DEALING WITH CHANGE

Participant’s Manual

Comprehensive Public Training Program (CPTP)

Sponsored by the Louisiana State Civil Service
DEALING WITH CHANGE

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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 an individual transition model.
- ☑ Analyze mental models that influence change.
- ☑ Apply strategies and techniques to help create an empowering work climate.
THE SEVEN DYNAMICS OF CHANGE

1. You feel _________________________and ________________________________.

2. You immediately think about ____________________________________________.

3. You are concerned that ________________________________________________.

4. You feel ________ even if everyone else is going through the same change.

5. People are at different _______________________________________ for change.

6. People can handle ____________________________________________________.

7. You _________________________________ as soon as the pressure is off.

The are two basic rules of life: Change is inevitable and everybody resists change.

- Roger Von Oech
THE NATURE AND CHARACTERISTICS OF CHANGE

An individual’s ability to deal with change is a key factor to his/her success in a work environment. Employees in all levels of state government must possess the ability to:

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

These skills are needed even more in today’s fast-paced and competitive work environment where change occurs at an ever increasing rate forcing employees to deal with change on a more frequent basis. Additionally, change reaches throughout an organization and often produces other changes. Therefore, employees must possess the skills listed above to enable themselves to successfully progress from the beginning of a change to the implementation of that change.

__________________________________________________________________________
__________________________________________________________________________
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__________________________________________________________________________
Although change is an event that occurs in an organization, **dealing with change is a process**. The more we understand the process, the more adept we become at changing and implementing change.

Change can be both positive and challenging. Generally, change disrupts the status quo of the job. At times, this may be a welcomed event, and other times it may be seen as a hindrance. No matter what the initial reaction to change, it moves an employee from a comfortable place and potentially places him/her in an area of discomfort and requires exchanging something old for something new.

**Small Group Activity - Identifying Positive Changes**

As a group, brainstorm positive areas of change that you have seen or experienced in the past 5-10 years. Be more specific than just listing “technology.”
“CHANGE WOULD BE EASIER TO HANDLE IF WE KNEW WHERE IT WAS HEADED, BUT EVERYONE HAS DIFFERENT PICTURE OF WHAT THE FUTURE IS GOING TO DEMAND.”

Bridges, 1990

CLASS DISCUSSION

What does this quotation tell you about the nature of change?
GROUP ACTIVITY

In your groups, brainstorm changes that you have:

- Successfully anticipated would occur.
- Responded to effectively.
- Creatively implemented to the benefit of your workgroup and/or agency.
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: __________________________________________________________________________
In your small group, revisit the list of changes created from the previous activity on page 9. Identify the type of change each was:

- Tuning
- Redirecting/Reorienting
- Adapting
- Overhauling/Reacting
Readiness for change is displayed in the beliefs, attitudes, and intentions that you have about the change. Readiness occurs when employees’ resistance to change is reduced and they are prepared to accept the change. As you begin to find out information about your particular area of change, you and the other members of your work group will begin to get ready for the change to take place.

In order to get ready for the change, there are a few things that you can do:

<table>
<thead>
<tr>
<th>WHAT CAN I DO?</th>
<th>HOW CAN I DO IT?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATE WITH YOUR SUPERVISOR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DETERMINE REASONS FOR RESISTING THE CHANGE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GET INVOLVED</strong></td>
<td></td>
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<tr>
<td><strong>SHIFT YOUR PERSPECTIVE</strong></td>
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</tbody>
</table>
In most situations that state employees face, the forces for change are outside the control of the employees and the agency. It is important for people to understand the reasons for change even if they do not agree with or control the reasons. People also need to play an active role in helping to identify and overcoming their own resistance to change. In order for change to occur, individuals must identify the forces that are both driving and resisting against the change.

<table>
<thead>
<tr>
<th>FORCES FOR CHANGE INCLUDE:</th>
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</tbody>
</table>
The four most common reasons people may resist change include:

1. __________________________
2. __________________________
3. __________________________
4. __________________________

GROUP ACTIVITY

There are many reasons why people may resist change. In your small group, brainstorm a few reasons why you think people resist change.

The four most common reasons people may resist change include:
A Force Field Analysis is a **process of identifying drivers and resisters of a change**. Any change will have drivers and resisters. Understanding the forces for and against the change may help an employee transition through the change process, as well as improve the ability of the individual to better anticipate, respond, and creatively implement to future changes. Furthermore, this activity provides individuals with an opportunity to better understand the change and prioritize work functions to better align the goals of the employee, workgroup, and agency.

When conducting a Force Field Analysis, individuals should evaluate the forces driving and resisting the current system/method/procedure (what is being changed). This will help us understand the need for change and assist in determining how to implement the change. Additionally, it will aid individuals in identifying any new skills or abilities they will need in response to the change.
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.

<table>
<thead>
<tr>
<th>Forces for change</th>
<th>Forces against change</th>
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<tbody>
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</table>
As you progress through the stages of dealing with change, you may begin to behave in a new way. Eventually, you will commit to the changes and the new way of doing things.

