %</td>
</tr>
<tr>
<td>Something to add?</td>
<td>No</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Source: Author, 2017
The graphs report the answers of open questions:

What do you think people managing the change must have as skills (hard skills and soft skills)?

Figure 10. Answers to question 2

According to you, what a good change management can bring to the team and the project?

Figure 11. Answers to question 5

Source: Author, 2017
How would you proceed to deal with the resistance to change when launching a new project?

Figure 12. Answers to question 6

![Pie chart showing communication, involve the team, listening and building trust, and support from upper management with percentages: 20%, 20%, 30%, 30%, 40%.]

Source: Author, 2017

What is the most important thing to you when it comes to Change Management?

Figure 13. Answers to question 8

![Pie chart showing involvement management, listen and communicate, support people with percentages: 30%, 30%, 40%.]

Source: Author, 2017
On the question “could you write one situation where you have experienced a change management”, one of the respondent’s answers, highlighting the importance of communication, is presented later on.

We can here interpret data as following:

- People interviewed are aware about what is change management. It means those project managers are quite involved in the process of change and well trained by upper management of Volvo group;
- Respondents are not against having an external consultant to conduct the change. The person leading the change does not matter if the situation is well known and if leadership skills are here;
- What is important for respondents are: being involved, being listened, having trust, communication and support from manager.

To conclude, team members give a high importance to involvement. They need to feel involved by getting a clear vision, by understanding the change and being aware. Getting involved will boost motivation and team spirit. They also need to trust themselves and to know they can pass through the change, but also trust their manager from who they are expecting support. They expect as well to have a role model to adopt good behavior to change. To finish, in order to seek acceptance, team members need to be listened, taking into account cultural differences for instance. This can be through discussion, dialogue and asking questions.

3.3. Importance of communication

Regarding the questionnaire, on the question “could you write one situation where you have experienced a change management”, below is presented one of the respondent’s answers. We have chosen this answer because it is the most detailed situation explained, the most complete and the most relevant. To be sure to well understand, we have done an informal interview with this respondent. We have chosen only one situation due to the limitation in writing of our paper.
The name of the project is: Introduction GMHS to automated warehouses. For this project, the project manager has faced a lot of resistance from stakeholders and especially from her team members. To deal with those resistances, she has decided to create some communication in addition with the communication already used. Indeed, according to her: “communication strategy needs to be adapted to each target group”. First of all, she has identified stakeholders via a stakeholder map. Then, she has identified their positioning, understood their needs, identified enablers and barriers and she has minimized change resistance. An example of her stakeholder analysis is presented in Appendix 10. Example of a stakeholder analysis. Then, she has adapted her communication to each target group by identifying communication objectives and activities and performing communication using existing communication channels. Those adaptations still keep the same goal: create a clear change vision. Finally, in order to aim all the target group, she has added to her existing internal project teamplace (a teamplace is a kind of blog created on SharePoint, Microsoft software, as in Appendix 11. Example of a teamplace’s page):

- Newsletter from the project in which team member can follow and receive news by e-mail;
- The stakeholder list in order to let all the stakeholders know with who they are working and who are impacted by the change;
- Project’s progress to keep updated and to motivate;
- Lessons learned all along the project to capitalize;
- Tips & Tricks to add fun and stimulate team members to learn;
- Team discussion to allow members to ask questions to other team members.

Thus, communication is one of the keys for change management’s success. Being able to communicate efficiently entails knowing what we want to say and to whom. Therefore, the stakeholder analysis is a key input. Indeed, each target group has different needs and it is essential that very early in the project we define the level of communication we need to have with each category of stakeholder and the objectives of our communication. Key stakeholders needed to involve have to be identified; some analysis to identify what is needed to be addressed is made; stakeholders have to be managed to secure that everyone strives towards to same vision, that they are committed and to
understand the impact on people. Finally, a communication plan has to be established in order to motivate and drive change.

3.4. Some methods to conduct change

For supporting the participative observations, two interviews had been realized in April 2017, lasting around one hour each. Those interviews describe some methods to conduct the change, chosen by two Change Experts within Volvo group. For the respondents, we will call them respondent 1 and respondent 2, as both of them wanted to remain unknown for the purpose of the paper. Indeed, we have to remain here that the purpose of this research is strictly confidential as it describes real methods used within Volvo group. Results of interviews are transposed in the Appendix 7. Transversal analysis of the interviews.

The main limitation here is the validity of data: indeed, recording or transposing of the interviews was not allowed as the speaker wanted to remain strictly confidential, even “hidden from the research”. Only notes have been taken to analysis and interpret the data.

