The Tuscarora Intermediate Unit Adult Education and Job Training Center planned, coordinated, delivered, and evaluated a 2-day institute on organizational change and improvement. The 85 agency staff members who attended the institute received an orientation to organizational change and improvement based on the latest theory and methodologies but with emphasis on practice. Each agency team developed an action plan of basic strategies to respond to a specific demand of their particular workplace requiring a rapid response to change. An evaluation of the institute itself and the focus group results provided valuable feedback that in turn provided direction for redesign of the EQUAL Implementing Change strand. Additional support was provided to those attendees who desired further technical assistance. Feedback from the focus group and a random sample of participants indicated that agencies had varying degrees of success implementing their plans. A long-term, multiple-session intervention strategy was deemed best for planning and implementing organizational change. (Appendices constituting approximately 75% of the document contain the following items: detailed outlines of the institute's two sessions along with materials during the Power Point presentations at both sessions; a contact information form; the preconference application form; and a list of follow-up questions to the institute.) (MN)
Organizational Change and Improvement Institute

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Tuscarora Intermediate Unit 11
Adult Education and Job Training Center
MCIDC Plaza, Building 58
6395 SR 103 N
Lewistown, PA 17044
717-248-4942
contract # 098-00-0008

$75,000 (includes ($25,000 pass through for Corrections Ed)

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Abstract

Grant recipient: Tuscarora Intermediate Unit 11
Adult Education and Job Training Center
MCIDC Plaza, Building 58
6395 SR 103 N
Lewistown, PA 17044
717-248-4942

Program Name: Organizational Change and Improvement Institute

Grant Allocation: $75,000
Project period: 7/1/99-9/30/00
Project Director: Carol Shefrin

Project Purpose:
This project planned, coordinated, delivered and evaluated a two-day, intensive institute on organizational change and improvement November 15-16, 1999. Eighty-five agency staff members were served. Participants received an orientation to organizational change and improvement based on the latest theory and methodologies but with an emphasis on practice.

Project Outcomes:
Outcomes included:
• coordination of a two-day institute for a total of 85 agency staff members;
• an additional focus group during a pre-conference at the PAACE Midwinter Conference;
• availability of support to attendees wanting technical assistance;
• evaluation of the Institute for effectiveness.

Impact:
1) Each agency team developed an action plan of basic strategies in order to respond to a specific demand of their particular workplace requiring a rapid response to change;
2) Evaluation of the Institute itself and results of the focus group provided valuable feedback that provided direction for redesign of the EQUAL “Implementing Change” strand.

Products or Training Developed: The products included Institute programs and notebooks for use by participants at the Institutes and a final report.

Products available from: Advance State Literacy Resource Center, 333 Market Street, Harrisburg PA 17106.

Project Continuation and/or Future Implication: None

Conclusions/Recommendations:
Each agency team left the Institute with an action plan of strategies to address change for three critical areas of their organizations: communication, productivity and resistance to change. Feedback from the focus group and subsequent conversations with a random sample of participants indicated that agencies had varying degrees of success implementing their plans. The conclusion is that the best strategy for planning and implementing organizational change is through a long-term, multiple session, intervention strategy. Recommendations based on what was learned were incorporated into the EQUAL “Implementing Change” strand.
Introduction

"Organizational Change and Improvement Institute" addressed priority A.

2. Professional Development Institutes: administrative and fiscal management and support of a project for statewide adult basic education professional development.

The Institute was the sixth in a series of successful Institutes sponsored by the Tuscarora Intermediate Unit Adult Education and Job Training Center since 1992. Each time our agency has coordinated an Institute, regardless of the topic, we have improved the programming and the follow-up components for a subsequent Institute based upon what we learned. In this case, evaluation and feedback had implications for the EQUAL "Implementing Change" strand as well as for future Institutes.

Body of the Report

1. Statement of problem

In the current political environment, agencies are often struggling to find effective strategies to bring about positive change in staff attitudes, to develop new skills among employees for new ways of work, and to develop new organizational processes to meet the changing requirements of both PDE and the customer, the adult learner. There are definite problems inherent among adult education service providers. Some are reluctant to change; others want to change, want to respond positively, but don't know how, i.e., don't have the staff with the necessary skills or the organizational processes in place that encourage new ways of work.

At a human level, people react in a variety of ways in these situations. They may be frightened, frustrated, or demoralized. At the organizational level, ways of work that used to bring about success no longer do. Organizations are made up of people and, without change at a personal level, ultimately there will not be change at the organizational level. Anecdotal evidence that the situation is reaching critical proportions can be found in the number of requests for training on "change" received by the South Central PDC, and by the fact that there is
always a "full house" when "change training" is offered. Therefore, the training
offered during the Institute did, in fact, address both kinds of change.

Another aspect of the problem is four major initiatives in Pennsylvania and
the country requiring organizational change. They include the Workforce
Investment Act, the EQUAL initiative, the new PA Adult Teacher Competency
Standards, and the revised Indicators of Program Quality and Performance
Standards for ABLE Programs. Therefore, the training offered by the Institute
was also both timely and relevant because it was developed within the context of
these major initiatives.

Finally, although training may be available through the professional
development system on organizational change, there was an advantage to using
an Institute as the delivery system, at least for an initial training. The time and
setting allowed for intensive exposure to current critical issues. It was also an
important networking opportunity for attendees. Identifying colleagues dealing
with the same issues was an important part of creating a support system for
dealing with the problem of "change."

2. Goals and objectives

The goal of the project was to provide training based on sound theory and
proven exemplary practices, preferably for agency staff attending in teams, on
how to deal successfully with the need for change on both personal and
organizational levels as mandated by the new federal legislation and the ongoing
need for continuous program improvement. Objectives for the "Organizational
Change and Improvement Institute" were:

- to coordinate an Institute for a total of 100 agency staff members;
- to provide additional follow-up training during a pre-conference at the
  PAACE Midwinter Conference;
- to provide technical support and assistance to attendees through personal
  and/or email communication;
- to evaluate the Institute for effectiveness by soliciting feedback at regular
  intervals after the Institute and throughout the year.
3. Procedures
   a. General Design

   The design of the "Organizational Change and Improvement Institute" was in three parts:

   Part 1 involved the coordination of the operational and programmatic aspects for the Institute. The Institute was offered November 15-16, 1999, at the Harrisburg East Holiday Inn, Harrisburg PA. The conference format was designed based on specific content objectives for the Institute (see below) and included large group plenary sessions, small group discussions and agency work-team activities. The conference content addressed various levels of change—personal attitudes and roles as well as organizational strategies and procedures.

   Content Objectives

   Upon completion of training, participants will be able to:

   **Day 1 - Personal Change:**
   - Identify current life changes;
   - Discuss change management strategies;
   - Identify stages of personal change;
   - Identify coping mechanisms to responding to change;
   - Distinguish between knowledge and "know how";
   - Identify reward – consequences relationships.

   **Day 2 – Organizational Change**
   - Recognize predictable dynamics of organizational change;
   - Learn to be a change agent;
   - Learn to use a planning tool for dealing with the challenges of change;
   - Examine "change agent" characteristics that enhance your value;
   - Value "change agent" characteristics in others;
   - Understand the impact that commitment has on your probability of success in implementing change.

   The guiding theme throughout the planning process was that everyone would leave the Institute with the basic understanding that organizational change and personal change are an integrated process, that each supports the other,
and that organizational change cannot happen without first addressing the need for change in personal attitudes and roles.

Marketing of the Institute was done in cooperation with the regional Professional Development Centers. A sample of the Institute brochure is attached.

