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## ABSTRACT

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. (Appendixes 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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**7/1/99-9/30/00**

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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
<b>October 29, 1999:</b>	<b>Registrations due</b>
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;
<b>November 15-16, 1999</b>	<b>Institute</b>
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 participant. 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.

## Personal Response to Change November 15, 1999 - Session #1

### 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 an 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

<i>Ending</i>	Son graduating from high school
<i>Neutral Zone</i>	Summer – waiting to go to school
<i>New Beginning</i>	Actually start college

Ex. SMF professional

<i>Ending</i>	Program that worked and as I knew it, came to a close
<i>Neutral Zone</i>	Not delivering what once did, but new opportunities now available
<i>New Beginning</i>	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.

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!

Challenge

**CHA LLE NGE**

Change

Challenges



- Personal
- Professional

**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

# Welcome Back

Performance = *Capability* x Commitment

- Know
- Know how



### 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 = Capability x *Commitment*

- 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	<p>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...</p>	
Act	<p>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</p>	flip chart
Dis	<p>Suggested questions to ask the large group:</p> <ul style="list-style-type: none"> <li>• How long to get good with left hand?</li> <li>• How did you feel as you were writing the new way?              What effect did how you felt have on how fast you wrote?</li> <li>• 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)</li> <li>• What happens if another change hits?              What does it feel like to get further from success?              (Draw second, deeper curve on flip chart)</li> <li>• 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...</li> </ul>	flip chart
Info	<p>The four levels of change that an organization moves through when a major change event occurs look like this:</p>	draw curve on flip chart (T 1-A)



Info	<p>Explanation of each part of the curve:</p> <ul style="list-style-type: none"> <li>• Cope - victim mindset of employees; leaders carry burden of responsibility</li> <li>• Adapt - employees change/adapt but are in reactive mindset</li> <li>• Capitalize - need to change seen as an opportunity; administrators involve employees in decision-making</li> <li>• Create - employees own the change and help make it happen; they decide on things that need to change and initiate them</li> </ul>	
Transition	<p>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...</p>	
Obj:	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Recognize the predictable dynamics of change (the "why" of change, the left side of the curve)</li> <li>• Learn to be a change agent and use tools for dealing with the challenges of change within your organization around <ul style="list-style-type: none"> <li>- communication</li> <li>- productivity</li> <li>- resistance</li> </ul> </li> </ul> <p>(the "how" of change, the right side of the curve)</p> <p>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.)</p> <p>Ask: Which organization would you rather work for?</p>	<p>T 3-A</p> <p>flip chart</p>
Info	<p>Economic Impact</p> <p>When change occurs, productivity drops dramatically</p> <p>"The Way We Were" vs. "The Way We Are"</p> <p>Ask: What did you see happening during the writing activity? ("mourning?" resisting? sabotaging? ignoring directions?)</p> <p>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...</p>	<p>T 1-B</p> <p>flip chart</p>
	<p>Broaden Our Perspective on Change</p> <ul style="list-style-type: none"> <li>• Major Causes of Change</li> <li>• The Changing Nature of Work</li> <li>• The Time Crunch</li> </ul>	<p>T 4-A</p>

Info	#1 Major Causes of Change	
Dis	<p>Write T - I - P on flip chart</p> <p>Ask: Name as many things as you can that didn't exist, or weren't in use, in 1980, the year Ronald Reagon was elected President:</p> <ul style="list-style-type: none"> <li>• Technology Prompt: How has technology changed your workplace? Point: More technology developed in the past 15 years than the previous 85; not since the Industrial Revolution has there been so much change.</li> <li>• Information Prompt: What does increased information do for people? (Answer: power! Ex: health care)</li> <li>• People (customer expectations) Point: People are what are really driving change--their expectations, their demands as customers (Ex: Mac Donald's: people want food faster, cheaper—and better—Wendy's)</li> </ul>	<p>flip chart</p> <p>resource: MS p 5 SOC p 1</p>
Info	<p>#2 Changing Nature of Work</p> <p>Points:</p> <ul style="list-style-type: none"> <li>• More mental work, less physical work</li> <li>• No more entitlement to job security and retirement</li> <li>• Faster pace; accelerating change</li> </ul> <p>Draw "squiggle's" showing change in: 50's, 60's, 70's, 80's, 90's</p>	<p>resource: MS p 15</p> <p>flip chart</p>
Info	<p>#3 The Time Crunch</p> <p>Point: It's important to communicate the "why" of change; that the pace will not slow down; that we can't go back. Attitudes may not change immediately, but awareness, followed by understanding, leads to a change in attitudes with time</p>	<p>resource: MS p 29</p>