The first interview was made with a Business Change Manager and a Project Manager, certified with the PROSCI methodology, one of the world’s most recognized suppliers in the area of Change Management. For her, “business change management has become a recognized competence; it is how a change is successfully facilitated by supporting individuals in the best way, using good structures and well proven methodologies. This is an area of importance for a company’s development and plays a vital role in achieving the desired return on investment”. She defines change management as “the process, tools and techniques to manage people side of change to achieve required business results”.

The second interview was made with a Business Analyst Professional and Change Expert. For her, “Volvo Group runs a number of complex projects, involving changes in processes, ways of working, organizations and quite often also with an IT-component involved. Over the last few years, the demand for employees with deeper knowledge, experience, as well as a common methodology and terminology to manage complex changes in Volvo Group has grown.”
All along those interviews, we have discussed about what is change management and the different dimensions of change. We can group those discussions within the topic of “change management definition”. Thus, we can see that both have different definitions for change management, but in an overall, the two experts share the main concepts and goals.

In addition, the respondent 2 uses the DICE score, framework showcased in 2005 edition of Harvard Business Review, in order to analyze the change. The article is “The Hard Side of Change Management by Sirkin, Keenan and Jackson” and the authors applied this framework to over 225 change management initiatives to validate its hypothesis. The idea is to assist in assessing change capacity and helps predict change outcomes. Scoring framework naturally flushes out three zones: “Win, Worry, Woe”. DICE means Duration, Integrity, Commitment and Effort. Duration is the duration of time until a change program is completed if it has a short life span; if not short, amount of time between milestones review. Integrity is the project team’s performance and ability to complete the initiative on time. It depends on member’s skills and traits relative to the project’s requirements. Commitment to change is the one displayed from top management (C1) and employees (C2) affected by the change. Finally, effort means the effort over and above the usual work that the change initiative demands of employees. In order to calculate the DICE score, scoring rules have to be respected and then the total score is calculated as following: \( D + (2I) + 2C1 + C2 + E \). Below is an example to illustrate the DICE method:

Table 7. DICE method illustration

<table>
<thead>
<tr>
<th>Factor</th>
<th>Example of scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration (D)</td>
<td>Between 4 and 8 months = 3 points</td>
</tr>
<tr>
<td>Integrity (I)</td>
<td>Less than 50% of time committed = 4 points</td>
</tr>
<tr>
<td>Commitment (C1 and C2)</td>
<td>C1 (senior) is neutral = 3 points</td>
</tr>
<tr>
<td></td>
<td>C2 (employee) is between 20 and 40% = 3 points</td>
</tr>
<tr>
<td>Effort (E)</td>
<td>Over 40% = 4 points</td>
</tr>
<tr>
<td>Total Score</td>
<td>= 3 + (2X4) + (2X3) + 3 + 4 = 24</td>
</tr>
</tbody>
</table>

Source: Author, 2017
In our example, we have a score of 24, therefore we are in the “Woe” part, it means the situation of the change seems catastrophic and actions have to be planned. We can then conclude that different methods to understand change can be used in order to better success. A lot of methods exist in the literature.

Then, we have discussed about their ways to manage resistance. Respondent 1 usually distinguishes three groups of people:

- Group 1: open and willing to change: they can become strong and active advocate; they are able to influence; and could be a key channel for the group 2;
- Group 2: uncertain and hesitant about change: they require more time and attention; their choice will be influenced by how effectively change management is managed, by their supervisors or coaches; they need incentives and personal attention; and they need to understand the impact on their own work;
- Group 3: will not support the change no matter what is done: some strategies exist for this group of people. For instance, the exit strategy consists in
moving them to another group, department, company or leaving the workforce in retirement. Indeed, those people obstruct the effort; they are passive observer but behind the scene they can actively campaigns against the change.

For each group of people, respondent 1 establishes different tactics, methods and interventions to deal with resistance:

- We can show the benefits in a real and tangible way (“for some, seeing is believing”); and we can make a personal appeal (“it works best with honest and open relationships where there is a high degree of trust and respect: “I believe in this change, follow me please, I need your support””);
- We can convert the strongest protesters with special tactics & interventions. “Your strongest protesters can become your strongest advocates”. The willingness to support and engage change is ultimately about a personal choice, influenced by the nature of change, the personal situation and intrinsic motivators that are unique to each person. Manager cannot dictate or control an employee’s desire to change but he can influence and create vision and motivation by taking the lead;
- We can create a sacrifice (it is not a standard practice) by being strict: “the situation cannot accept resistance to change, sorry. You move on, or bye”;
- We can use money or power (it is not a standard practice): promote position; raise salary; and give other benefits.