Suzanne Fisher and Dehra Shafer coordinated and developed the program design, development, implementation and evaluation activities of the Institute. At the time both worked for the Tuscarora Intermediate Unit Adult Education and Job Training Center (TIU-AEJTC). Ms. Fisher had presented numerous workshops on the issues of effective personal and organizational change to various audiences including ABLE-funded agencies, Midwinter Conference and PA Partner agencies such as JTPA, Job Services, PIC and CAO staff. Ms. Shafer has worked in the field of adult education for twenty years. Prior to joining TIU-AEJTC, she developed and managed numerous conferences and institutes while employed by Penn State Continuing and Distance Education. She also was the Program Chair for the 1995 PAACE Midwinter Conference. Ellen McDevitt, training consultant from Pittsburgh, also was recruited to be a co-presenter for the organizational change portion of the training on Day #2.

Part 2 of the project was the Institute itself. Sheree Goss, TIU-AEJTC Operations Manager supported the implementation team with their coordination efforts to ensure the smooth running of the events and implementation of the evaluation process. Detailed information about the content and design of the Institute is included in the “Objectives Met” section of this report.

Part 3 was the continuation of the initiative. Based on evaluations of the Institute, project staff facilitated a focus group during pre-conference training at the PAACE Midwinter Conference on February 2, 2000, where participants shared progress on actions plans, planned for capacity building within their agencies and provided valuable feedback for the design of future training on organizational change.
b. Location

The project staff were based at the TIU Adult Education and Job Training Center in Lewistown. The Institute was held at the Harrisburg East Holiday Inn, Harrisburg PA. The facilities provided the Institute with a relaxed, yet professional atmosphere where both networking and high productivity could take place. Directions and a flier about the facilities were mailed to participants with their registration materials. Accommodations were made for anyone with physical limitations or dietary restrictions.

c. Methods and Materials

Training during the Institute included lecture, application and practice of relevant concepts and competencies, with an emphasis on application and practice. Agency work teams left the training with a plan for implementing change in three critical areas: communication, productivity and resistance to change.

The follow-up session during the PAACE Midwinter pre-conference continued the theme set forth at the initial Institute: organizational change takes time and requires support, both internally from decision-makers and externally from other stakeholders. Participants had had the time to try out strategies learned at the Institute and attempt to implement the action plan for their agency related to three critical change areas. They brought their reflections, frustrations and successes to the follow-up session. Based on feedback gathered (see attached questionnaire), project staff facilitated supportive discussion to meet participants’ need for continuing dialogue related to their critical change issues.

Materials for the Institute consisted of a folder of handouts (PowerPoint copy attached). Each participant also received a copy of A Survival Guide to the Stress of Organization Change; each agency team received a copy of Business as Unusual. Both publications were written by Price Pritchett and Ron Pound and are published by Pritchett & Associates, Inc.
d. Time Schedule

September 1999:
- Email notices to PDC's;
- Brochure to printer;
- Create/print conference applications;
- Order name tags.

October 1999:
- Mail brochures;
- Decide: content, presenters, agenda, av forms, evaluation process

October 29, 1999:
- Registrations due

November 1-12, 1999:
- Send confirmation letters, hotel directions and room assignments;
- Confirm with Holiday Inn: food, number of participants, room assignment list;
- Print nametags;
- Assemble packets;

November 15-16, 1999
- Institute

February 2000:
- Follow-up session at Midwinter Conference

February 2000 - May 2000:
- Summative evaluation of impact of Institute; Technical assistance

4. Objectives met

a. To coordinate an Institute for a total of 100 agency staff members.

In a two-day, intensive Institute 85 participants representing 37 agencies received an orientation to organizational change and improvement that was based on the latest theory and methodologies but with an emphasis on practice. Although less than the target number of participants attended, evaluations indicated that the goal had been met for those who participated. Each agency team left with an action plan of basic strategies necessary to respond to a specific demand of their particular workplace requiring a rapid response to change. Content of the training was relevant for both administrators and practitioners.
Following the EQUAL model, agencies were encouraged to send a team of two (but no more than four) people including at least one decision-maker and one practitioner. Thirty-three agencies did, in fact, send at least two people. The rationale was that lasting change is rarely effected by one "lone voice crying in the wilderness." Systemic change is usually the result of a team of people working in concert with, and in support of one another.

Objectives for the Institute included that, during the Institute, participants would learn how attitudes can be changed, learn new skills, and develop an action plan for effecting change in their agencies. To accomplish these objectives, the Institute was designed in three sections.

First, Sam Deep, an organizational consultant, management trainer and motivational speaker from the University of Pittsburgh, accepted the invitation to be the opening speaker on Day #1. His topic, "Getting from Yesterday to Tomorrow," was extremely well-received and his participation in the Institute was certainly one of its highlights. Second, throughout the remainder of Day #1 Suzanne Fisher identified issues and addressed participants' reactions to change at the personal level; Finally, during the morning of Day #2 Dehra Shafer, assisted by Ellen McDevitt, presented strategies for change at the organizational level, and during the afternoon of Day #2, participants moved to developing "action plans" for their agencies that included improvement at both levels (outlines attached).

Topic areas integrated into the first day included:

- the impact of change on each of us;
- accepting ambiguity and uncertainty;
- understanding change won't go away; it will only go faster;
- realizing that no matter how well planned, change won't be trouble-free;
- recognizing that each of us is accountable for making change successful;
- mastering the stages of change: endings, neutral zones, new beginnings;
- understanding that change performance = capability x commitment;
- proactively planning for your personal reaction to a particular situation that involves your response to a change effort;
• committing yourself fully to change efforts;
• holding yourself accountable for outcomes.

As participants discussed outcomes, a natural transition occurred that initiated making the mental connection between change at the personal level and change efforts at the organizational level. The two primary resources for the development of this portion of training were William Bridges’ Managing Transitions and Square Wheels: The Big Book published by the Performance Management Company.

On the morning of the second day participants moved to learning about the organizational levels of change. The primary resource for development of this part of the training was The Four Levels of Change published by Price Pritchett Associates, Inc. A secondary resource used was Taking Charge of Change: 10 Principles for Managing People and Performance by Douglas K. Smith. Participants moved through the four levels of organizational change and built on what they had learned about themselves as individuals on Day #1. They were introduced to three strategies for managing change and used a tool titled “CPR for changing organizations.” The tool provided guidelines for planning for organizational change in three critical areas of Communication, Productivity and Resistance to Change. Smith’s “Wheel of Change” also was used as a strategy for ultimately “getting to” performance-based, organizational change. The “Wheel of Change” served as a model for developing an action plan that addressed a critical change issue for each agency with regard to the three critical areas (CPR). Topics for this part of the training included:

• the four levels of change: cope, adapt, capitalize and create;
• the economic impact of change;
• broadening perspective on change: major causes of change, the changing nature of work, and the time crunch;
• the impact of change on organizations;
• understanding your “sphere of influence” with regard to change;
• getting beyond decisions to performance
three strategies for managing change: communication, productivity and resistance to change.

On the afternoon of the second day participants examined "change agent" characteristics as a strategy for ultimately "getting to" performance-based, organizational change. Change agent characteristics served as a model for participants to then estimate their comfort zone with change. Finally, participants picked one change goal that their team had identified and analyzed rewards for taking or not taking action and the consequences of taking or not taking action. Topics for this part of the training included:

- becoming a change agent;
- "adding value" through being a change agent;
- valuing change agent characteristics in others;
- analyzing the rewards and consequences of organizational change.

