

# ***LEADING THROUGH CHANGE***



**INSTRUCTOR GUIDE**

**1-DAY COURSE**

**HRDQ<sup>®</sup>**

***LEADING THROUGH CHANGE***

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# Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

## Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring, and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

## Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

# Course timing

## Chapter One: Effects of Change

Type of Activity	Segment	Time
	Preprogram assessment	5
	Introduction	5
	What change looks like	5
	What in the world is changing?	5
	What is the cost of failed organizational change efforts?	5
	<b>Error! Reference source not found.</b> How change is interpreted	10
	Why change equals loss	5
	Learned helplessness versus learned optimism	10



Reading



Written Exercise



Facilitation



Group Activity

## Course timing (cont.)

### Chapter Two: Change Responses

Type of Activity	Segment	Time
	The spectrum of change responses	10
	The grieving cycle	10
	How change responses manifest at work	15
	Change resistance	5
	Working with change resistance	10
	Seven keys to overcoming resistance	5

### Chapter Three: Leading the Change

	Introduction to leading change	5
	Eight reasons change efforts fail	10
	Creating a sense of urgency	10

# Course timing (cont.)

## Chapter Three: Leading the Change (cont.)

Type of Activity	Segment	Time
	Leading versus managing change	5
	Inspiring a shared vision	10
	Exploiting early successes	10
	Roles of change leaders	10



Reading



Written Exercise



Facilitation

## Chapter Four: Anchoring Change

	Implicit and explicit contracts	15
	Case study	30
	Getting buy-in	5
	Change buy-in	10



Group Activity

## Course timing (cont.)

### Chapter Five: Communicating and Reinforcing the Change

Type of Activity	Segment	Time
	Two views of organizational change	5
	Rate of change	10
	Effective change communication	20
	Case study	30
	The six phases of change communication	15
	Cultural shift that is not time critical	5
	Cultural shift that is time critical	5



Reading



Written Exercise



Facilitation



Group Activity

# Course timing (cont.)

## Chapter Six: Organizational Alignment

Type of Activity	Segment	Time
	Systems and structures	10

	Balancing security and significance	10
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## Chapter Seven: Change Resiliency

	Introduction to bounce-back	10
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	Defining bounce-back	10
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	Keys to resilience	10
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	Endings	10
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	Adaptive and transformational change	10
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	Six competencies of bounce-back people	10
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Reading



Written Exercise



Facilitation



Group Activity

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## Course objectives

Successful completion of this course will increase your knowledge and ability to:

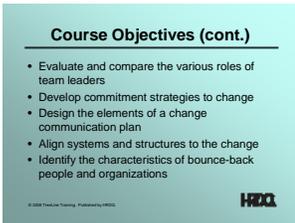
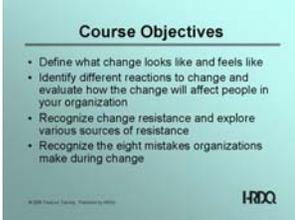
- Define what change looks like and feels like
- Identify different reactions to change and evaluate how the change will affect people in your organization
- Recognize change resistance and explore various sources of resistance
- Recognize the eight mistakes organizations make during change
- Evaluate and compare the various roles of team leaders
- Develop commitment strategies to change
- Design the elements of a change communication plan
- Align systems and structures to the change
- Identify the characteristics of bounce-back people and organizations



# Chapter One



## ***EFFECTS OF CHANGE***



Allow a few minutes to complete the assessment. Point out that change affects the most important areas in an organization—and the impact can be both positive and negative.

# Preprogram assessment

To what degree do the current changes affect our organization in the following areas?

*Instructions: "1" indicates a minimal effect while "10" represents a major effect.*

1. Staff morale	1	2	3	4	5	6	7	8	9	10
2. Staff productivity	1	2	3	4	5	6	7	8	9	10
3. Management morale	1	2	3	4	5	6	7	8	9	10
4. Management productivity	1	2	3	4	5	6	7	8	9	10
5. Customer service	1	2	3	4	5	6	7	8	9	10
6. Quality	1	2	3	4	5	6	7	8	9	10
7. Trust	1	2	3	4	5	6	7	8	9	10
8. Company loyalty	1	2	3	4	5	6	7	8	9	10
9. Job security	1	2	3	4	5	6	7	8	9	10
10. Job stress	1	2	3	4	5	6	7	8	9	10
11. Personal stress	1	2	3	4	5	6	7	8	9	10

Total \_\_\_\_\_

Average \_\_\_\_\_

The two areas with the highest scores \_\_\_\_\_

The two areas with the lowest scores \_\_\_\_\_

## Introduction

"In times of change, learners inherit the earth while the learned find themselves beautifully equipped to deal with the world that no longer exists."

Eric Hoffer

Accept change	Create change
Late '90s	'00s

"If you want to make enemies, try to change something."

