HOW TO HANDLE CHANGE AND UPHEAVAL

INSTRUCTOR GUIDE

4-HOUR COURSE

HRDQ.

Reproducible Program Library—End-User License Agreement
IMPORTANT! PLEASE READ!

The following terms and conditions are a legal agreement between Organization Design & Development, Inc. DBA HRDQ ("HRDQ") and You, Your organization, its subsidiaries, affiliates, and legal partners ("You") regarding the Reproducible Program Library ("RPL").

You may use the RPL only in accordance with the terms of this agreement as set forth below.

1. License Grant. HRDQ hereby grants You a non-exclusive and non-transferable license to download, reproduce, customize, and otherwise make use of the RPL within the terms of this agreement.

2. Proprietary Rights. The RPL is the sole and exclusive property of HRDQ and/or its authors including all right, title, and interest in and to the RPL. Except for the limited rights given to You herein, all rights are reserved by HRDQ.

3. Term. This Agreement is effective upon acceptance, and will remain in effect in accordance with the term of the license purchased. The specific term of this Agreement is defined on the sale invoice provided You at the time of purchase and available thereafter from HRDQ.

4. Authorized Use of Library. For the term of this license, You may:

    (a)   Store the RPL on a computer,

    (b)   Amend, edit, and change the RPL provided that all original copyright notices, and trade and service marks, remain intact and appear on this agreement and amended versions and reproductions thereof,

    (c)   Print and distribute paper copies of the RPL for educational or training activities, whether with direct employees, students, agents, or clients, and,

    (d)   Resell the RPL, in whole or in part, provided You have a current reseller agreement with HRDQ.

You may not:

    (a)   Translate, reverse engineer, decompile, disassemble, or create derivative works based on the RPL,

    (b)   Include the RPL, in whole or in part, in any publication, product or service offered for sale,

    (c)   Lease or loan the RPL,

    (d)   Distribute the RPL through the means of a removable storage medium, such as CD-ROM or DVD,

    (e)   Copy or upload the RPL onto any bulletin board service or public Internet site, or,

    (f)   Sublicense or reassign this license.

5. Termination. Failure to perform in the manner required in this agreement shall cause this license to automatically terminate and HRDQ may exercise any rights it may have. Upon natural expiry of the term, unless renewed by You with HRDQ, access to the download site will be denied and all passwords rendered inactive. Upon termination, for whatever reason, You must destroy all original and amended versions of the RPL, in any and every format, and certify as such, in writing, to HRDQ upon request. All provisions of this license with regard to the protection of the proprietary rights of HRDQ shall continue in force after termination.

6. Warranty. The RPL is provided "as is." HRDQ warrants that the RPL does not violate any copyrights, trademarks, trade secrets, or patents of any third parties. HRDQ disclaims all other warranties, expressed or implied, regarding its accuracy or reliability, and assumes no responsibility for errors or omissions. To the extent permissible by law, HRDQ accepts no liability for any injuries or damages caused by acting upon or using the content contained in the RPL. If any part of the RPL is defective in workmanship or materials, HRDQ's sole and exclusive liability, and sole and exclusive remedy for You, shall be replacement of the defective material. HRDQ's warranty shall survive the termination of this agreement. Some states do not allow exclusions or limitations of implied warranties or liability in certain cases, so the above exclusions and limitations may not apply to You.

7. Permissions. Any other use of the RPL not defined in this agreement is subject to the written approval of HRDQ.

HRDQ, 2002 Renaissance Blvd. #100, King of Prussia, PA 19406, 610.279.2002, www.hrdq.com.

HRDQ.

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

Module One: Intricacies of Change

Type of Activity	Segment	Time
	Why so much change?	15
	How do you approach change	15
	Assess your sensitivity to change	15
	Signals of change-related stress	15
	The change cycle	20
	Three typical attitudes toward change	15
	Practice exercise	15

Reading

Written
Exercise

Facilitate

Group
Activity

Course timing

Module Two: Handling Resistance to Change

Type of Activity	Segment	Time
	Dealing with resistance	20
	The antidote to resistance: involvement	20
	Positive strategies for coping with change	25
	Case study	45