Agenda

Day 1
9:00-9:30 AM registration
9:30-10:15 AM Sam Deep, keynote speaker
10:15-10:30 AM break
10:30 AM-12 PM General Session: Personal Change - part 1
12-1 PM lunch
1:15-2:45 PM General Session: Personal Change - part 2
2:45-3 PM break
3-4:30 PM General Session: Personal Change - part 2 (cont.)
6-7 PM dinner

Day 2
8-9 AM continental breakfast
9-10:15 AM General Session: Organization Change - part 1
10:15-10:30 AM break
10:30 AM-12 PM General Session: Organization Change - part 1 (cont.)
12-1 PM lunch
1:15-2:45 General Session: Organization Change - part 2
2:45-3 PM Wrap-up, evaluations
b. To provide additional follow-up training during a pre-conference at the PAACE Midwinter Conference

Based on evaluations of the Institute, project staff developed a pre-conference follow-up training to be offered prior to the PAACE Midwinter Conference. Participants were to receive additional training in continuous improvement related to change, have the opportunity to share progress on actions plans, and plan for capacity building within their agencies. However, only 5 people registered for the session, in part, because it was inadvertently scheduled opposite the administrators' pre-conference which precluded about half of the original participants from attending. As a result, project staff decided to transform the training session into a focus group. Those who had pre-registered were contacted and agreed to participate. The questions discussed are attached.

5. Objectives not met

a. To provide technical support and assistance to attendees through personal and/or email communication;

This objective was not met in the way that it was originally conceived. Project staff were never able to establish regular contact with participants through personal phone conversations or email communication. This was due, in part, to the resignation of Suzanne Fisher, one of two key staff members for the project, in April 2000. Nevertheless, technical assistance was offered to the five people who attended the focus group in February at the pre-conference session of the PAACE Midwinter Conference. However, no one availed themselves of the offer.

b. To evaluate the Institute for effectiveness by soliciting feedback at regular intervals after the Institute and throughout the year.

This objective was not met in the way it was intended to be carried out. After the resignation of Suzanne Fisher, Dehra Shafer, the other project staff member, contacted a random sample of 4 agencies who had participated in the Organization Change and Improvement Institute. At that time the feedback was
that programs were having varying degrees of success initiating the plans they had developed at the Institute.

6. Evaluation

Evaluation was conducted on the impact of the primary activity of the project, i.e., the "Organizational Change and Improvement Institute" held in November 15-16, 1999. Evaluation was based on:

- feedback on sessions and conference evaluation forms;
- follow-up questions discussed at the Mid-Winter Conference session;
- random participant interviews.

Evaluation forms filled out at the end of the Institute itself indicated that the majority of participants felt the Institute had been worthwhile and that agencies plans they had developed would be worthwhile. Sam Deep's keynote address was the biggest success of the event. The most common criticism was that many participants felt they did not have adequate time to complete each of the three parts of the agency action plan.

Feedback from the focus group and subsequent conversations with the random sample of 4 participating agencies indicated that agencies had varying degrees of success implementing their plans. The conclusion reached by project staff was that the best strategy for planning and implementing organization change is through a long-term, multiple session, intervention strategy. Recommendations based on what was learned were incorporated in the EQUAL "Implementing Change" strand by Dehra Shafer who became the lead trainer for that EQUAL strand.

7. Dissemination

Dissemination of the project results is through the Tuscarora Intermediate Unit, PDE Bureau of Adult Basic and Literacy Education and the AdvancE State Literacy Resource Center, 333 Market Street, Harrisburg PA 17106.
**Objectives**
Upon completion of training, participants will:
- Identify current changes
- Discuss change management strategies
- Identify stages of change

**Supplies**
- OH projector
- Long extension cord
- OH: quote
- Managing Transitions book
- Endings/Neutral Zone/New Beginnings newsprints
- Colored dots
- Blank OH
- OH markers
- tape

**Introductory Activity (Stand-up, Sit Down)**
Ask all participants to stand.
Say:
- Think back over the last six months and how many major changes you’ve experienced during that time.
- Major changes are those that directly affect you in profound ways. (job reorganization, changing jobs, financial changes, death, birth, marriage in the family, illness, child moving away, relationship problems, you get the picture.)
- Those who have had no major changes may sit down.
- Those who have experienced one or two major changes may sit down.
- Those who have experienced three or four major changes may sit down.
- Those left...ask, how many major changes they’ve experienced and obviously survived.
- Give a big round of applause.
- *Give prize that resembles strength.*

Turn to person beside you and share how you worked through those change experiences.

**Introductory Comments**
As we begin to talk about the impact of change on us personally, we need to remember we have all experienced major changes (maybe not within the last 6 months)
- have survived
3 Guarantees of Change

First Guarantee
- Change won’t go away
- It will only go faster

Second Guarantee
- No matter how well planned, change won’t be trouble-free

Third guarantee
- Each of us is accountable for making change successful

What challenges are you currently facing because of change?
- Personally
- Professionally

Take time to:
- Think
- Write
- Share with a partner

Remember: as we think of challenge – change is definitely a piece

OH: change - challenge

Learning new skills...
Taking on more responsibilities...
Can be achieved generally without too much concern

Acquiring new attitudes and beliefs and working in different ways...
Is another issue entirely

Why is this the case?
Discuss with tablemates

Reality is:
Many changes we do not want and would not have chosen ourselves.

Past:
- Change occurred like a series of stairs, with landings along the way.
- Reach a certain level and then have a chance to relax, regroup, take a breath and start again.

Now:
- Looks like continuous upward curve
- Very little time to rest, no landing to take a deep breath
This is how it is during times of radical change: OH

- Liking the change is beside the point
- Doing things outside your comfort zone and skills is necessary
- The organization is not responsible for what's happening in the world at large
- The speed of change will get even faster...and the old work habits will no longer work

Comments?

Stages of Change

- A major part of mastering change involves dealing with effects of change.
- Let's talk about the stages of change.
- While there are many models on the market, for the personal aspect, we are utilizing both William Bridges and Price Pritchett's works.

OH: Endings / Neutral Zone / New Beginnings
Place on OH
Quickly review

- People can make a beginning ...ONLY if they first make an ending.
- Problem is, many of us don't like endings.
- Need to let go of what once was
- Experience in-between (trapeze) uncomfortable (limbo)
- Move to the new

Ex. SMF personal

- **Ending**
  - Son graduating from high school
- **Neutral Zone**
  - Summer – waiting to go to school
- **New Beginning**
  - Actually start college

Ex. SMF professional

- **Ending**
  - Program that worked and as I knew it, came to a close
- **Neutral Zone**
  - Not delivering what once did, but new opportunities now available
- **New Beginning**
  - Actual combination of program delivery

Draw attention to Newsprints: Endings /NZ / New Beginnings
Instruct participants to place a colored dot where they currently see themselves today with regard to change efforts in your workplace.
Do not put your dot where you think it belongs or others think it belongs. Be honest with yourself.
Change Institute Personal

Get up and stick dot.
Count dots in each of three stages.