Respondent 2, for her point of view, does not group people into common behaviors. She prefers doing a stakeholder analysis to address the right people in different manner according their importance, their power and involvement: “stakeholders are anyone impacted negatively or positively by the project”. Then, she uses 25 common questions to answer by Yes or No. Any characteristics marked “no” represent potential source of resistance. She gives the questionnaire to her team and then, she creates a plan to deal with resistances, in an individual manner. For instance, she has gave five questions example:
Table 8. Example of resistance's questions

<table>
<thead>
<tr>
<th>Resistance characteristics</th>
<th>People’s expectations and assumptions</th>
<th>Assessment</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communication about this change is clear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job characteristics</td>
<td>Key aspects of my job will not be negatively affected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity</td>
<td>I have the required skill and knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>The necessary organizational support will be provided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>I will feel secure about the way I will be doing my work after this change</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Author, 2017

Then, once resistances are known, they have to be managed. Respondent 1 uses the AMCIP solution (Awareness, Motivation, Competence, Implementation, and Persistence). She also uses this solution for herself when she is impacting by a change. This solution defines the root cause of resistance as following:

- **A:** Awareness – “Why do you think change is happening?” “Did people are aware of why change is appearing?”;
- **M:** Motivation – “Do you support this change?” “What is in it for me?”;
- **C:** Competence – “Do you have the training you need?” “How I manage change?”;
- **I:** Implementation – “Are you having any difficulty implementing this training?” “Managing the switch is important”;
- **P:** Persistence – “Are you getting adequate recognition and support?” “Keep your level of knowledge and competence and add challenges”;

We can notice that in the same way as the respondent 2 with her questionnaire regarding change, this solution is based on asking questions and capitalizing answers and feedbacks.

However, the respondent 2 uses a different process for managing resistance:

- Diagnoses the root causes of resistance;
- Address the root causes through personal coaching;
- Provide ongoing coaching opportunities and gather feedbacks from the employee;
- Communicate the consequences for not supporting the change;
- Implement the consequences for not supporting the change.

Thus, we can group those discussions into the topic of “resistance management”. The two Change Experts agreed on the importance of resistance management, the importance of asking questions and listening the team. We can also notice that respondent 1 seems to be more straight forward in her change management while respondent 2 seems more rigorous using more methods.

Also, we have discussed about the importance of a leader and role model for a team to accept the change, and the skills a leader should have. According to respondent 2: “sponsorship is critical to successful change”. She shares the same idea related to the importance of the team leader with the respondent 1: “people need leader, role model, repeat the things a lot to make it enter in the brain”. Importance of communication has been mentioned as well with the necessity of training. Studies by Prosci cite the following training in priority order: face-to-face training; workshops and public seminars; meetings dedicated to change management; reading materials and handouts; coaching; discussions and presentations. Training plan can be establish to perform a training strategy customized for the different group of stakeholders. It is linked with the role of the leader. A leader is crucial to conduct the change: “you need to be a communicator (communication with direct reports about the change), an advocate (demonstrate support for the change), coach (coach employees through the change process), liaison (engage with & provide support to the project team and form coalition with people), resistance manager (identify and manage resistance)”.

Those discussions are grouped into the topic of “communication and personal coaching” and “role of the team leader”. From those interviews, we can assume that to be successful in change, some concepts and principles has to be known, but then, methods and tools to conduct change depend on the manager and the way to conduct the change can vary a lot between managers-leaders.
To finish, respondent 1 has given some tips and tricks she uses to make her team cope with the change, as for instance: “always think to answer the question: What’s In It For Me? From your point of view and for your team’s point of view”. It can be itself an overall topic: “tips and tricks”. In the same time, respondent 2 have added the discussion of the reinforcement of the change and she has pointed out some methods to reward, recognize and reinforce the change: “public recognition; financial rewards; celebrations and gifts; sincere thanks for a job well done; promotion; and ongoing feedback”. This can be a topic itself regarding “reinforcement of change”.

To conclude, seven major topics were discussed during the interviews:
- Change management definition;
- Understanding the change;
- Resistance management;
- Communication and personal coaching;
- Role of the team leader;
- Reinforcement of change;
- Tips and tricks for managers.

In an overall, the two experts have shared the same global vision.

3.5. Being both manager and leader

A case study has been realized to study one manager within the Volvo group, in the department GTO Process & IT COE, leading her team through the change. The study is regarding the skills the manager has used, how she has cope with change for herself and for her team and how her team has reacted.

