

# ***HOW TO HANDLE CHANGE AND UPHEAVAL***



## **INSTRUCTOR GUIDE 4-HOUR COURSE**

**HRDQ<sup>®</sup>**

***HOW TO HANDLE CHANGE AND UPHEAVAL***

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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

## 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

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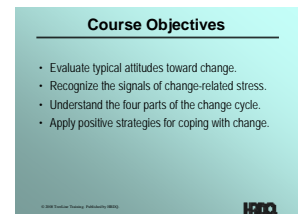
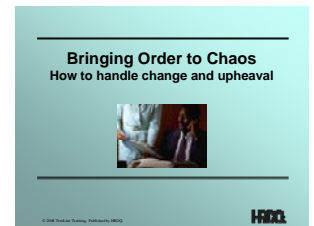
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# Course objectives

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





# ModuleOne



## ***INTRICACIES OF CHANGE***

# Why so much change?

**Introduction:** Ask participants to close their workbooks and then move into this activity. First and foremost, we must have an understanding of why changes are occurring. Use a koosh ball to facilitate brainstorming on this activity. Tell participants that you'll be kicking off the activity by throwing the ball to someone. That person must give one reason why so much change is occurring right now. Since this is a brainstorming activity, appoint a scribe to record all possible answers that are given. After everyone has shared an idea, generate a discussion about the items in the list that apply to their organization. Also, ask for input about other changes that have occurred in your particular industry, and in individual departments or work groups.

Possible answers:  
 —changing technology  
 —low unemployment rate  
 —merger/acquisition frenzy, etc.

## 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?

**Transition:** Tell participants they will be exploring some of the behaviors that result from change not being handled well, and one goal is to learn how to handle change without pain.

Ask participants to evaluate how well they respond to change. (If there has been a recent change that everyone in the group can relate to, ask the group members to rate their personal response to that specific change.) Allow a few minutes for participants to select answers and then ask for feedback. Obviously, the "B" answers show a negative perspective toward change. Point out that everyone experiences a negative reaction to change from time to time. However, it's important that the negative reaction doesn't become a habit.

**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?

## Assess your sensitivity to change

Gauge your personal response to change by rating yourself in the following areas. Put a checkmark in 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			

# 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.

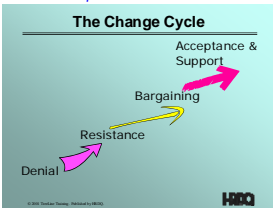
- Gossip and rumors increase.
- People call in sick more often.
- People take more vacation time.
- Productivity drops.
- Angry outbursts occur regularly at meetings.
- Deadlines are missed on a regular basis.
- Finger pointing is common.
- Policies and procedures are unclear, inconsistent, and not implemented 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.

**Activity to introduce the change cycle:** 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.

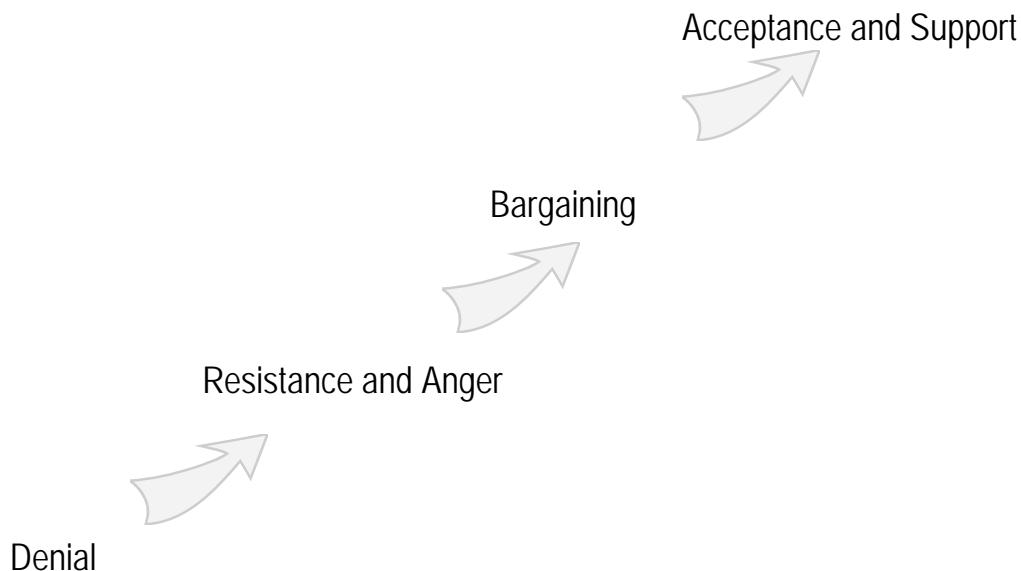


## The change cycle

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



What denial sounds like:

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What resistance and anger sound like:

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What bargaining sounds like:

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What acceptance and support sound like:

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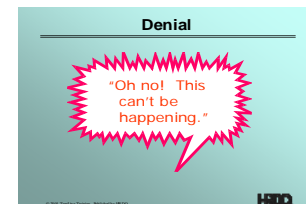
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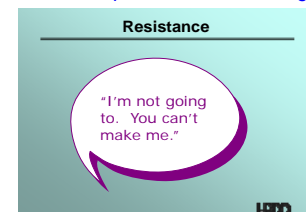
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**Activity:** Have participants fill in phrases or statements that reflect each part of the change cycle. Compare their answers with those on the overhead.

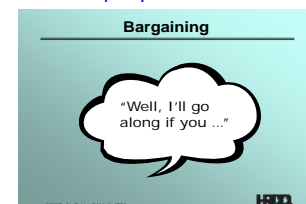
**Transition:** Use the comments from the activity to lead into the stages of how people react to change. The amount of time it takes for people to go through stages can vary greatly, but our ability to adapt as quickly as possible can be a determining factor in our career success.



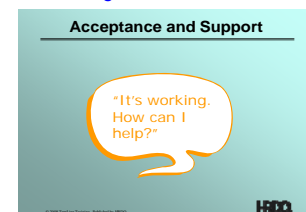
**Denial:** People are often shocked or surprised when change occurs, even if they had a suspicion it was coming.



**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.

**Transition:** Using the previous activity as a launching point, introduce the three typical attitudes that individuals have to change. Get a show of hands for each response type based on the previous activity. Explain the typical behaviors associated with each of these attitudes and highlight the strategies that are effective for dealing with each type of attitude. Mention that participants should first be aware of their own attitude toward the change before they can facilitate another's ability to cope better.

**Advocates:** These individuals are, of course, the easiest to deal with in a change process. They have the least resistance and are valuable as "ambassadors of goodwill." Put them to work as mentors or trainers who can help make inroads with Ambivalents and Critics.

## Three typical attitudes toward change

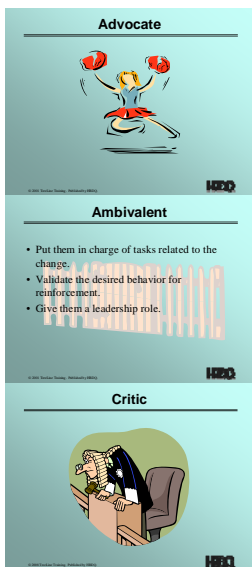
1. Advocate
2. Ambivalent
3. Critic

### 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



# 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

**Transition:** Continue the discussion of attitudes towards change.

**Advocate**

- Use as informal power brokers.
- Assign to mentoring positions.
- Recognize the informal power bases within the staff.
- Engage in mentoring and training on best practices.

**Ambivalent**

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

**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.

**Critic**

- Assign tasks related to the process improvement initiative.
- Validate feelings and educate on the realities.

**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.

**Transition:** This activity provides a review of the three attitudes toward change.

**Content:** Working in small groups, have participants read the scenario and develop strategies to handle each employee.

**Possible answers:** Terry could be an Ambivalent or a Critic—silence could mean either one. Gently probe to uncover his feelings and validate them to draw him out.

Maria is a silent Critic. It's important to draw her out and allow her to express her opinions in a safe environment. Then assign a task that gets her involved in the shift to the new system.

Ruth is an Ambivalent who could be converted to an Advocate by assigning her a role and praising her efforts to incorporate the change.

Dave is an Advocate. His efforts need to be encouraged by allowing him to mentor or train others.

## 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.

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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.

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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.

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

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