**Count numbers among various stages**
- We are at different places
- Important point to remember
- We may be experiencing same change but...
- At different stages

Let’s look at each stage

**Endings**
- Denial / Avoidance is a common response
- Takes form of ignoring or not responding to information
- Attempt to preserve success and comfort of past by ignoring signs that past is over
- Normal because people are asked to give up comfortable and familiar ways

We cannot ride on notion that this is just the way it is and resistance should be expected.
- Expected yes...OK to stay..NO
- We will talk later about the need to become a quick change artist

**Tablemates Activity**
Identify specific actions that you can use to assist you to move through denial and avoidance of the *Endings* stage

*Allow 5 minutes*
Ask for one suggestion per table
Record

*Answers may include:*
- Pay attention to what is happening outside your 4 walls
- Separate what you wish is true from what is true
- Talk to other people about they are doing to work through change
- Learn why this is happening
- Be aware of your feelings and accept as normal
- Plan for and acknowledge resistance
- Understand you may want to blame others, move beyond blaming to understanding reasons for change
- Talk to people who have a positive outlook
- Honor ventilation

**Reminder:**
New hires join up ready and willing to help drive the organization in new directions. They are eager to prove themselves and make their mark.
You would be that way if you left your present job and hired on somewhere else
Why not take that approach in the here and now?
Neutral Zone (transition)
- Time when anxiety may rise, motivation fall
- People in this phase miss more work/school than any other time (think not only of yourself and colleagues, but our learners as well)
- Ambiguities of neutral zone, natural for people to become polarized between those who want to rush forward and those who want to go back to the old ways
- While time of limbo, some may enjoy, can hide behind lack of structure

Tablemates Activity
Identify specific actions that you can use to assist you to move through Neutral Zone (transition)
Allow 5 minutes
Ask for one suggestion per table
Record

Answers may include:
- Recognize this is a time for creativity, think of new possibilities
- Protect people from further changes
- Review roles and reporting relationships
- Set short term goals as checkpoints
- Give people a sense of accomplishment and movement
- Spread the facts
- Raise the standards of performance

New Beginnings
- Time for exploration and commitment
- Fun and exciting phase
- Folks ready to accept change is necessary and important
- Shift from change viewed as a threat to opportunity
- May have trouble staying focused (energy and problem-solving mode)

Tablemates Activity
Identify specific actions that you can use to assist you to move through New Beginnings (Exploration and Commitment)
Allow 5 minutes
Ask for one suggestion per table
Record
Answers may include:
- Learn and practice new skills needed by your organization
- Seek out many ideas before you come to a conclusion or form a plan
- Help folks see this change opportunity as a new job
- Focus energy and time where you can make a difference
- Recognize and reward yourself for your success

Conclusion
The first half of this afternoon we looked at:
- how change affects us.
- stages of changes.
- where we fit personally.

After break we are going to begin the process of identifying coping mechanisms to personal change.
3 Guarantees of Change

- First Guarantee
  - Change won't go away...only happen faster.
- Second Guarantee
  - No matter how well planned, change won't be trouble free.
- Third Guarantee
  - Each of us is accountable for making change successful!

Challenges

- Personal
- Professional

Challenge

Change

Past

Current
Endings

- Denial / Avoidance is common
- Ignoring or not responding to information
- Preserve success and comfort of past
- Normal because...people are asked to give up what is comfortable and familiar

Neutral Zone

- People miss more work/school
- Natural to become polarized
  
  or
  
- Time of limbo...
  Some may enjoy due to lack of structure

Neutral Zone

- Anxiety

- Motivation

New Beginnings

- Time for exploration
- Fun and exciting phase
- Accept change as necessary
- Shift from threat to opportunity
- May have trouble staying focused
Personal Response to Change  
November 15, 1999 - Session #2

Objectives
Upon completion of session, participants will:

- identify coping mechanisms to responding to change.
- distinguish between knowledge and know how.
- identify reward – consequences relationship.

Supplies
- Markers
- Blank OH
- OH markers
- New Work Habits booklets
- New Work SMF copy

Welcome back from snack break.  
Sugar we need to get you moving around.

Whole Group Birthday Wheel
- Turn to person beside you
- In 2 minutes, share a time when an upcoming change would be negative
- In reality, not so bad, maybe even good

SMF – count off by 8 or 10
- This is your new table group
- Allow yourself the opportunity to get to know new folks.
- No grumbling...this is an Institute on Change
- You will be working with folks from your own agency tomorrow.

OH: Performance = Capability x Commitment
Let’s break it down and discuss the meaning of this equation

Start with Capability
Two components make up capability:
Know (knowledge)
Know how (to)
What does it mean “to have the knowledge?”

- Let’s use the example regarding exercise.
- The actual performance of the exercise efforts will depend of several things.
- The knowledge component focuses on understanding and recognizing the benefits of exercise.
- This is the Why piece.

Ask the group:
What are some benefits of exercise
Record on flip chart or overhead

Answers may include:
- Decrease risk of osteoporosis
- Increase heart – lung functioning capabilities
- Weight reduction
- Reduce stress levels
- Time alone
- Time with friends or family
- Increase energy levels
- Real health benefits

Please Stand up
- If you can say you have this particular knowledge regarding the why of exercise you may continue standing?
- Please be honest
- If you do not exercise on a regular basis, you may sit down.

Knowing alone does not = performance

In terms of capability, most all of us have the knowledge, but it looks like there must be additional factors.

Second component of capability
Know how
Back to the exercise example, what might be some of the know how to’s of regular exercise

Answers may include:
Warm up techniques
Swimming strokes
Rollerblading – how to push off and stop
Power walking techniques
Walk thru once more
- Please stand
- Think about whatever exercise effort you might engage in...when you might exercise
- If you have both the knowledge and the know how to's, you may remain standing.
- Example: If you do got a pair of rollerblades two years ago for your birthday, but you still do not know how to rollerblade you may sit.
- Those of you still standing: you know the why re: exercise and the know how to..
- If you do not exercise on a regular basis, you may sit down.

Knowledge and know how to are 2 components of capability
Just because you know, does not automatically mean you know how to...

Let's spend a few minutes identifying areas where our Capability is high in our professional lives
- This means you have the know and the know how to.
- On the table are copies of *New Work Habits for a Radically Changing World*
- Each of you take a copy. They are yours to keep.
- We do not want these shelved when you get back to your workplace.
- We will start using these booklets this afternoon.

- Take a few minutes to specifically look over the table of contents (3 pages back)
- The table of contents highlights each of the 13 characteristics are the *new work habits*
- Identify one of the 13 habits that is a high capability for you *personally* in the workplace
- Circle it or underline it in your book.

It is important to recognize and remind ourselves of our high capability areas. We can build upon those areas, as we look at areas of growth.

Now, look over the contents once more with a more critical eye and determine one habit in particular that your capability is not high
- either you don’t know about it and/or
- you don’t know how to put it into practice.

Spend a few minutes reading to yourself the two pages devoted to that particular habit.
- The first half of the reading deals with the knowledge aspect.
- The second half gets at how to accomplish.

After you finish reading, think about your own personal workplace setting, what changes are going to make to move the identified habit to one of high capability.
OH: Three things
- Identify one habit that is low capability
- Read the two pages
- Share your thoughts regarding possible action steps with a partner at your table.