The context of the case study is detailed below in the table:
Table 9. Context of the case study

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Technology driven change scenario where the driver for the project is efficiency and standardization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>Introduction to the tool “Planview” to project managers: they have to perform a monthly routine in this tool to update their project. Problems and action plan will be discussed through a meeting between the manager and all the project managers together</td>
</tr>
<tr>
<td>Current situation</td>
<td>A monthly meeting is made between the manager and the project manager to follow the project path. Use of Excel and customized way to update the project by the project manager</td>
</tr>
<tr>
<td>Problem</td>
<td>Recommend an action plan to make the team accept this tool, while it is not that much ergonomic</td>
</tr>
<tr>
<td>Possibilities</td>
<td>Two possibilities have to be taken into account: 1 – the possibility to let the team search support from the tool support 2 – lead and support the team</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Building effective team is a core leadership competence. Leaders have to coach, develop and support their teams through the change</td>
</tr>
</tbody>
</table>

Source: Author, 2017

Considering the case study’s context, the manager has chosen the possibly to lead and support her team through this tool’s change. We have then study her way to lead the team. Below, the findings are detailed.

Analyzing the change: by carrying out a change analysis, it is possible at the outset of a process of change to make an initial assessment of the areas involved and impact the changes may have on them. Answers are generated from the initial plausibility observations made by the project team. This helps ensure:

- Clarity about what will and won’t change in the organization;
- Common understanding of how employees and the organization will be affected;
- Early assessment of possible resistance to the changes;
- Common understanding of the need for change.

The manager uses guiding questions for change analysis, as following in the table:

<table>
<thead>
<tr>
<th>Table 10. Guiding questions of change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Objectives</strong></td>
</tr>
<tr>
<td>• What are the project objectives?</td>
</tr>
<tr>
<td>• What are the causes underlying the need for change?</td>
</tr>
<tr>
<td>• Are project goals aligned with company vision, mission and values?</td>
</tr>
<tr>
<td><strong>Processes</strong></td>
</tr>
<tr>
<td>• What processes are affected?</td>
</tr>
<tr>
<td>• How will process objectives change?</td>
</tr>
<tr>
<td>• How will interfaces change?</td>
</tr>
<tr>
<td><strong>Organizational Structures</strong></td>
</tr>
<tr>
<td>• How will the compositions of teams change?</td>
</tr>
<tr>
<td>• How will responsibilities change?</td>
</tr>
<tr>
<td>• How will localities change?</td>
</tr>
<tr>
<td><strong>Employees</strong></td>
</tr>
<tr>
<td>• How will their areas of responsibility change?</td>
</tr>
<tr>
<td>• What new skills and competencies will be needed?</td>
</tr>
<tr>
<td>• How will conditions of employment change?</td>
</tr>
<tr>
<td><strong>Basic Principles and Rules</strong></td>
</tr>
<tr>
<td>• To what extent will basic principles change with respect to IT, HR, direction, and quality?</td>
</tr>
<tr>
<td>• To what extent will the new rules affect the company?</td>
</tr>
</tbody>
</table>

Source: Author, 2017

First of all, the manager has asked those questions to herself and she has answered them alone. Then, together with the team, she has performed a meeting and has answered the guiding questions. In this way, she creates clear vision to her team and she clarifies the purpose and the objectives of the change. The team gets the understanding and the necessity of the change. The meeting includes as well the capitalization of team members’ feedbacks and opinions on this change.

For the manager, two essential messages have to be communicated:
- The change and the impact on the organization;
  - Position today;
  - Alignment with vision;
- Broach overview of transition plans;
- Benefits to the organization;
- Pain of not changing;
- What will remain the same;

- The change and the impacts on the individuals;
  - Specific information about job cuts;
  - Discuss details of changing roles;
  - Offer skills to transition;
  - Solicit input;
  - Periodic updates;

In order to support the team, she has organized a training session all together with the tool support, to train the team to the tool and allow them to ask questions.

She has created as well a “Planview Pocket Guide” in paper form and electronic form where project managers can find the monthly routine they have to perform in pictures and explanations, with the “do not forget” tasks (see Appendix 12. Planview Pocket Guide).

Finally, in order to lead her team, she has endorsed the FYI (For Your Improvement) for Teams approach developed by Lominger International. This book combines what makes people successful with how people learn. It translates individual development into business results and it is an easy-to-use guide for coaching and development. The use of this FYI is to build a skill that is mission critical or to avoid derailment. The 67 Competencies, 19 Stallers and Stoppers, and 7 Global Focus Areas are the standard for leadership development at thousands of companies around the globe. FYI provides a common set of characteristics required for success and facilitates the development and deployment of resources, enterprise-wide. The idea for the manager in our case to use this is for improving team effectiveness.