Reading

Written Exercise

Facilitate

Group Activity

Trainer information

Supplemental materials needed

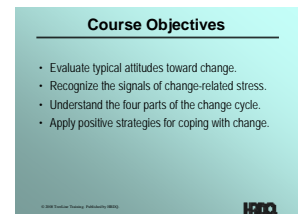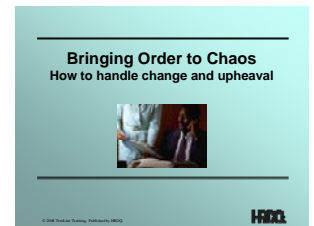Koosh ball(s) for activity in Module One

Contents

Course objectives

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

Evaluate typical attitudes toward change
Recognize the signals of change-related stress
Understand the four parts of the change cycle
Apply positive strategies for coping with change

Module**One**

INTRICACIES OF CHANGE

Why so much change?

What Triggers Change?

- Competitors
- Technology
- Market trends
- Government
- Mergers/Buy-outs

Change in the 21st Century

- Change is **C**onstant
- Change is **C**yclic
- Change is **C**umulative

What is happening in your organization?

Check the items below that apply to changes you are experiencing.

- ❑ New technology.
- ❑ More employee involvement in all levels of decision making.
- ❑ Collaborative mergers and alliances, domestically and globally.
- ❑ Diminished job and career security due to restructuring and downsizing.
- ❑ Pressure to work longer hours for the same pay.
- ❑ Increased desire for meaningful work.
- ❑ Increased emphasis on flextime, job sharing, and contingency workers.
- ❑ Emphasis on customer service.
- ❑ Loss of administrative support.
- ❑ More responsibility and accountability for individual employees.
- ❑ Need for continuous self-improvement with retraining and new skill development.
- ❑ Movement away from entitlement and toward employee ownership.
- ❑ Greater pressure to balance work/family issues.
- ❑ Shift to teams of all kinds.

"Unfortunately, many corporations go for buy-in on a new process or system after they've introduced it. And the results can be catastrophic ..."
—-Robert Kriegel

How do you approach change?

Complete the following self-assessment to identify your orientation toward changes in your working environment. Circle the statements that best reflect your attitude.

When a new policy, procedure, or process is introduced into your organization, which of the following reactions are you likely to have?

Select A or	Select B
A. I relish change because it's exciting and challenging.	B. Changes are superficial and never stick, so what's the point?
A. I'll go along with the new way, even if it doesn't make any sense to me.	B. I'll act as if I'm going along with this change, but I'll keep on doing things the old way.
A. Change makes the organization more innovative and creative and I like feeling part of it.	B. There's nothing new under the sun. This is the same old thing repackaged. I'll participate for a few days until they lose interest.
A. I like trying new things and learning new skills.	B. It feels like I'm the only one who's not on board with this.
A. New systems and processes help us improve our morale and productivity.	B. Implementing change is a downer. It never works and people just get stressed in the process.
A. Implementing this change is my highest priority.	B. I don't have time to learn all this stuff. It's a waste of time.
A. We'll never get into ruts as long as we keep trying to improve.	B. Why do we keep fixing things that aren't broken?

How do you approach change?

Assess your sensitivity to change

Gauge your personal response to change by rating yourself in the following areas. Put a checkmark the column that best describes your personal response to change. Several high marks may indicate that you are challenged by too much change.

Change-related indicators	Low	Average	High
Need for consistency			
Need to be conventional			
Anxiety about the unknown			
Preference for accepted standards			
Need for control			
Self-confidence associated with the familiar			
Self-esteem associated with established position			
Need for security			
Tendency to resist change			

Transition: The previous assessment provided participants with a sense of their general reaction to change. This assessment examines specific attributes that may be affecting that general reaction.

Content: Ask participants to evaluate themselves on the various change indicators shown on the chart. The idea isn't that you MUST have a low score in all areas. The point is to gain more insight and understanding into the reasons behind your personal resistance to change. Pick one or two of the indicators you've struggled with and use those as examples for the group.

Activity: Ask participants to note the behaviors they've noticed in their department or on their team. Use an "X" to differentiate team ratings from individual ratings. Debrief the activity by processing responses from the group.

How do you approach change?

Signals of change-related stress

In a situation where change is constant and people are not handling it well, there will be indications that individuals are not coping in healthy ways.

Evaluate your working environment by checking the behaviors you've noticed.