We’ve talked about the 2 components of capability, let’s move to commitment

OH: Performance = Capability x Commitment
Focus on Commitment
Two components: rewards and consequences

OH and HO: Reward / Consequences Grid
Let’s go back to our exercise example
What are the rewards for engaging in an exercise program
- Ask for list:
- Write on OH

Now, What are the rewards for not engaging in an exercise program?
- Ask for list:
- Write on OH
More time
Won’t get sweaty
Stay home
Don’t have to leave home

Important Point
There are rewards either way.
Our task is to decide which rewards most important to us
Let’s move on

What are the consequences for engaging in an exercise program?
Write responses in grid
Getting sweaty
Having to leave home
Less free time

Finally, what are the consequences of not engaging in an exercise program?
Write responses in grid
May not live as long
Weight gain
Less heart / lung functioning
Relationship
There is a relationship between rewards for not engaging in an exercise program with the consequences of engaging in an exercise program – **Short Term**

Likewise, there is a relationship between rewards for engaging in an exercise program with the consequences of engaging in an exercise program – **Long Term**

**Bottom Line**
- No right or wrong answers, but rather what is right or wrong for you.
- A parent of young children may choose the short term, because their time and energy levels are the most crucial.
- Yet the same adult 5 years later may opt for the long term.
- You chose a work habit you want to work towards, a change
- May or may not be same habit previously identified
- Sometimes we have a choice, and sometimes we don’t
- Third Habit is to Speed Up – you may feel you are going as fast as you can, but still expected to speed up (that is not a choice, but a change you must work towards nonetheless

- Take time to fill in the grid, regarding the reward and consequences of your identified action.
- Discuss with the person on the opposite side of you.

**We have focused on the commitment piece.**
When you put high capability with high commitment, we will see a change in individual performance.

Today, we focused on individual response to change. Tomorrow, we will focus upon the organizational response. (We will talk about what we mean by organizational.)

**Closing activity: Plan your Work...Work your Plan** (Ken Blanchard)
Before leave this session, need to look specifically at a particular situation that involves your response to a change effort.
Need to identify what you are going to do...**ACTION**

**Take time to complete worksheet:**
- When.... *(workplace situation)*
- I will... *(new behavior with that individuals involved)*
- So that... *(desired outcome)*
Share with partner at your table
Logistics

Dinner at 6:00 in Dauphin

Evening is on your own
- Pool
- Close to several malls
- If you’ve never seen our state capitol or it’s been awhile, you might want to go over
- See us and we can help with directions
- Or you can spend the evening reading the fine materials we have given you.

First session starts at 8:30 tomorrow morning

Look at your name tags
- Red dots go to East Derry
- Blue dots go to Susquehanna
- Please seek out your team members and sit at a table together

Continental breakfast will be available outside East Derry from 7:30 – 8:30
Three Things to Do...

- Identify one habit that is low capability
- Read the two corresponding pages
- Share your thoughts regarding possible action steps with a partner

Performance $= \text{Capability} \times \text{Commitment}$

- Know
- Know how

- Rewards
- Consequences
Pay for Commitment or... Pay for Not Having Commitment

Rewards for New Habits | Consequences of Building New Habits
---|---
Rewards to Not Building | Consequences of Not Building New Habits

Pay for Commitment or... Pay for Not Having Commitment

Rewards for Taking Action | Consequences of Taking Action
---|---
Rewards for Not Taking Action | Consequences of Not Taking Action

Plan your Work...Work your Plan

- When... (workplace situation)
- I will... (new behavior)
- So that... (desired outcome)
The Four Levels of Change  
November 16, 1999 - Session 1

| Intro | Good morning! Wasn’t yesterday fun?!  
So tell me what you enjoyed most?  
Share something you learned, a new idea, something you’d never thought about... |
|-------|-------------------------------------------------------------------|
| Act   | This morning we’ve got a little “Warm-up” activity for you,  
something to get you awake, something to get you thinking...  
Write your name as many times as possible in 12 seconds.  
Now make a small change: use your other hand.  
Tally results (at table/small groups) before and after “the change”  
Point: working harder and longer, yet less productive  
Write on flip chart:  
Quantity (productivity) - down  
Quality - down  
Energy - up |
| Dis   | Suggested questions to ask the large group:  
• How long to get good with left hand?  
• How did you feel as you were writing the new way?  
  What effect did how you felt have on how fast you wrote?  
• How long if offered $100 per autograph? (reward change)  
  Point: even if your penmanship improves, it won’t be the same  
  as it was before (things never go back to the way they were)  
• What happens if another change hits?  
  What does it feel like to get further from success?  
  (Draw second, deeper curve on flip chart)  
• If it’s so hard, why are we trying to change?  
  Because some/many major change events have “hit” your  
  organization. We can diagram what you’ve just described like this... |
| Info  | The four levels of change that an organization moves through when  
a major change event occurs look like this: |
|       | draw curve on flip chart (T 1-A) |
| Info | Explanation of each part of the curve:  
- Cope - victim mindset of employees; leaders carry burden of responsibility  
- Adapt - employees change/adapt but are in reactive mindset  
- Capitalize - need to change seen as an opportunity; administrators involve employees in decision-making  
- Create - employees own the change and help make it happen; they decide on things that need to change and initiate them |
| Transi- tion | Yesterday we focused on change in the workplace from the individual's point of view. Today we're going to look at change from an organizational perspective, the other side of the same coin. So this is what we expect to accomplish this morning... |
| Obj: | Objectives:  
- Recognize the predictable dynamics of change  
  (the "why" of change, the left side of the curve)  
- Learn to be a change agent and use tools for dealing with the challenges of change within your organization around  
  - communication  
  - productivity  
  - resistance  
  (the "how" of change, the right side of the curve)  
Point: When you give people the tools and support to change, the curve does not dip as far.  
(Draw third, shallow curve on flip chart.)  
Ask: Which organization would you rather work for? |
| Economic Impact | When change occurs, productivity drops dramatically  
"The Way We Were" vs. "The Way We Are"  
Ask: What did you see happening during the writing activity?  
("mourning?" resisting? sabotaging? ignoring directions?)  
Point: We all go to the bottom of the curve; the challenge is to figure out how not to go so deep into the curve. So we need to... |
| Broaden Our Perspective on Change |  
- Major Causes of Change  
- The Changing Nature of Work  
- The Time Crunch |
<table>
<thead>
<tr>
<th>Info</th>
<th>#1 Major Causes of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dis</td>
<td>Write T - I - P on flip chart</td>
</tr>
<tr>
<td></td>
<td>Ask: Name as many things as you can that didn’t exist, or weren’t in use, in 1980, the year Ronald Reagan was elected President:</td>
</tr>
<tr>
<td></td>
<td>- Technology</td>
</tr>
<tr>
<td></td>
<td>Prompt: How has technology changed your workplace?</td>
</tr>
<tr>
<td></td>
<td>Point: More technology developed in the past 15 years than the previous 85; not since the Industrial Revolution has there been so much change.</td>
</tr>
<tr>
<td></td>
<td>- Information</td>
</tr>
<tr>
<td></td>
<td>Prompt: What does increased information do for people?</td>
</tr>
<tr>
<td></td>
<td>(Answer: power! Ex: health care)</td>
</tr>
<tr>
<td></td>
<td>- People (customer expectations)</td>
</tr>
<tr>
<td></td>
<td>Point: People are what are really driving change—their expectations, their demands as customers</td>
</tr>
<tr>
<td></td>
<td>(Ex: Mac Donald’s: people want food faster, cheaper—and better—Wendy’s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Info</th>
<th>#2 Changing Nature of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Points:</td>
</tr>
<tr>
<td></td>
<td>- More mental work, less physical work</td>
</tr>
<tr>
<td></td>
<td>- No more entitlement to job security and retirement</td>
</tr>
<tr>
<td></td>
<td>- Faster pace; accelerating change</td>
</tr>
<tr>
<td></td>
<td>Draw “squiggle’s” showing change in:</td>
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<tr>
<td></td>
<td>50’s, 60’s, 70’s, 80’s, 90’s</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Info</th>
<th>#3 The Time Crunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Point: It’s important to communicate the “why” of change; that the pace will not slow down; that we can’t go back.</td>
</tr>
<tr>
<td></td>
<td>Attitudes may not change immediately, but awareness, followed by understanding, leads to a change in attitudes with time</td>
</tr>
</tbody>
</table>