<table>
<thead>
<tr>
<th>CHARACTERISTICS OF ADAPTING TO CHANGE</th>
<th>CHARACTERISTICS OF HOLDING ON TO THE PAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice how you and the things around you are changing; believe that you can learn and adapt to the</td>
<td>Deny that things have change: believe that others need to change, but not you.</td>
</tr>
<tr>
<td>situation, regardless of age.</td>
<td></td>
</tr>
<tr>
<td>Talk with others about how you are feeling about the changes happening to you.</td>
<td>Ignore your feelings about change; spend your time and energy holding back your concerns.</td>
</tr>
<tr>
<td>Stay open to the possibility that you can learn new methods, improve your performance, and increase</td>
<td>Defend what you do and how you do it the best or only way.</td>
</tr>
<tr>
<td>your productivity.</td>
<td></td>
</tr>
<tr>
<td>Initiate and plan your learning so that you can self-manage the situation.</td>
<td>Depend on others to manage your personal situation.</td>
</tr>
<tr>
<td>Examine what you want and how your needs are relevant to the needs of others.</td>
<td>Try to do only what you want to do.</td>
</tr>
</tbody>
</table>

As you progress through the stages of dealing with change, you may begin to behave in a new way. Eventually, you will commit to the changes and the new way of doing things.
Most change brings about challenges for the individual even if he/she has initiated the change. These challenges will vary in type and longevity per employee. To help us respond to and implement a change, we need to understand the process that an individual generally experiences.

___________ is the gradual psychological process that people go through when face with a change. Transition models provide a basis for understanding the process individuals go through when faced with change. Individual transitions seem to follow a pattern in which individuals go through various states.

Understanding the pattern of transitions can help you and your coworkers as you go through the transition process by:

1. ______________________________________________________________________
2. ______________________________________________________________________

The time it takes to go through the transition will depend on:

- ✔ The significance of the change.
- ✔ How difficult the change is for the person to handle.
- ✔ Whether or not the person chooses to embrace the change.
- ✔ Whether or not the person is involved in planning or implementing the change.
- ✔ What other changes are happening in the person’s life.
In William Bridge’s Model of Transition, individuals go through three stages:

**PROGRESSING THROUGH CHANGE**

**ENDING** → **THE NEUTRAL ZONE** → **BEGINNING**

**Teach Backs**

With your table, study the information included on your particular stage found throughout the next few pages in the manual. Prepare a 5 minute presentation on your stage. You may use flipcharts, props, music, etc. Be creative! You can create a skit, write a song, or create a commercial. You have 15 minutes to create your presentation. Please make sure your presentation includes the following information:

1. A brief description of your assigned stage.
2. What to expect in this stage (emotions, feelings, etc.)
3. Help guide others through this stage.
4. Share any real life examples you have experienced in this stage.
The first stage is characterized by loss and letting go. You and/or your coworkers may experience the following symptoms:

- ______________________
- ______________________
- ______________________

Every change, even if positive, brings about endings and loss. Endings may result from a change in leadership, services, policies, new technology, or a new position.

**What To Do During the Ending Stage**

During the ending, you should find out the purpose for the change and identify the potential benefits and losses. You should also seek out information in order to find answers to the following questions:

- What is going to happen?
- When is it going to happen?
- Why is it going to happen?

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**STAGE 1: ENDING**

**Key Characteristics**

- **Proactive Thinking**
  Maintain a conscious awareness of events and situations around you, and be ready to take action when you see change on the horizon.

- **Organization for Change**
  Take coordinated action to organize yourself and others to tackle small or large-scale change when it occurs.
Some of the losses that you or others may experience during the ending may be grouped into the following categories:

<table>
<thead>
<tr>
<th>Type of Loss</th>
<th>What to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refers to relationships and group memberships as well as the feeling of being connected.</td>
<td>Take time to meet new people and develop working relationships.</td>
</tr>
<tr>
<td>Refers to territories, which can include workspace, fields of responsibility, and areas of expertise.</td>
<td>Ask you supervisor about how your areas of responsibility will change. Find out what your responsibilities will involve.</td>
</tr>
<tr>
<td>Refers to authority, policies, schedules, deadlines, and spatial arrangements.</td>
<td>Seek out information about new policies, deadlines, contact information, etc. This will help you gain a new sense of structure.</td>
</tr>
<tr>
<td>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.</td>
<td>Be aware of your strengths and weaknesses. Be willing to learn something new or go in a different direction.</td>
</tr>
<tr>
<td>Is often characterized by suspicion, theorizing, blame or self-blame, and the existence of conflicting meanings.</td>
<td>Seek to understand why the change is taking place to help you make sense of it.</td>
</tr>
<tr>
<td>Can occur when it appears that decisions are made without concern for the needs of the employees.</td>
<td>Express any concerns to your manager. Ask for guidance about your role during and after the change.</td>
</tr>
</tbody>
</table>
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.

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?