Gossip and rumors increase.
People call in sick more often.
People take more vacation time.
Productivity drops.
Angry outbursts occur regularly at meetings.
Deadlines are missed on a regular basis.
Finger pointing is common.
Policies and procedures are unclear, inconsistent, and not implemented consistently.
There's no clear leadership.
Rules and regulations are ignored/ disregarded.
Communication is minimal and inconsistent.
People quit or find jobs on impulse.
Good people are recruited away.

Transition: It's important to recognize that events occurring in the workplace may be due to change. This list will serve to increase participants' awareness and ability to make connections between conditions at work and change-related stress.

Ask participants to check off the behaviors they've noticed in their department or on their team. Debrief the activity by processing responses from the group and asking what can be done to combat these behaviors. Possible answers:

—Encourage employees to come to management with bad news.

—Review benefits package. It may need major updating.

—Provide communications training.

—Initiate a new incentive program.

Ask participants to move two seats to the right and have a seat. They shouldn't take any of their "stuff" with them. Have them form a workgroup with three to four people. Ask the teams to come up with at least 10 reasons why people hate change and 10 things that make change easier to accept. Tell them they have about five minutes to complete the assignment. After about one minute, ask that one member of each workgroup volunteer to go to a different workgroup. Then ask them to continue with the assigned task. After another minute, give them one more minute and ask how they are doing on completing the assigned task. Ask if they would be comfortable staying where they are presently sitting for the rest of the day. If not, why? Responses will include things like, "I don't have all the things I need," "I could see better sitting in the front," "I like sitting in the back," etc.
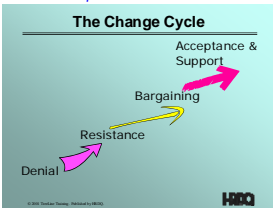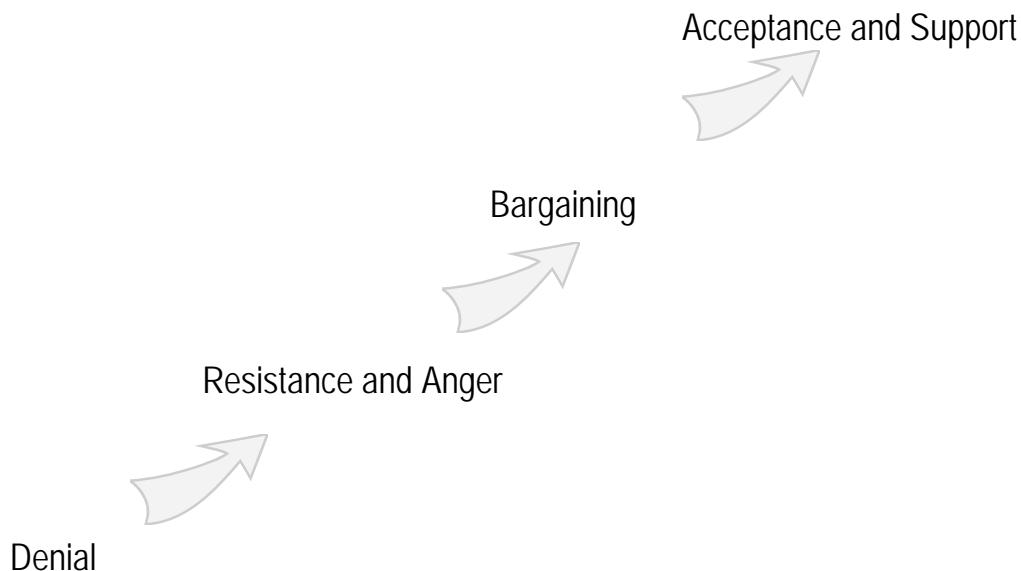
The change cycle

Why people dislike change	What makes change easier
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

The change cycle

Acceptance and Support

Bargaining

Resistance and Anger

Denial

What denial sounds like:

_____

_____

_____

What resistance and anger sound like:

_____

_____

_____

What bargaining sounds like:

_____

_____

_____

What acceptance and support sound like:

_____

_____

_____

Activity: Have participants fill in phrases or statements that reflect each part of the change cycle. Compare their answers with those on the overhead.