**Resource:**
- MS p 5
- SOC p 1
- MS p 15
- MS p 29
<table>
<thead>
<tr>
<th>Act Team</th>
<th>“Impact of Change” Survey</th>
<th>Survey handout = T 4a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) As a team, identify a change event that has impacted your organization in the past 6-12 months.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Now answer the survey questions as a team.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Compute scores for your organization on a survey form.</td>
<td></td>
</tr>
<tr>
<td>Dis</td>
<td>Look at lowest scores (1-2-3) - this information will be a resource when it's time to develop your team's action plan. Look at highest scores (8-9-10) - give yourselves pat on back</td>
<td>T 5-A</td>
</tr>
<tr>
<td>Sum</td>
<td>Usual Impact of Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most Unfavorable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Job stress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Employee productivity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Morale</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Least Unfavorable (Most Favorable)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Image in community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Overall operating effectiveness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reaction of clients/customers</td>
<td></td>
</tr>
<tr>
<td>Info</td>
<td>#1 Change won't go away; it will only go faster. You knew that before you came; it’s probably why you’re here. Ask: How many times have you said to yourself, “If I can just get through this week or this month, things will get better”?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Point: personal level, realize you are deluding yourself.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Point: organizationally, set realistic expectations.</td>
<td></td>
</tr>
<tr>
<td>Info</td>
<td>#2 No matter how well planned, change won’t be trouble-free. Ask: Why don’t we tell people this? Answer: Because we want to sell people on the benefits of change; because we want people to have a positive attitude about the change. Point: That’s the wrong thing to do. Ex: When you have surgery, you need to know you’ll feel lousy for 4-5 days but in 3-6 weeks, you’ll feel better. Does knowing that make you feel less pain or like the pain—no! But you can accept it knowing that it’s your responsibility to manage your own recovery so you feel better in 3-6 weeks.</td>
<td>T 6-A</td>
</tr>
<tr>
<td>Info</td>
<td>#3 Each of us is accountable for making change successful in our organizations. Peter Senge, who wrote <em>The Fifth Discipline</em> and now <em>The Dance of Change</em>, says the most important leaders are the “line leaders,” the people who are the front line, who are in the trenches, of any organization. They’re the ones who determine whether or not innovations really get integrated into an organization—that’s you!! Each of you has a “sphere of influence” within your organization, some aspect of what your organization does that you are responsible for, some aspect of the work of the organization that you have control over. It’s within that sphere of influence that you can be a change agent.</td>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>Act Team</td>
<td>So the first step, with your team is to: 1) Identify your sphere of influence (classroom, program, agency, coalition, Career Link/One Stop) 2) Within that sphere of influence, identify a change event that has had a negative impact OR something that’s going on that you would like to change. Consider: What are the issues? Where are you stuck? Where are you solving the same problems over and over again? From the survey you did earlier, in what areas has change had an unfavorable impact? As we proceed, think only of your sphere of influence (not a larger organization in which you have no control). 3) If you could wave a magic wand, describe the ideal situation, what would it look like? who would be involved? (Avoid talking about what you would like to do about the situation or how you would like to change it.)</td>
<td></td>
</tr>
<tr>
<td>Transition</td>
<td>Feeling a little overwhelmed? Like how are we ever going to change what we want to change? Well, clearly it’s not going to happen doing things the same way. There’s a saying, “insanity is doing the same things and expecting different results.” So we need to think about doing things differently; it means becoming a change agent! So let’s look at the habits of a change agent...</td>
<td></td>
</tr>
</tbody>
</table>
| Info | Becoming a Change Agent  
- Control your attitude  
- Take ownership  
- Choose battles carefully  
- Be tolerant of management mistakes  
- Keep your sense of humor  
- Don’t let strengths become weaknesses  
- Practice stress management techniques  
- Invest in the future; don’t redesign the past  
- Support higher management  
- Become a quick-change artist | T 7-A resource: EHOC, p. 30-40 |

| Act | Yesterday you looked at new habits to develop for working successfully in a radically changing workplace. Today we’d like you to look at new habits to develop in order to be a Change Agent. At your table there are 10 sheets, each describing a different habit. Pick one that interests you and underline the important points. | Handout |

| Table | Now share with your table what you liked about what it said and any barriers you feel about adopting this habit. | |

| LgGrp | Ask a few people to share what they chose and what they shared. | |

| Transi- 
| tion | So you’ve got a wonderful set of new habits you’re going to work on acquiring. What’s going to stop you? Let’s do another activity... | |

| Dis | Brainstorm a list of exciting, positive changes in your life. People will respond:  
- marriage  
- birth of a child  
- new job  
Ask: What was exciting about having children? What did you lose?  
Point: Even when talking about exciting, positive changes, positives come to mind slowly; losses come out very quickly. Ex: Think about how you felt the last time you changed jobs--on the last day of the old job? on the first day of the new job?  
Point: Therefore, it’s not surprising that, for changes that we are NOT excited about, all we think about are the losses. Change brings about a sense of loss. That’s what will keep you from developing new habits. That’s what will slow you down from changing. That’s what will slow your organization down from changing. | flip chart |
<table>
<thead>
<tr>
<th>Info</th>
<th>You may want to accept change as typical, as normal, that it’s to be expected...but you have to address the sense of loss that accompanies change. Left alone, with no attention paid to what’s going on, there will be disastrous consequences. Ex: top 20% leave/take other jobs 30% = poor performers who get lots of attention 50% = good workers who have more work with no rewards Point: We’re not going to let it alone...we’re going to give you the chance to plan for change, in a systematic way, with a “support group,” the team of people you came with. A part of that process will be to deal with the resistance that comes from the sense of loss.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Break</td>
<td>Three Strategies for Managing Change = CPR</td>
</tr>
<tr>
<td>Info</td>
<td>• Communication</td>
</tr>
<tr>
<td></td>
<td>• Productivity</td>
</tr>
<tr>
<td></td>
<td>• Resistance</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Act</td>
<td>Show the following list of words for 12 seconds: bed, rest, awake, night, dream, eat, snooze, nap, relax, sound, slumber, snore</td>
</tr>
<tr>
<td></td>
<td>Show a second time for 12 seconds.</td>
</tr>
<tr>
<td></td>
<td>Ask participants to write down as many of the words as they can remember.</td>
</tr>
<tr>
<td></td>
<td>Invariably several people will raise their hands that they wrote “sleep” even though it was not on the list.</td>
</tr>
<tr>
<td></td>
<td>Point: You have just experienced a “communication gap”! People will fill in the gaps for themselves.</td>
</tr>
<tr>
<td></td>
<td>This is how the rumor mill starts.</td>
</tr>
<tr>
<td></td>
<td>Point: In times of change you must over communicate.</td>
</tr>
<tr>
<td>Info</td>
<td>Guidelines for Communication</td>
</tr>
<tr>
<td></td>
<td>Trainer chooses 2-3 “C” guidelines (not on list below) from BAU Table of Contents to highlight</td>
</tr>
<tr>
<td></td>
<td>OR highlight the 4 guidelines on list below</td>
</tr>
<tr>
<td>Info</td>
<td>Guidelines for Communication</td>
</tr>
<tr>
<td></td>
<td>• Beef up communication efforts</td>
</tr>
<tr>
<td></td>
<td>• Rebuild morale</td>
</tr>
<tr>
<td></td>
<td>• Give out psychological paychecks to colleagues</td>
</tr>
<tr>
<td></td>
<td>• Go looking for bad news</td>
</tr>
<tr>
<td>Act Table</td>
<td>At your table are 3 copies each of 4 guidelines for improving communication. 2-3 people read the same guideline. Each pair/triad decides on the important points and then shares that information with the entire group. (Jigsaw)</td>
</tr>
<tr>
<td>Act Team</td>
<td>Each team now develops an Action Plan for Improving Communication Desired Change: Action we will take: Who is responsible: Target date:</td>
</tr>
</tbody>
</table>