Act Team	<p>“Impact of Change” Survey</p> <p>1) As a team, identify a change event that has impacted your organization in the past 6-12 months.</p> <p>2) Now answer the survey questions as a team.</p> <p>3) Compute scores for your organization on a survey form.</p>	Survey handout = T 4a
Dis	<p>Look at lowest scores (1-2-3) - this information will be a resource when it’s time to develop your team’s action plan.</p> <p>Look at highest scores (8-9-10) - give yourselves pat on back</p>	T 5-A
Sum	<p>Usual Impact of Change</p> <p>Most Unfavorable</p> <ul style="list-style-type: none"> <li>• Job stress</li> <li>• Employee productivity</li> <li>• Morale</li> </ul> <p>Least Unfavorable (Most Favorable)</p> <ul style="list-style-type: none"> <li>• Image in community</li> <li>• Overall operating effectiveness</li> <li>• Reaction of clients/customers</li> </ul>	T 5-B
	Three Guarantees of Change	
Info	<p>#1 Change won’t go away; it will only go faster.</p> <p>You knew that before you came; it’s probably why you’re here.</p> <p>Ask: How many times have you said to yourself, “If I can just get through this week or this month, things will get better”?</p> <p>Point: personal level, realize you are deluding yourself.</p> <p>Point: organizationally, set realistic expectations.</p>	T 6-A
Info	<p>#2 No matter how well planned, change won’t be trouble-free.</p> <p>Ask: Why don’t we tell people this?</p> <p>Answer: Because we want to sell people on the benefits of change; because we want people to have a positive attitude about the change.</p> <p>Point: That’s the wrong thing to do.</p> <p>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.</p> <p>Does knowing that make you feel less pain or like the pain—no!</p> <p>But you can accept it knowing that it’s your responsibility to manage your own recovery so you feel better in 3-6 weeks.</p>	T 6-A

Info	<p>#3 Each of us is accountable for making change successful in our organizations.</p> <p>Peter Senge, who wrote <i>The Fifth Discipline</i> and now <i>The Dance of Change</i>, 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.</p>	back to T 6-A
Act Team	<p>So the first step, with your team is to:</p> <ol style="list-style-type: none"> <li>1) Identify your sphere of influence (classroom, program, agency, coalition, Career Link/One Stop)</li> <li>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).</li> <li>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.)</li> </ol>	Handout
Transition	<p>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...</p>	

Info	<p>Becoming a Change Agent</p> <ul style="list-style-type: none"> <li>• Control your attitude</li> <li>• Take ownership</li> <li>• Choose battles carefully</li> <li>• Be tolerant of management mistakes</li> <li>• Keep your sense of humor</li> <li>• Don't let strengths become weaknesses</li> <li>• Practice stress management techniques</li> <li>• Invest in the future; don't redesign the past</li> <li>• Support higher management</li> <li>• Become a quick-change artist</li> </ul>	T 7-A resource: EHOC, p. 30-40
Act	<p>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.</p>	Handout
Table	<p>Now share with your table what you liked about what it said and any barriers you feel about adopting this habit.</p>	
LgGrp	<p>Ask a few people to share what they chose and what they shared.</p>	
Transi- tion	<p>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...</p>	
Dis	<p>Brainstorm a list of exciting, positive changes in your life. People will respond:</p> <ul style="list-style-type: none"> <li>• marriage</li> <li>• birth of a child</li> <li>• new job</li> </ul> <p>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.</p>	flip chart

Info	<p>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.</p> <p>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</p> <p>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..</p>	flip chart
	Break	
Info	<p>Three Strategies for Managing Change = CPR</p> <ul style="list-style-type: none"> <li>• C ommunication</li> <li>• P roductivity</li> <li>• R esistance</li> </ul>	T 8-B
	#1 Communication	
Act	<p>Show the following list of words for 12 seconds:  bed, rest, awake, night, dream, eat, snooze, nap, relax, sound, slumber, snore</p> <p>Show a second time for 12 seconds.</p> <p>Ask participants to write down as many of the words as they can remember.</p> <p>Ask: How many got Bed? Rest? Awake? Sleep?</p> <p>Invariably several people will raise their hands that they wrote "sleep" even though it was not on the list.</p> <p>Point: You have just experienced a "communication gap"!  People will fill in the gaps for themselves.  This is how the rumor mill starts.  Point: In times of change you must <i>over</i> communicate.</p>	T of words
Info	<p>Guidelines for Communication</p> <p>Trainer chooses 2-3 "C" guidelines (not on list below) from BAU</p> <p>Table of Contents to highlight</p> <p>OR highlight the 4 guidelines on list below</p>	T 10-A resource: BAU
Info	<p>Guidelines for Communication</p> <ul style="list-style-type: none"> <li>• Beef up communication efforts</li> <li>• Rebuild morale</li> <li>• Give out psychological paychecks to colleagues</li> <li>• Go looking for bad news</li> </ul>	T 10-A resource: BAU