Also, the manager of the team uses a “Leader’s Agenda” to secure her visibility. Below is an example of the manager’s agenda:
Table 11. Leader's Agenda

<table>
<thead>
<tr>
<th>Period</th>
<th>Activity</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st hour</td>
<td>Meet team members</td>
<td>Receive information about occurrences in safety, quality, delivery, cost, environment and people</td>
</tr>
<tr>
<td>2nd hour</td>
<td>Meet peers</td>
<td>Escalate problems to level above if required</td>
</tr>
<tr>
<td>3rd hour</td>
<td>Safety observation</td>
<td>Observe safe and unsafe behavior and give feedback to team members</td>
</tr>
</tbody>
</table>

Source: Author, 2017

To conclude, leadership process includes perceived confidence and trust between superiors and subordinates in all matters. Subordinates feel free to discuss job problems with their superiors, who in turn solicit their ideas and opinions. Building effective team is a core leadership competence, which all leaders develop and practice. Finally, leaders have to coach, develop and support their teams through the change.

3.6. Recommendation

To conclude this last part about findings and analysis, we will give below some recommendations answering the research question: “how being both manager and leader is crucial to cope with change and help the team accepting it?”

The below leadership principles are followed as practiced by L. David Marquet. We can use these principles as a tips and tricks guide for leaders to conduct the change:

- We view people as our purpose, not as means;
- We commit to leading in a way that helps people think, not in a way that gets people to do;
- We commit to creating environments where people can be great, just the way they are, instead of trying to “fix” people;
- We focus on creating environments where people aspire to greatness and taking initiative, and by doing so not fixating on avoiding errors but on creating chances;
- We recognize that we don’t see everything and commit to being curious about what others see and think;
- We commit to leadership that creates additional leaders and reject the idea that leaders attract followers;
- We commit to pushing authority to information, instead of pushing information to authority;
- We understand that we will fail to live up to our commitment and appreciate our own fallibility, resolving to try again;
- We will frequently evaluate what we do and how we do it. Anything not awesome will be improved. We always will get better, never settling for being just good.

Going in more detail, this paper will highlight three central recommendations based on the findings of the research.

The first recommendation is: to conduct the change, manager has to develop leadership skills. We have chosen to emphasize this recommendation because regarding our data collection; we can strictly assume that all the results (from both interviews, from the observations and from the case study) include this concept of leadership as a crucial prerequisite to conduct change. In addition, all the persons managing the change within the Volvo group are manager having leadership skills in their way to manage their team.

According to these research results, we can say that changes succeed through the manager’s attitudes in a daily basis. The change management is built mostly thanks to the relationship between the manager and the team. This is very important to understand team’s needs and fears and to deal with resistances face to change. In this way, leader is able to create an urgency state leading to the necessity of change. He must analyze the change, develop a strategic and shared vision for the team, and communicate the vision in order to involve the team. Therefore, leadership is the way to influence the team realizing together the objectives. Thus, manager has to develop leadership skills to be successful in conducting the change.
Then, the second recommendation we have decided to formulate is: leadership skills have to be focused mostly on the creation of a shared vision and on building trust. We have chosen this idea to highlight because it is the most important points coming from the results of the online questionnaire. This questionnaire was answered by project managers within Volvo group, thus the answers come from people usually involved as team members in a change project. In this way, we have given the voice to team members and we have pointed out the most characteristics their manager should have according to them.

The idea of create shared vision and build trust is to allow team members to share, develop and support a common vision and then a common project. While listening to the needs of the team, the leader has to help team members to develop their competences. He has to build trust between the team and himself but also between the team members themselves. The team needs to be supported and to feel that their manager is a role-model for them. Leader needs to reassure the team members and to enable them to trust in themselves. In this way, team members will not fear the change and they will be motivated to develop new skills and competences through this change. They will therefore consider the change as a personal challenge and then feel themselves involved to the project. Thus, if a team is involved, it means the team will be more efficient to perform the change.

The last recommendation concerns communication: one of the key factors of success for managing the change for a leader is the communication. This recommendation was quite obvious to explain in our research paper. Indeed, from all the data collection (both interviews, observations, questionnaire and case study), the results show the same evidence: without communication, be sure the change will fail. Through this paper, we have gathered some example of communication methods used by Change experts but in any way to made communication, this concept has to be omnipresent to conduct change.