### #2 Productivity

<table>
<thead>
<tr>
<th>Info</th>
<th>Guidelines for Improving Productivity Trainer chooses 2-3 “P” guidelines (not on list below) to highlight from BAU Table of Contents OR highlight the 4 guidelines on list below</th>
</tr>
</thead>
</table>
| Info | Guidelines for Improving Productivity  
- Focus on short-range objectives  
- Establish clear priorities  
- Nail down each person’s job  
- Protect customer service |

| Act Table | At your table are 3 copies each of 4 guidelines for improving productivity. 2-3 people read the same guideline. Each pair/triad decides on the important points and then shares that information with the entire group. (Jigsaw) | Handout |
| Act Team | Each team now develops an Action Plan for Improving Productivity Desired Change: Action we will take: Who is responsible: Target date: | T 12-B |

### #3 Resistance

| Dis | Ways People Resist Change  
Active vs. Passive  
Brainstorm list - see T 14-A for suggestions |
| --- | --- |
| Info | Reasons People Resist Change  
- Enlightened self-interest  
- Concern for the organization  
- Preservation of the past |

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>T 14-A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>T 14-B</td>
</tr>
</tbody>
</table>
| Info | Phases of Resistance  
| - Betrayal  
| - Denial  
| - Identity crisis  
| - Search for solution  
The four phases of resistance parallel the four levels of change.  
Point: People need a “wake up” call, the “why” of change  
Once people have bought in to change and are on board, they need to know the “how.” |
| Info | Guidelines for Overcoming Resistance  
| - Get resistance to change out in the open  
| - Motivate to the hilt  
| - Create a supportive work environment  
| - Be a leader  
| T 18-B resource: BAU |
| Act Table | At your table are 3 copies each of 4 guidelines for overcoming resistance. 2-3 people read the same guideline. Each pair/triad decodes on the important points and then shares that information with the entire group. (Jigsaw)  
| Handout |
| Act Team | Each team now develops an Action Plan for Overcoming Resistance:  
Desired Change:  
Action we will take:  
Who is responsible:  
Target date:  
| T 19-A |
| Morn Sum | You now have the beginning of a plan for change within your organization. Obviously, in the short time today you did not have the time to develop a comprehensive plan to address the changes you’d like to make within your sphere of influence. This afternoon you will receive guidelines and a format for creating a more extensive organization plan for change. And we’ll also discuss an opportunity to do some follow-up work with some additional training at the Adult Education Midwinter Conference.  
|
Organizational Change & Improvement Institute

The Organizational Response to Change

Economic Impact

- The Way We Were
  - Productivity = 4.8 hours
  - Social = 1.5 hours
  - Personal = 1.7 hours

- The Way We Are
  - Productivity = 1.2 hours
  - Social/Speculation = 3.2
  - "Me" issues = 1.8 hours
  - How/What to do = 1.8 hrs.

Broaden Our Perspective on Change

- Major Causes of Change
- The Changing Nature of Work
- The Time Crunch

Impact of Change Survey

- Communications
  - Unfavorable: 1 2 3 4 5 6 7 8 9
  - Favorable: 1 2 3 4 5 6 7 8 9
- Job Stress
  - Unfavorable: 1 2 3 4 5 6 7 8 9
  - Favorable: 1 2 3 4 5 6 7 8 9
- Image in the community
  - Unfavorable: 1 2 3 4 5 6 7 8 9
  - Favorable: 1 2 3 4 5 6 7 8 9
- Working relationships
  - Unfavorable: 1 2 3 4 5 6 7 8 9
  - Favorable: 1 2 3 4 5 6 7 8 9
- Employee productivity
  - Unfavorable: 1 2 3 4 5 6 7 8 9
  - Favorable: 1 2 3 4 5 6 7 8 9
- Job satisfaction
  - Unfavorable: 1 2 3 4 5 6 7 8 9
  - Favorable: 1 2 3 4 5 6 7 8 9
- Operating effectiveness
  - Unfavorable: 1 2 3 4 5 6 7 8 9
  - Favorable: 1 2 3 4 5 6 7 8 9
- Morale
  - Unfavorable: 1 2 3 4 5 6 7 8 9
  - Favorable: 1 2 3 4 5 6 7 8 9
- Reaction of clients
  - Unfavorable: 1 2 3 4 5 6 7 8 9
  - Favorable: 1 2 3 4 5 6 7 8 9

Impact of Change Survey

Objectives

- Recognize predictable dynamics of change
- Learn to be a change agent
- Learn to use a planning tool for dealing with the challenges of change:
  - communication
  - productivity
  - resistance
Usual Impact of Change

Most Unfavorable
- Job stress
- Employee productivity
- Morale

Least Unfavorable
- Image in community
- Operating effectiveness
- Reaction of clients

Three Guarantees of Change

- First Guarantee
  Change won't go away; it will only get faster.

- Second Guarantee
  No matter how well planned, change won't be trouble-free.

- Third Guarantee
  Each of us is accountable for making change successful.

Sphere of Influence

- Identify your sphere of influence:
  (classroom, program, agency, coalition, career-link)

- Within that sphere of influence, identify something
  (condition, event, issue, situation) that you would like to change.

- Describe the ideal situation.

Becoming a Change Agent

Insert vertical slide

Strategies for Managing Change

- Communication
- Productivity
- Resistance

bed       snooze
rest      nap
awake     relax
night     sound
dream     slumber
eat       snore
Guidelines for Communication

- Beef up communication efforts
- Rebuild morale
- Give out psychological paychecks to colleagues
- Go looking for bad news

Action Plan for Communication

- Communication efforts
- Psychological paychecks

Change Goal:

Actions we will take: Who responsible/Target date:

Guidelines for Improving Productivity

- Focus on short-range objectives
- Establish clear priorities
- Nail down each person's job
- Protect customer service

Action Plan for Improving Productivity

- Focus on the short range
- Nail down jobs

Change Goal:

Actions we will take: Who responsible/Target date:

Guidelines for Overcoming Resistance

- Get resistance to change out in the open
- Motivate to the hilt
- Create a supportive work environment
- Be a leader

Action Plan for Overcoming Resistance

- Get resistance in the open
- Supportive environment

Change Goal:

Actions we will take: Who responsible/Target date:
Sphere of Influence

1. Identify your sphere of influence:
   (classroom, program, agency, coalition, career-link)

2. Within that sphere of influence, identify something (condition, event, issue, situation) that you would like to change.

3. Describe the ideal situation.
Action Plan for Communication

- Communication efforts
- Rebuild Morale

Change Goal:

- Psychological paychecks
- Look for bad news

Actions we will take:  Who responsible/
Target date:
Action Plan for Improving Productivity

- Focus on the short-range objectives
- Nail down jobs

Change Goal:

Establish clear priorities
Protect customer service

Actions we will take: Who responsible/
Target date:
Action Plan for Overcoming Resistance

- Get resistance in the open
- Motivate to the hilt

Change Goal:

Actions we will take: Who responsible/
Target date:
Now you have the beginnings of a plan. It will take people working together, a team of change agents, to make it happen. To increase the likelihood of success, it will be helpful to understand your own characteristics as a “change agent,” as well as be able to recognize those characteristics in others, before you go back home to implement your plan.