Transition: Use the comments from the activity to lead into the stages of how people react to change. The amount of time it takes for people to go through stages can vary greatly, but our ability to adapt as quickly as possible can be a determining factor in our career success.
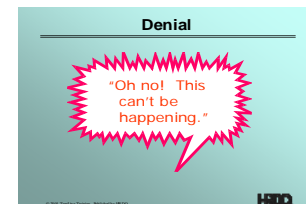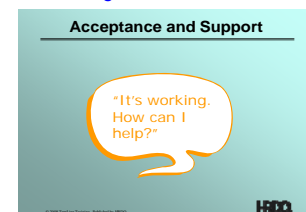
Denial: People are often shocked or surprised when change occurs, even if they had a suspicion it was coming.
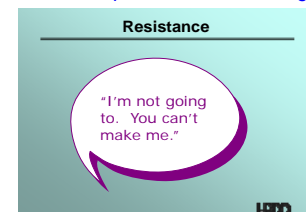
Resistance and anger: There is a natural resistance to change. The familiar is more comfortable. It's easier. It's what people know.
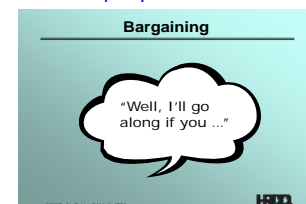
Bargaining: When it becomes apparent the change isn't going away, people will find a way to cope with it to some degree.

Acceptance and support: Once the change is successfully in place, support begins, even if it's very subtle.

7

Three typical attitudes toward change

1. Advocate
2. Ambivalent
3. Critic

Advocate

Look for people who:	Apply the following approaches:
Bring energy to the group	Capitalize on positive energy
Volunteer	Assign to mentoring and training positions
Support new ways of thinking	Use as informal power brokers and put in charge
Understand the sense of urgency	Capitalize on leadership skills

Ambivalent

Look for people who:	Apply the following approaches:
Swing between positive and negative	Validate desired behavior-catch them doing something right
Voice support but don't follow through with actions	Assign responsibility for tasks related to the change
Participate then pull back	Foster development into a leadership role
Often just exist	Invite them to assist

Advocate

Ambivalent
- Put them in charge of tasks related to the change.
- Validate the desired behavior for reinforcement.
- Give them a leadership role.
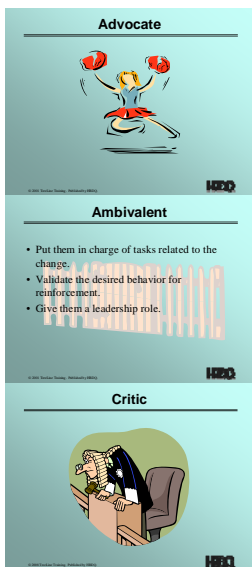
Critic

Three typical attitudes toward change

Critic

Look for people who:	Apply the following approaches:
Immediately criticize	Provide a nonthreatening forum to validate feelings
Are in denial or confused	Educate on the realities of the situation
Quickly agree without asking questions	Assign tasks related to the change process
Participate in bad mouthing or support discord	Reward any glimmer of a positive attitude

Ambivalent: Point out that wishy-washy people are important because they can be swayed either way. It's essential to recruit the support of these individuals as quickly as possible. Giving them responsibility and developing them into leaders is the best and quickest way to get them on board. Remember that Ambivalents will continue to require attention and support; even after you feel they're on board.

Critics: Do not assume that silence implies consent. Critics can be vocal or silent. Beware a critic who was once vocal and has suddenly stopped complaining. This individual has probably found a way around the change. It's important not to belittle or blame the critic for his attitude. Validate his feelings with statements like, "I know this situation is tough." Then, educate this individual on what the negative consequences will be for the organization without the change. Finally, assign responsibility.

Practice exercise

Read the scenario and identify each team member's attitude toward change. Then list strategies to maximize their effectiveness.

Stan manages a team of four graphic designers. His office has typically operated in a very open, unstructured environment. Stan wants to preserve that culture, but must implement a new project management system. How should Stan approach the following members of his team based on the following information?

Terry hasn't said anything in the meetings about using the new project management system.

_____

_____

_____

Maria has been quiet in the meetings that describe the new system, but has been overheard badmouthing the system to others in the break room.

_____

_____

_____

Ruth nodded her head in the meeting when Stan explained the benefits of the new system, but has not made any effort to use it.

_____

_____

_____

Dave was one of the people who piloted the new system and cannot understand why others are dragging their feet.

_____

_____

_____