Indeed, leadership, change management and communication are linked together. Thus, to conduct the change, a leader needs to develop communication skills. Leader has to customize communication to the different stakeholders. Leader has to choose the right communication channels corresponding to the context and allowing expressing the right messages. Indeed, if the leader communicates in a good way, he will be able to send
messages to deal with resistances and to encourage the change. There are several communication models but here, the recommendation will focus on the creation of the change understanding. Leader needs to communicate the need, the dimension, the goal and the benefits of change to his team.

Leader should communicate:

- His personal involvement to the change project;
- The possible negative impacts of the change on some individuals;
- His opening to discussions and to listen to team members’ feelings;
- The fact that he is sure of the team capability to do it and his support to succeed;
- His need for his team’s involvement to succeed in the change project.

As a leader, communication is a success weapon to conduct change.
Conclusion

This chapter provides conclusions and discussions of research findings. In addition, limitation of the research and ideas for further research are presented.

After conducting this research involving quantitative as well as qualitative research methods and providing in-depth analysis of obtained primary data, it is necessary to summarize findings and draw conclusions. The purpose of this paper is to test research hypotheses. Change management is complex phenomenon and numerous researchers have studied it over time, which led to existence of numerous academic literature. The goal of this paper is to prove the importance of being a leader to conduct the change. Following research question has been formulated:

How being both manager and leader is crucial to cope with change and help the team accepting it?

Following research hypotheses have been formulated:
- H1: Manager needs to understand the change, which is affecting him in order to make understand to his team the necessity of this change;
- H2: Manager has to show the actions to change and to monitor the objectives;
- H3: Manager must be a leader in order to be an advocate and a role model for his team. He has to lead motivation, to value his team and to communicate a lot in order to involve his team through the change;
- H4: Manager needs to understand his team’s reactions and find solutions in order to deal with the resistance to change inside the team. He has to focus on individual support here, to manage all his team members’ feelings and develop satisfaction.

Research has inductive reasoning. It is a logical process in which multiple premises, all believed true or found true most of the time, are combined to obtain a specific conclusion (Tremblay and Perrier, 2006). First, existing literature was analyzed thoroughly. Then, different research methodologies have been used as participative observations, interviews
and online questionnaire. Afterwards, a case study has been made in order to study the phenomenon.

Primary data has been analyzed using analysis and interpretation principles. This allows to accept the four hypotheses and to show they are interdependent.

Indeed, change management ultimately aims at enabling change acceptance by affected people and alignment by all project stakeholders so that the desired efficiencies can be achieved. To conduct the change, this one has to be understood and accepted by the one conducting the change. It is a prerequisite, as the person conducting the change has to be the role model for his team. Then, to success in change management, it is important to have managerial and leadership skills both at a time. Indeed, the change acceptance is done through these different objectives, involving management skills and leadership skills:

- Having a high performing change team:
  - Clear change management and delivery plan agreed;
  - Strong team-working, communication and common ways of working across team;
  - Local cultural differences considered and adapted to;

- Having a clear vision and strategy:
  - Appealing vision developed and understood by all;
  - Clear change strategy, business output agreed and communicated;

- Engaged and motivated leadership:
  - Leadership support and drive the change;
  - Leaders demonstrate commitment through actions and behaviors;

- Stakeholders commitment:
  - Stakeholders fully involved and listened to;
  - Human reactions anticipated, change resistance minimized;

- Organization prepared for change:
  - Performance management and reward systems adapted to enable change;
  - Organizational and process change opportunities and implications agreed;
- Competence gaps, knowledge and behavioral requirements clearly identified and addressed;
- Secure alignment between change management and the desired corporate culture.

In order to coordinate all those objectives, communication and dealing with resistance to change are the keys. Those inputs are managed by a manager and a leader who is the same person, the manager-leader. Indeed, leaders are the ambassadors of the way of working. They guide the organization and are able to make any required organizational changes. They respect, challenge and help the employees to grow. They drive the continuous improvement work. They have the necessary knowledge and education about different methods and tools to be applied. They are able to challenge, coach and guide people. They drive change management processes to move the organization towards common goals. In addition, management commitment is the backbone to foster the engagement of all employees and ensure they exhibit the necessary behavior and practices to support learning and improvement. Leadership commitment creates energy, clear direction and the formulation of strategic focusing and reasoning. It is why it is important to manage the change with a leadership, to help his team accepting this change.