Woodrow Wilson

Change is a constant, but it is not constant. (There is always change. But there are times of waves of change.)

"Nothing endures but change."

Heraclitus, Greek philosopher, 480 B.C.

"Everything that can be invented has been invented."

Charles H. Duell, Director of U.S. Patent Office, 1889



Change management is the art and science of leading an organization and its people through the predictable transitions from current reality to a preferred future state.

Use a change game in your repertoire, or the suggestion that follows, to illustrate how people typically handle change: they try it briefly, but then go back to their old ways.

Activity: Change your appearance. Participants stand back-to-back with each person changing their appearance in three ways. When everyone turns around, they guess what their partner changed. Tell them to turn back-to-back and alter their appearance in three ways again. When they turn back around and guess, ask the participants how many simply changed something back to the way it originally had been, which the majority typically does.

The point is, in time-stressed situations, change efforts revert to old habits.



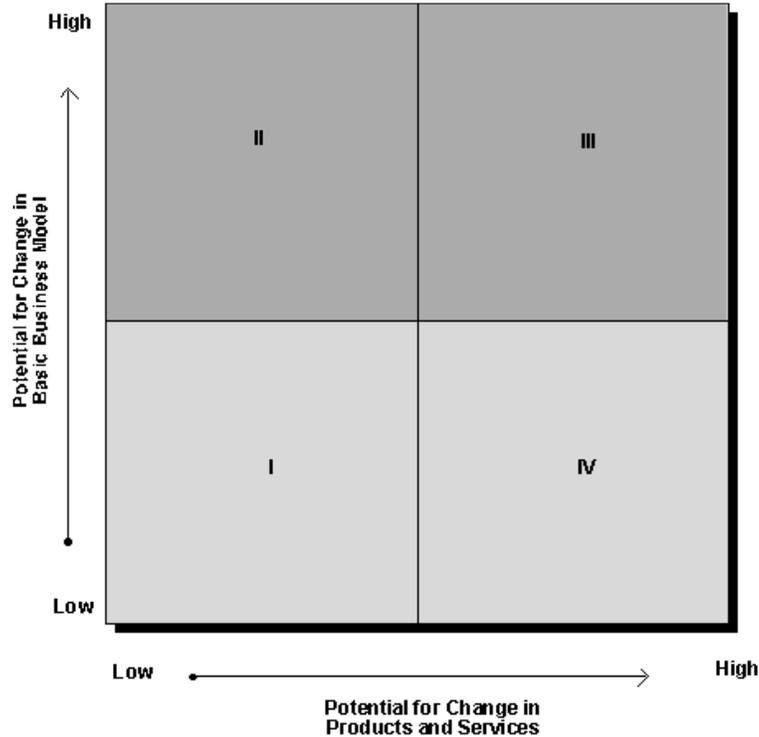
## What change looks like

Change manifests in various forms with diverse results and emotions.

Given: Change won't go away; it will only increase.

Given: We need to learn to embrace change.

*Instructions: Locate on the chart below the potential for a change in your basic business model versus a change in your products or services (or technology) over the next two to five years. Then plot these on a flipchart so the group can determine how much impact the change will have on other participants in the near future.*



Quadrant I – Business as usual

Quadrant II – Change management for the employee

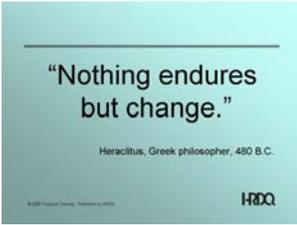
Quadrant III – Major change management for everyone

Quadrant IV – Change management for customer, vendor, partner



Complete this activity in small groups. The discussion should point out how vital it is to manage change correctly and appropriately.

See anything by Treece, Tushman, or Nadler if you are unfamiliar with this business concept.



## What is the cost of failed organizational change efforts?

*Instructions: List the organizational and human cost of change efforts that have failed.*

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## What change can be

When combined, the Chinese symbols for "trouble" and "gathering crisis" mean "opportunity."