**Objectives:**
- Examine “change agent” characteristics that enhance your value to the organization and your likelihood of success
- Understand the value of those characteristics in others
- Understand the impact that commitment has on your probability of success in implementing change

**Directions:** Stand up. Point to the ceiling, look up; move your finger in a clockwise, circular motion. Continue the same motion while pointing to the ceiling as you move your hand down to waist level. Lower your eyes and look down on your moving finger. Which way is your finger moving? Ans: counter clockwise. Point: It’s all a matter of perspective!!

**Question:** Answer the 7 questions, True or False? Keep your answers to yourself while answering. Tally the results. Which items had the most disagreement today?

The hard reality is...that they all can be false.

From the hundreds who have been tested, we see the most disagreement overall in 2, 4, 6. It’s all a matter of perspective!

Ask: Brainstorm all the reasons an item could be true.

Point: Just like on any team, you will have varying perspectives among your team members charged with the task of making some kind of organizational change happen. Hopefully this next activity will help you have, at the least, tolerance, and, at the most, respect, for them.

**Change Agents Characteristics**
- Flexibility
- Innovativeness
- Risk Tolerance
- Stress Tolerance
<table>
<thead>
<tr>
<th>Act Team</th>
<th>You now have the opportunity to make your last excuse for not taking action. (Add blank space to transparency/handout.) Point: This is an opportunity to identify any last barriers to action.</th>
<th>Handout =T 38-A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrap</td>
<td>Give out Round Tuit’s with the following instructions:</td>
<td>Round Tuit’s</td>
</tr>
<tr>
<td></td>
<td>1) Write your name on the back of the Round Tuit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Identify one action for the goal selected that you will be responsible for.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Write the target date for completion on the back of the Round Tuit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) Give the Round Tuit to another member of your team as a sign of your commitment to get the job done!</td>
<td></td>
</tr>
</tbody>
</table>
Organizational Change & Improvement Institute

Change Agents and The Performance Equation

Objectives

- Examine "change agent" characteristics that enhance your value
- Value those characteristics in others
- Understand the impact that commitment has on your probability of success in implementing change

This is How I See It

Insert vertical slide

Change Agent Characteristics

- Flexibility
- Innovativeness
- Risk Tolerance
- Stress Tolerance

Estimate Your Comfort Zone

<table>
<thead>
<tr>
<th>Flexible</th>
<th>1 2 3 4 5 6 7 8 9</th>
</tr>
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<tbody>
<tr>
<td>Innovative</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>Risk Tolerant</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>Stress Tolerant</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>

Flexible

Less
- Conscientious
- Systematic, organized
- Wants change well-managed
- Low tolerance for ambiguity

More
- Able to improvise
- Likes unstructured work environment
- Not detail-oriented
- High tolerance for ambiguity
- Inclined to "wing it"
### Innovative

<table>
<thead>
<tr>
<th>Less</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action-oriented</td>
<td>Seeks variety</td>
</tr>
<tr>
<td>More doer than thinker</td>
<td>Loses interest quickly</td>
</tr>
<tr>
<td>Pragmatic, practical</td>
<td>Strength as initiator</td>
</tr>
<tr>
<td>Likes routine</td>
<td>Conceptually oriented</td>
</tr>
<tr>
<td>A &quot;control valve&quot; in the organization</td>
<td>Idealistic</td>
</tr>
<tr>
<td></td>
<td>Tends to be forgetful or absentminded</td>
</tr>
</tbody>
</table>

### Risk Tolerant

<table>
<thead>
<tr>
<th>Less</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservative</td>
<td>Inclined to experiment</td>
</tr>
<tr>
<td>Non-confrontational</td>
<td>Challenges status quo</td>
</tr>
<tr>
<td>Defends status quo</td>
<td>Rebellious</td>
</tr>
<tr>
<td>Likes the &quot;tried and true&quot;</td>
<td>Open to new ideas</td>
</tr>
<tr>
<td>Comfortable with chain of command</td>
<td>Likes to take a chance on new ways of work</td>
</tr>
</tbody>
</table>

### Stress Tolerant

<table>
<thead>
<tr>
<th>Less</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intense</td>
<td>Steady, unflappable</td>
</tr>
<tr>
<td>High activity level</td>
<td>Laid back</td>
</tr>
<tr>
<td>Busy but unfocused</td>
<td>Stabilizer</td>
</tr>
<tr>
<td>Impatient</td>
<td>May not project</td>
</tr>
<tr>
<td>Difficulty relaxing</td>
<td>enough urgency</td>
</tr>
<tr>
<td>Overinvolved</td>
<td>Cool headed</td>
</tr>
</tbody>
</table>

### Remember...

- There are advantages and disadvantages to every profile;
- During times of change the "more" of something you are, the more comfortable you'll be;
- If you want, you can work on increasing your "comfort zones."

### Personal Performance =

- Capability X Commitment
  - Know
  - Know How
  - Reward
  - Consequence

### Organizational Performance =

- Capability X Commitment
  - Increase your comfort zone
  - Develop habits
  - Reward
  - Consequence
Pay for Commitment or
Pay for *Not* Having It...
Insert Suzanne's grid

Pay for Commitment

YOUR LAST EXCUSE
for NOT taking action:
Within your sphere of influence, what condition, event, issue or situation have you set goals and developed an action plan to change? (#2 on “Sphere of Influence” page)
Organizational Change & Improvement
Pre-Conference

Application

February 2, 2000
9:00 a.m. - 12:00 p.m.
PA Adult Education Midwinter Conference
Hershey Lodge and Convention Center

Registration Deadline: January 20, 2000

<table>
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<td>City, State, Zip</td>
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<td>PDC:</td>
</tr>
<tr>
<td>Administrator's signature:</td>
<td>Administrator's signature:</td>
</tr>
</tbody>
</table>

Xerox this form to register additional team members.
Registration is limited to participants who attended the Organizational Change & Improvement Institute, November 15-16, 1999, Holiday Inn East, Harrisburg.

Please mail or fax this completed form by January 20, 2000 to:

Dehra Shafer, Training Projects Coordinator
TIU Adult Education and Job Training Center
6395 SR 103 North, Bldg. 58
Lewistown PA 17044
Fax: 717-248-8610

For more information, contact Dehra Shafer:
Phone: 717-248-4942
Email: trn3@aejtc.org
Organizational Change & Improvement
Pre-Conference

Follow-up Questions to Institute

1. On the green questionnaire that you filled out at the end of the Institute you indicated that the condition, event, issue or situation you were going to address in your agency was...

   Please tell me more/give me more details about your change initiative.

2. Have you, to date, planned for changes in:
   - Communications? If so, how?
   - Productivity? If so, how?
   - Resistance to change? If so, how?

3. What problems/barriers to change have you experienced?

4. What support/training would help you get past the barrier(s)?
I. DOCUMENT IDENTIFICATION:

<table>
<thead>
<tr>
<th>Title:</th>
<th>Organizational Change and Improvement Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s):</td>
<td>Carol Shefrin</td>
</tr>
<tr>
<td>Corporate Source:</td>
<td>Tuscarora Intermediate Unit 11</td>
</tr>
<tr>
<td>Publication Date:</td>
<td>October, 2000</td>
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</table>

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