Conducted research had suffered from several limitations.
First of all, there are some limitations regarding the reliability due to the number and types of participants. Indeed, the respondents for the questionnaire were only 10 and for the interviews only 2. Perhaps more responses would bring different outcomes. In addition, it is difficult to make generalizations, so the findings are more recommendations than truth. Moreover, most of the respondent for the questionnaire, the interview and the participative observations are from Volvo Group. Consequently, the company’s culture plays a role in the research. In case other company were chosen might have provided different results.
Second, minor limitations regarding validity appear. Indeed, the qualitative and quantitative studies have been made within a strictly confidential context. In fact, the interviews could not have been transposed or recorded and some example within the case study remains confused.
Finally, limitations due to the method are noticed. Indeed, not all the findings could have been described due to the limitation of wording in the paper. In addition, limitation in time for the paper does not allow deeper analysis. Also, in inductive approach, the one we have chosen for the results, imperfections can exist and inaccurate conclusions can occur while in deductive reasoning, the conclusions are mathematically certain.

What could have been better to do to generalize results of this research is to multiply the research within different companies. In this way, we could have different ways of working to compare and to group together. Also, different persons would have been interviewed, with different culture in various field of change management. To finish, more respondents and more points of views would have been transposed, allowing a better generalization and more detailed recommendations.

Overall, the research brings interesting findings. However, regarding this topic of change management, we can find a lot of literature, from different authors with different point of views. What is good in this way is that we can support our ideas with this wide literature. Nevertheless, it does not give a lot of recommendations, as all the literature remains theoretical.

For further research, it would be preferable to use case studies, and practically cases to evaluate and compare the ways of doing of companies in order to create our own “white book” on how being both manager and leader to conduct the change.
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Appendix 1. Questionnaire about change management

a. What is your knowledge about change management?
   - Never heard about it
   - Low knowledge
   - Enough knowledge to engage a debate about it
   - High knowledge
   - Expert
   - Specify your own value

b. What do you think people managing the change must have as skills (hard skills and soft skills?)

c. According to you, change management, in the overall field of project management is:
   - Not important
   - Little important
   - Quite important
   - Very important
   - Crucial
   - Specify your own value

d. How would you differentiate the change management in project management compared to other overall fields (HR for instance)?

e. According to you, what a good change management can bring to the team and the project?

f. How would you proceed to deal with the resistance to change when launching a new project?

g. What do you think by having an external consultant as Change Manager/expert?

h. What is the most important thing to you when it comes to Change Management?
i. Could you write one situation where you have experienced a change management (this situation could be about the topic/concern/problem/seminar/lessons/and so on...)

j. Something to add?

Appendix 2. Questionnaire through the teamplace
6. According to you, what a good change management can bring to the team and the project?

7. How would you proceed to deal with the resistance to change when launching a new project?

8. What do you think by having an external consultant as Change Manager/expert?

9. What is the most important thing to you when it comes to Change Management?
### Appendix 3. Observational grid for the Business Change Management session through Skype Meeting

<table>
<thead>
<tr>
<th>Topics</th>
<th>Time spent for training</th>
<th>Discussions &amp; questions</th>
<th>Motivation to do the exercise</th>
<th>Positive attitude</th>
<th>Negative attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humans and change</td>
<td>8 min</td>
<td>10 min</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Analyze the change</td>
<td>5 min</td>
<td>10 min</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>How employee respond to change</td>
<td>13 min</td>
<td>20 min</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Resistance management</td>
<td>12 min</td>
<td>5 min</td>
<td>N/A</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Be a role model</td>
<td>7 min</td>
<td>7 min</td>
<td>N/A</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>20 min</td>
<td>8 min</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Reinforce the change</td>
<td>5 min</td>
<td>2 min</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Appendix 4. Employees’ observations regarding their change experience

- Misunderstanding of the manager attitudes
- Culture differences
- Feeling of not being aware
- Feeling of having their role questioned

Appendix 5. Manager’s observations regarding how he has handled the change

- Answers all questions but is not proactive
- Does not give his opinion
- Be rude in the decisions taken
- Let his team discuss a lot and propose actions
Appendix 6. Exchange through e-mail, with a Change Manager Specialist, to plan the interview

Cc: Madame Marion (Consultant)
Subject: Business Change Management thesis for a trainee

Hello Kristina!

First of all happy new year! I hope you had nice time during Christmas time.

I would like to know if you will agree to make a presentation of Business Change Management to Marion Maulavi who has join our team as a trainee since 2 months.

In fact, she wants to write her thesis about Business Change Management.

The purpose of the thesis is “Organize, control and deal with change’s resistances, a challenge for the project management field and a responsibility of the role of a consultant.” Its problematic is “How to deal with Change Management when launching a new project”.

