



# DEALING WITH CHANGE

Participant's Manual

*Comprehensive Public Training Program (CPTP)*

*Sponsored by the Louisiana State Civil Service*

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## COURSE DESCRIPTION

This class will help participants implement strategies to help themselves adapt to various changes in their work situations. Participants will learn how to identify areas of resistance and negative mental models, manage their personal reactions to change, apply techniques that will foster creativity and innovation during the change process, and identify ways to be proactive when changes are being implemented.

## JOB OUTCOMES

- ✓ Responds constructively to change and setbacks.
- ✓ Modifies behavior and work methods in response to new information, changing conditions, or unexpected obstacles.
- ✓ Adjusts as quickly as possible to new situations that need attention.
- ✓ Proactively manages conflict that results from change.

## LEARNING OBJECTIVES

- ✓ Apply change process steps to reduce resistance to change.
- ✓ Manage reactions to change using and individual transition model.
- ✓ Analyze mental models that influence change.
- ✓ Apply strategies and techniques to help create an empowering work climate.













# TYPES OF ORGANIZATIONAL CHANGE

The nature of change has many forms. Sometimes change occurs at the **personal level** such as work method changes, at the **system level** such as work flow changes, or at the **organizational level** such as the addition or deletion of services.

## 1 INCREMENTAL/CONTINUOUS

Changes that are **small-scale** and affect *individuals or pieces of the organization* are described as continuous and incremental changes.

\_\_\_\_\_ Relatively small changes made on an ongoing basis in a deliberate attempt to improve the efficiency or effectiveness of the organization. *Anticipatory*.

EXAMPLES: \_\_\_\_\_

\_\_\_\_\_ Relatively minor changes made in response to external stimuli – a reaction to things observed in the environment such as competitors' moves or customer shifts. *Reactive*.

EXAMPLES: \_\_\_\_\_

## 2 RADICAL/TRANSFORMATIONAL

While changes that are **large-scale**, impacting the *organization in its entirety*, are described as radical and transformational.

\_\_\_\_\_ Major, strategic change resulting from planned programs. These shifts are proactive and designed to provide new perspectives and directions in a significant way. *Anticipatory*.

EXAMPLES: \_\_\_\_\_

\_\_\_\_\_ Dramatic shift that occurs in reaction to major external events. Often there is a crisis situation that forces the change. *Reactive*.

EXAMPLES: \_\_\_\_\_











# FORCE FIELD ANALYSIS



## SMALL GROUP ACTIVITY

Each small group member should identify a change that his/her workgroup or agency is currently undergoing. Once all changes have been shared, **choose one of the identified changes**. As a small group, identify the forces that are in favor of the change and those forces that oppose the change. Use the chart below to outline the group's findings. Be prepared to share the results with the class.



FORCES FOR CHANGE	FORCES AGAINST CHANGE









# IDENTIFYING YOUR LOSSES

Some of the losses that you or others may experience during the ending may be grouped into the following categories:

TYPE OF LOSS	WHAT TO DO
<p>_____</p> <p>Refers to relationships and group memberships as well as the feeling of being connected.</p>	<p>Take time to meet new people and develop working relationships.</p>
<p>_____</p> <p>Refers to territories, which can include workspace, fields of responsibility, and areas of expertise.</p>	<p>Ask you supervisor about how your areas of responsibility will change. Find out what your responsibilities will involve.</p>
<p>_____</p> <p>Refers to authority, policies, schedules, deadlines, and spatial arrangements.</p>	<p>Seek out information about new policies, deadlines, contact information, etc. This will help you gain a new sense of structure.</p>
<p>_____</p> <p>Refers to the dreams and plans that people have. People have an expectation of what the future should be which leads to resistance if that future appears to have been taken away.</p>	<p>Be aware of your strengths and weaknesses. Be willing to learn something new or go in a different direction.</p>
<p>_____</p> <p>Is often characterized by suspicion, theorizing, blame or self-blame, and the existence of conflicting meanings.</p>	<p>Seek to understand why the change is taking place to help you make sense of it.</p>
<p>_____</p> <p>Can occur when it appears that decisions are made without concern for the needs of the employees.</p>	<p>Express any concerns to your manager. Ask for guidance about your role during and after the change.</p>

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# EXPERIENCING TRANSITIONS: ENDING



## INDIVIDUAL ACTIVITY - PART I

Recall an important and major change in your life that can be used to better understand change and transition. Think about this change, and then work quickly through the questions since your first thoughts are often the most important.

- 1** Recall an experience you have had (personal or professional) when you were forced to make a change that you didn't want to make. That is, think of something that you did not want to end, but did end. Describe that change.

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- 2** Think back to the period of time before the experience ended and answer the following:

**A** *How did you feel about yourself and your abilities?*

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**B** *Describe your relationships with other people during this time.*

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**C** *How did you feel physically?*

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# EXPERIENCING TRANSITIONS: THE NEUTRAL ZONE



## INDIVIDUAL ACTIVITY - PART II

**1** Now, think about the time period immediately after the experience ended and the change began.

**A** *Describe your initial response to the change. How did you feel? What were your thoughts? How did you react?*

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**B** *What do you remember were the toughest things to give up and/or let go?*

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**2** After some time (days or weeks) had passed, your response had probably changed some. Describe how things changed and how you felt at that point.

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# CHALLENGING YOUR MENTAL MODELS

**“MENTAL MODELS ARE DEEPLY HELD IMAGES OF HOW THE WORLD WORKS, THAT LIMITS US TO FAMILIAR WAYS OF THINKING OR ACTING.”**

We all hold assumptions that can influence the change process. These assumptions or mental models influence what we see and how we act. While mental models help us process and organize information, they can cause problems when we are unaware of negative ones. For example, if we feel that people are not trustworthy, we will be less likely to talk to people openly than if we believe that people are trustworthy.



## GROUP DISCUSSION – MENTAL MODELS

**1** What are some examples of positive mental models about change in the workplace?

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**2** What are some negative mental models that you have heard (or thought) about changes occurring in the workplace?

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# CHALLENGING YOUR MENTAL MODELS

Negative mental models are usually formed by our fears, uncertainties, doubts, and assumptions that we make about ourselves, others, and our situation. Negative mental models can cause unnecessary resistance to changes that are being implemented in the workplace. **The key is to change your negative mental models into positive ones.**



## GROUP ACTIVITY – MENTAL MODELS

As a group, change your assigned negative mental models into positive, objective mental models. Write your responses in the space below.

NEGATIVE MENTAL MODELS	POSITIVE MENTAL MODELS
<p><b>“I’ll never get a promotion.”</b></p>	
<p><b>“This new system is too complex. I will never learn it.”</b></p>	
<p><b>“I can’t believe how hard this is going to be.”</b></p>	
<p><b>“I hate computers.”</b></p>	
<p><b>“I’ve always been like this; I’ll never be able to change.”</b></p>	



# EXPERIENCING TRANSITIONS: THE NEW BEGINNING



## INDIVIDUAL ACTIVITY - PART III

**1** At some point you probably found yourself either getting comfortable with or accepting the result of change.

**A** *What prompted your change in perspective?*

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**B** *What were your thoughts or feelings at that time?*

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**C** *How did your life change then?*

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**2** How did the change turn out? Was it good, bad, or a mixture of both good and bad? How do you feel about the change now?

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