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

   C. How did you feel physically?
STAGE 2: THE NEUTRAL ZONE

The middle stage is characterized by confusion and lack of trust. Emotions associated with this stage include fear and ambivalence. In the neutral zone, everything fills up in the air, chaotic, unreal, confused, empty, meaningless (Bridges, 1990, p.21). This is the period in between the new and the old. New rules do not yet apply and old rules are no longer suitable.

Symptoms of being in the neutral zone:

- Increased __________________
- Decreased __________________
- Feeling ___________________ or ___________________
- Confusion about ________________, ________________, and ________________
- Recurrence of ________________

WHAT TO DO DURING THE NEUTRAL ZONE

During the neutral zone, you will be seeking guidance and a sense of purpose. There may even be some confusion about your role during this time. Make sure that you remain flexible and keep the lines of communication open.

- Inquire about new roles, guidelines, policies, and reporting procedures.
- Set short-term goals and challenge your negative mental models in order to redefine this period as one that is positive.
- Prepare yourself to use problem solving, team building, and conflict resolution skills so you can be proactive rather than reactive.
- Establish and maintain positive working relationships.
- Be willing to share you’re your ideas and suggestions with your team members and your supervisor.

KEY CHARACTERISTICS

- **Involving Others**
  Talk and consult with others to both gain and communicate useful information.

- **Visualize the Future**
  Spend time thinking about the immediate and long-term future in order to identify a positive and compelling vision of what things could be.

- **Communicating Clearly**
  Describe change in simple language and in an understanding and appealing way to each individual and change stakeholder group.
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?

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

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.
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?

2. What are some negative mental models that you have heard (or thought) about changes occurring in the workplace?
As a group, change your assigned negative mental models into positive, objective mental models. Write your responses in the space below.

### Negative Mental Models

<table>
<thead>
<tr>
<th>Negative Mental Models</th>
<th>Positive Mental Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’ll never get a promotion.”</td>
<td></td>
</tr>
<tr>
<td>“This new system is too complex. I will never learn it.”</td>
<td></td>
</tr>
<tr>
<td>“I can’t believe how hard this is going to be.”</td>
<td></td>
</tr>
<tr>
<td>“I hate computers.”</td>
<td></td>
</tr>
<tr>
<td>“I’ve always been like this; I’ll never be able to change.”</td>
<td></td>
</tr>
</tbody>
</table>

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.**
STAGE 3: THE NEW BEGINNING

The last stage is characterized by vision and commitment. Emotions associated with this stage include excitement, high energy and some anxiety. New beginnings arise from the neutral zone when individuals become ready to let go of old ideas and situations, and embrace an openness to learning.

WHAT TO DO DURING THE NEW Beginning STAGE

During this stage you should talk with your manager to find out about the vision for the change, new responsibilities, and any planned activities to help you gain new knowledge and skills.

- Ask about ________________.
- Organize your __________ and __________ so you will be ready to ________________.
- Treat challenges as opportunities to ________________.

KEY CHARACTERISTICS

- Letting Go of the Past
  Successfully ease yourself from the familiarity of past approaches and toward the benefits of the “new order”.

- Applying New Learning
  Actively engage in personal learning and offer to coach others in handling change by “taking the plunge”.

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?

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?

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

   C. How did your life change then?
THE ROLE OF EMPOWERMENT

Your managers and supervisors will be looking for employees to help them implement the changes that are occurring in the workplace. In order for this to happen you will need to let your managers and supervisors know that you are ready to be empowered.

- Work with your supervisor to set goals for improving your performance.
- Master the basic tasks of your job before asking for more challenging assignments.
- Learn to break complex or difficult tasks into more manageable parts.
- Exhibit dependability, consistency and competence in your work.
- Be willing to give input when asked.
- Volunteer to participate in team problem solving.
- Ask for guidance, feedback, and support when you need it.
- Seek out information about what changes are happening around you and how those changes will impact your work.

“THE PROCESS OF ENABLING, ENERGIZING, AND ENCOURAGING OTHERS TO SET GOALS, MAKE DECISIONS, AND ACCOMPLISH RESULTS. “

SMALL GROUP ACTIVITY – BECOMING EMPOWERED

Within your work group, identify ways that you can be more proactive in approaching the changes that are happening at work.
The ability to deal with change is based on gaining an understanding of the nature of change, types of change, theories of change, interactions within and outside the organization, drivers and resisters, and how a person progresses through change; as well as application of this understanding. Knowledge in these areas should prepare an employee to execute the skills and competencies discussed in this class.

Change is an ever-present constant in any organization. It is important for employees to understand that change has to be dealt with.

- Accept that change is inevitable.
- Be ready to change.
- Be aware of what is happening now so that you will know when changes will occur.
- The quicker you let go of the old ways, the sooner you can enjoy new ways.
- Allow yourself to be changed.
- Savor the adventure and the opportunity for something new.
“THE SECRET OF CHANGE IS TO FOCUS ALL OF YOUR ENERGY, NOT ON FIGHTING THE OLD, BUT ON BUILDING THE NEW.”

- Socrates

**INDIVIDUAL ACTIVITY**

What are you willing to do tomorrow to commit to change in your agency?