She is searching for information.

As I know that you are an expert on this domain, so it could be nice if you can spend some time to support her by showing what we propose in Volvo.

If you are OK, Marion will call you for a skype meeting.

Thanks in advance for your attention.
Kind regards,
Cc: Madame Marion (Consultant)
Subject: Business Change Management thesis for a trainee

Hello Clar

I’m sorry it has taken me so long to come back to you with an answer! I was not back in office until 15th January and you know what it’s like when you’ve been away for a long time.

Of course I’ll be happy to talk to Marion and share both what business change management is and how we went with it within Volvo!

I also find the topic of her thesis most interesting and important. Resistance management is something we currently discuss quite a lot in the network of change managers. Regarding the second part of the topic – a responsibility of the role of a consultant – I do not clearly see the connection so look forward to Marion elaborating on that.

Question does she have a specific role in the daily work of the office?

Please tell Marion she is welcome to propose time for a skype meeting. My calendar should be updated.

I can also share with you that I plan to be in Lyon in wk3.

Regarding this exchange through e-mail, it is important to notice that the topic and research question had changed so far. It was therefore reformulated before having this interview.

Appendix 7. Transversal analysis of the interviews

<table>
<thead>
<tr>
<th>Topics</th>
<th>Respondent 1</th>
<th>Respondent 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change management definition</td>
<td>“process, tools and techniques to manage people side of change”</td>
<td>“common methodology and terminology to manage complex changes”</td>
</tr>
<tr>
<td>Understanding the change</td>
<td>N/A</td>
<td>Use of the DICE score to assist in assessing change capacity</td>
</tr>
<tr>
<td>Resistance management</td>
<td>Identify different groups of people; establish customized tactics for each group; use of the AMCIP method to define the root causes of resistance</td>
<td>Use of 25 common questions to answer by Yes or No; use of stakeholders analysis; use a process to manage resistance</td>
</tr>
<tr>
<td>Communication and personal coaching</td>
<td>N/A</td>
<td>“communication is the most effective mitigation strategy applicable to all areas” and training plan can be establish</td>
</tr>
<tr>
<td>Role of the team leader</td>
<td>“people need leader, role model, repeat the things a lot to make it enter in the brain”</td>
<td>“you need to be a communicator, an advocate, coach, resistance manager”</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Reinforcement of change</td>
<td>N/A</td>
<td>“public recognition; financial rewards; celebrations and gifts; sincere thanks for a job well done; promotop; and ongoing feedback”</td>
</tr>
<tr>
<td>Tips and tricks for managers</td>
<td>“always think to answer the question: What’s In It For Me?. From your point of view and for your team’s point of view”</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Appendix 8. Overview of the project management teamplace
Appendix 9. Information about Volvo Group
Appendix 10. Example of a stakeholder analysis

<table>
<thead>
<tr>
<th>Sub group</th>
<th>Why a stakeholder group</th>
<th>How many persons</th>
<th>Interest for the stakeholder group</th>
<th>Threats with the Change</th>
<th>Opportunities with the Change</th>
<th>Project Involvement</th>
<th>Comment</th>
<th>Power &amp; Importance</th>
<th>Impact</th>
<th>Buy In status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert in Optiparts</td>
<td>Need to learn DSP, P&amp;I support and 3D in P&amp;I</td>
<td>6 - 1</td>
<td>Automatic Buyback for internal parts - better for Renault Trucks and more trucks so able to get same visibility</td>
<td>Less Optiparts expertise</td>
<td>Gain new knowledge and responsibilities, get a bigger network of colleagues, experts in the same area</td>
<td>Part of core team</td>
<td>Meet each of them before each site constraint, then are already fully involved in UDA deployment</td>
<td>High</td>
<td>Maturity</td>
<td>Indifferent</td>
</tr>
<tr>
<td>Interface between Dealers and GM team regarding Optiparts</td>
<td>Support dealers, need to understand the process and ease of working</td>
<td>0 - 1.2</td>
<td>Automatic Buyback for internal parts - better for Renault Trucks/Renault Trucks parts</td>
<td>May impact their objectives</td>
<td>Colleagues working for V'I are more experts</td>
<td>Get more focus on coaching and supporting the dealers both in tasks and responsibilities</td>
<td>Training and PhD summer</td>
<td>Low</td>
<td>Not analyzed</td>
<td>Opposing</td>
</tr>
</tbody>
</table>
Appendix 11. Example of a teamplace’s page

Appendix 12. Planview Pocket Guide