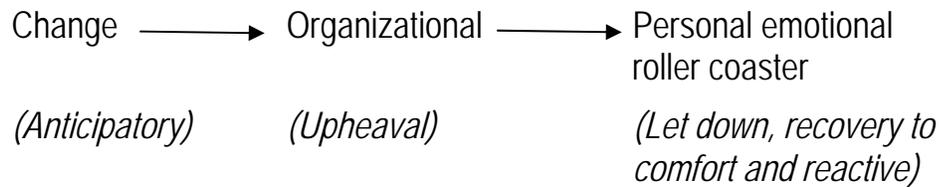


*Change can mean exchange for something better.*

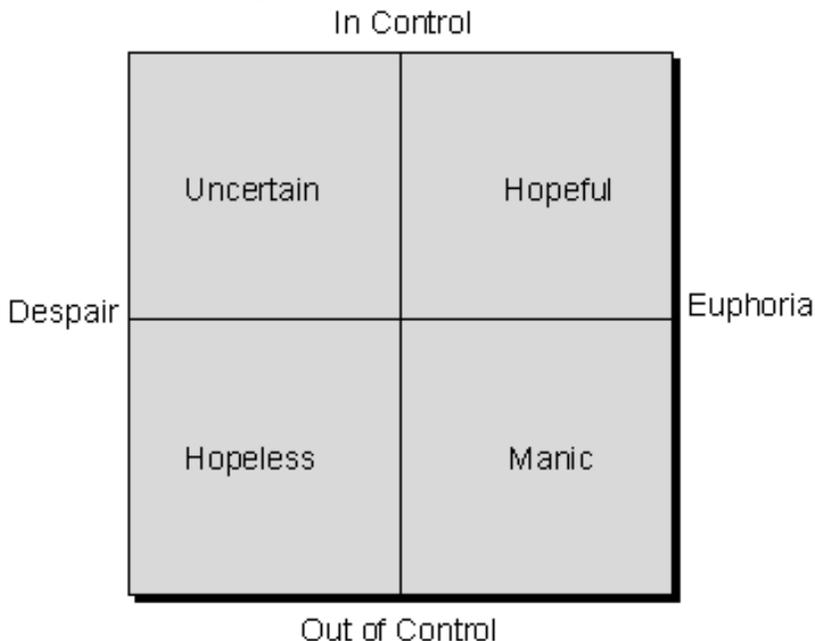
# How change is interpreted

People interpret change differently. Like the Chinese symbol so often discussed, some view change as a threat to the security rooted in their past, while others view change as an opportunity with hope for tomorrow.

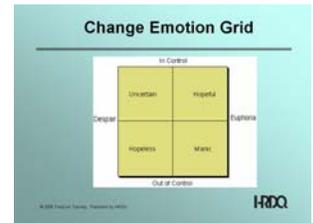
## Personal response to organizational change



### Change emotion grid



Discuss the Change Emotion grid and provide plenty of examples.



This activity typically generates a lot of discussion and participants may release unresolved issues and major emotions.

You should judge the group and your own background before conducting this activity.

## How change is interpreted (cont.)

*Instructions: Based on the descriptors on the previous grid, describe the feelings that individuals have about change from each quadrant. Then, from your own experience observing people, record how they might generalize and interpret change, and how that interpretation might affect their behavior.*

Change emotions	Feelings	Interpretations of change	Responses to change
Hopeless			
Uncertain			
Hopeful			
Manic			

# Why change equals loss

Most people cling tenaciously to what they have, for fear of losing it, rather than exchanging it for the better.

*"Ruth made a big mistake when he gave up pitching."*

Tris Speaker, 1920

*"Sensible and responsible women do not want to vote."*

Grover Cleveland, 1905

Many organizational changes mean loss to people.

How do people respond to loss?

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In what ways will a change/loss mindset result in resistance to change?

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If you know somebody thought they were going to lose something, and you wanted to stabilize them and secure their buy-in, what kind of actions would you take?

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Answers to the first question may include:

Resist it, grieve it

Acting out, sabotage

Answer to second question may include:

One often resists loss, especially those with a scarcity mindset as opposed to an abundance mentality.

This is a teaser of future modules, so debrief the third question quickly and interactively with the entire group. Answers to the third question include:

Communicate

Build trust

Build support groups

Show them "what's in it for me" (WIIFM)

It would be helpful to read *Learned Optimism* by Martin Seligman before conducting this program.

**Learned Helplessness**

- Victim mentality
- Believe people owe them
- Respond inactively, negatively or reactively to change

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Helpless people are those with a "victim mentality," a general mindset that people owe them. They respond inactively, negatively, or reactively to change (never proactively). Their behaviors tend to make others responsible for them. They are opposite of owners who have learned to take control of their own space and self-talk.

**Learned Optimism**

- Take control of their own space and self-talk
- Have ability to make choices
- Respond proactively to change

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Optimism begins with intercepting self-talk and replacing it with a preferred state.

An optional exercise is to write the words "victim" and "owner" on flipcharts at the front. Leave the words unexplained until the conclusion of the module, and then discuss the differences as outlined above.

## Learned helplessness versus learned optimism

Many people feel helpless when facing the loss they perceive in a change initiative. Dr. Martin Seligman identified individuals who had *learned helplessness* and contrasted them with those who could learn optimism. Those who *learned optimism*—the ability to make choices and not be victims of a scarcity mindset—fared better by every human and performance measure.

Change can leave people feeling helpless. You don't want them to learn helplessness; you want them to learn hopefulness. How can you help them do that?

Learned helplessness		
General mindset	Typical responses to change	Possible behaviors

Learned optimism		
General mindset	Typical responses to change	Possible behaviors