Act Table	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)	Handout
Act Team	Each team now develops an Action Plan for Communication Desired Change: Action we will take: Who is responsible: Target date:	T 10-B
	#2 Productivity	
Info	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	T 12-A resource: BAU
Info	Guidelines for Improving Productivity <ul style="list-style-type: none"> <li>• Focus on short-range objectives</li> <li>• Establish clear priorities</li> <li>• Nail down each person's job</li> <li>• Protect customer service</li> </ul>	T 12-A resource: BAU
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	T 14-A  flip chart
Info	Reasons People Resist Change <ul style="list-style-type: none"> <li>• Enlightened self-interest</li> <li>• Concern for the organization</li> <li>• Preservation of the past</li> </ul>	T 14-B

Info	<p>Phases of Resistance</p> <ul style="list-style-type: none"> <li>• Betrayal</li> <li>• Denial</li> <li>• Identity crisis</li> <li>• Search for solution</li> </ul> <p>The four phases of resistance parallel the four levels of change.</p> <p>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.”</p>	
Info	<p>Guidelines for Overcoming Resistance</p> <ul style="list-style-type: none"> <li>• Get resistance to change out in the open</li> <li>• Motivate to the hilt</li> <li>• Create a supportive work environment</li> <li>• Be a leader</li> </ul>	T 18-B resource: BAU
Act Table	<p>At your table are 3 copies each of 4 guidelines for overcoming resistance. 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)</p>	Handout
Act Team	<p>Each team now develops an Action Plan for Overcoming Resistance:</p> <p>Desired Change: Action we will take: Who is responsible: Target date:</p>	T 19-A
Morn Sum	<p>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.</p>	



## Organizational Change & Improvement Institute

The Organizational Response  
to Change

## 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

## 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	1	2	3	4	5	6	7	8	9
▶ Job Stress	1	2	3	4	5	6	7	8	9
▶ Image in the community	1	2	3	4	5	6	7	8	9
▶ Working relationships	1	2	3	4	5	6	7	8	9
▶ Employee productivity	1	2	3	4	5	6	7	8	9
▶ Job satisfaction	1	2	3	4	5	6	7	8	9
▶ Operating effectiveness	1	2	3	4	5	6	7	8	9
▶ Morale	1	2	3	4	5	6	7	8	9
▶ Reaction of clients	1	2	3	4	5	6	7	8	9

## Impact of Change Survey

	Unfavorable					Favorable			
▶ Communications	1	2	3	4	5	6	7	8	9
▶ Job Stress	1	2	3	4	5	6	7	8	9
▶ Image in the community	1	2	3	4	5	6	7	8	9
▶ Working relationships	1	2	3	4	5	6	7	8	9
▶ Employee productivity	1	2	3	4	5	6	7	8	9
▶ Job Satisfaction	1	2	3	4	5	6	7	8	9
▶ Operating effectiveness	1	2	3	4	5	6	7	8	9
▶ Morale	1	2	3	4	5	6	7	8	9

## Usual Impact of Change

- |                         |                           |
|-------------------------|---------------------------|
| Most Unfavorable        | Least Unfavorable         |
| ‣ Job stress            | ‣ Image in community      |
| ‣ Employee productivity | ‣ Operating effectiveness |
| ‣ Morale                | ‣ 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

- C ommunication
- P roductivity
- R esistance

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
- ▶ Rebuild Morale
- ▶ Psychological paychecks
- ▶ Look for bad news

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
- ▶ Establish clear priorities
- ▶ Nail down jobs
- ▶ Protect customer service

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
- ▶ Motivate to the hilt
- ▶ Supportive environment
- ▶ Be a leader

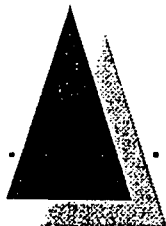
Change Goal:

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
- Psychological paychecks
- Look for bad news

Change Goal:

Actions we will take:	Who responsible/ Target date:
-----------------------	----------------------------------





# Action Plan for Improving Productivity

- Focus on the short-range objectives
- Nail down jobs
- Establish clear priorities
- Protect customer service

Change Goal:

Actions we will take:	Who responsible/
	Target date:



# Action Plan for Overcoming Resistance

- Get resistance in the open
- Motivate to the hilt
- Supportive environment
- Be a leader

Change Goal:

Actions we will take:    Who responsible/  
Target date:

## November 16, 1999 - Session 2

Info	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.	T-Title
Obj	Objectives: <ul style="list-style-type: none"> <li>• Examine "change agent" characteristics that enhance your value to the organization and your likelihood of success</li> <li>• Understand the value of those characteristics in others</li> <li>• Understand the impact that commitment has on your probability of success in implementing change</li> </ul>	
Act	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!!	
Act	Answer the 7 questions, True or False? Keep your answers to yourself while answering. Tally the results. Which items had the most disagreement today?	T 30-A Handout
Dis	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.	(T 30-B)
Info	Change Agents Characteristics <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Innovativeness</li> <li>• Risk Tolerance</li> <li>• Stress Tolerance</li> </ul>	T 20-A



Act Team	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.	Handout =T 38-A
Wrap	Give out Round Tuit's with the following instructions: 1) Write your name on the back of the Round Tuit. 2) Identify one action for the goal selected that you will be responsible for. 3) Write the target date for completion on the back of the Round Tuit. 4) Give the Round Tuit to another member of your team as a sign of your commitment to get the job done!	Round Tuit's

## 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

- |                   |   |   |   |   |   |   |   |   |   |
|-------------------|---|---|---|---|---|---|---|---|---|
| ➤ Flexible        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| ➤ Innovative      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| ➤ Risk Tolerant   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| ➤ Stress Tolerant | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

## Flexible

- | Less                          | More                                  |
|-------------------------------|---------------------------------------|
| ➤ Conscientious               | ➤ Able to improvise                   |
| ➤ Systematic, organized       | ➤ Likes unstructured work environment |
| ➤ Wants change well-managed   | ➤ Not detail-oriented                 |
| ➤ Low tolerance for ambiguity | ➤ High tolerance for ambiguity        |
| ➤ Flustered with change       | ➤ Inclined to “wing it”               |

### Innovative

Less	More
<ul style="list-style-type: none"> <li>▶ Action-oriented</li> <li>▶ More doer than thinker</li> <li>▶ Pragmatic, practical</li> <li>▶ Likes routine</li> <li>▶ A "control valve" in the organization</li> </ul>	<ul style="list-style-type: none"> <li>▶ Seeks variety</li> <li>▶ Loses interest quickly</li> <li>▶ Strength as initiator</li> <li>▶ Conceptually oriented</li> <li>▶ Idealistic</li> <li>▶ Tends to be forgetful or absentminded</li> </ul>

### Risk Tolerant

Less	More
<ul style="list-style-type: none"> <li>▶ Conservative</li> <li>▶ Non-confrontational</li> <li>▶ Defends status quo</li> <li>▶ Likes the "tried and true"</li> <li>▶ Comfortable with chain of command</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inclined to experiment</li> <li>▶ Challenges status quo</li> <li>▶ Rebellious</li> <li>▶ Open to new ideas</li> <li>▶ Likes to take a chance on new ways of work</li> </ul>

### Stress Tolerant

Less	More
<ul style="list-style-type: none"> <li>▶ Intense</li> <li>▶ High activity level</li> <li>▶ Busy but unfocused</li> <li>▶ Impatient</li> <li>▶ Difficulty relaxing</li> <li>▶ Overinvolved</li> </ul>	<ul style="list-style-type: none"> <li>▶ Steady, unflappable</li> <li>▶ Laid back</li> <li>▶ Stabilizer</li> <li>▶ May not project enough urgency</li> <li>▶ Cool headed</li> </ul>

### 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
<ul style="list-style-type: none"> <li>▶ Know</li> <li>▶ Know How</li> </ul>		<ul style="list-style-type: none"> <li>▶ Reward</li> <li>▶ Consequence</li> </ul>

### Organizational Performance =

Capability	X	Commitment
<ul style="list-style-type: none"> <li>▶ Increase your comfort zone</li> <li>▶ Develop habits</li> </ul>		<ul style="list-style-type: none"> <li>▶ Reward</li> <li>▶ Consequence</li> </ul>



Pay for Commitment or  
Pay for *Not* Having It...

Insert Suzanne's grid



Pay for Commitment

**YOUR LAST EXCUSE**  
for NOT taking action:



**Organizational Change & Improvement  
Institute**

**Contact Information**

Team contact person \_\_\_\_\_

Agency \_\_\_\_\_

Agency address \_\_\_\_\_

Email address \_\_\_\_\_

Work phone \_\_\_\_\_ Home phone \_\_\_\_\_

Other team members \_\_\_\_\_

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**

Name: _____	Name: _____
Agency: _____	Agency: _____
Address: _____	Address: _____
City, State, Zip _____	City, State, Zip _____
Work phone: _____	Work phone: _____
Email: _____	Email: _____
Position: _____	Position: _____
PDC: _____	PDC: _____
Administrator's signature: _____	Administrator's signature: _____

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](mailto:trn3@aejtc.org)

**BEST COPY AVAILABLE**

## **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)?



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