

MANAGING CHANGE

Participant's Workbook



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Developed for:



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MANAGING CHANGE

Preface:

Welcome to one in a series of individualized Optimist International Skills Development Modules. Our goal is to help you, our members, learn and apply practical skills to deal with the opportunities and issues in your life. This series of modules is not designed to deal with "theoretical" issues, but rather to provide a practical "hands on" approach.

Each of these modules is to be used, written in and applied. You can learn skills on your own, or join with others in a collaborative learning venture. Each module contains an instructor's guide in addition to a separate participant's guide which can be duplicated as often as necessary to supply the needs of your club members.

Future modules will deal with individual as well as group-oriented skills, all of which are designed to help individual Optimists enhance their personal leadership ability in any chosen field of activity, i.e., employment, home, school, and volunteer activities. This is a significant development for our organization in its service to its own members, and we hope that participants will provide feedback about each module to the International Headquarters (c/o Leadership Development). In this way, we can maintain our focus on providing meaningful leadership training to districts, clubs and individuals throughout our Optimist organization.

We truly hope you enjoy the journey to self-improvement.

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Objectives Upon completion of this module, you will be able to:

1. Define and understand what is managing change.
2. Understand types of change and recognize conditions facilitating change.
3. Understand why people resist change. The issue of control and the principal factors causing resistance to change. The “X” Chart.
4. Recognize the three key factors that must be present for a meaningful change to take place.
 - Motivation
 - Vision
 - Next Steps
5. Understand the change process.
 - Unfreeze - Change – Refreeze
6. Understand five most common real-world barriers that get in the way of cooperation and change.
7. Understand five-step strategy for breaking through real-world barriers of change. The strategy of *breakthrough negotiations*.
8. Identify the “forces for change” and use Force-Field Analysis to help anticipate and remove obstacles to change.
 - Driving Forces
 - Resisting Forces.
9. Use brainstorming technique in doing a Force-Field Analysis.
10. Understand, plan and manage change.

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I. What is Managing Change?

A. Someone once said “quote”.

- **“Progress is impossible without change, and those who cannot change their minds cannot change anything.”
George Bernard Shaw**
- **“We cannot become what we want to be by remaining what we are.” – Max DePree**
- **“To improve is to change; to be perfect is to change often.” – Winston Churchill**
- **“Anytime there is change, there is opportunity.” – Jack Welch – CEO, GE. USA**
- **“Do not fear going forward slowly; fear only to stand still.” – Chinese Proverb**
- **“Decide today to be a master of change rather than a victim of change.” – Brian Tracy**
- **“Things don’t change. You change your way of looking, that’s all.” – Author Unknown**
- **“Whether you are a success or failure in life has little to do with your circumstances; it has much more to do with your choices!” – Nido Qubein**
- _____

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B. What is managing change?

1. Definition of Managing Change:

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2. Understanding Change

1. Change is all around us. In our personal lives and business there are opportunities every day where disagreements happen.
2. Conflict can arise when one person digs in their heels and resists. Why does this happen? Why is change so hard for us?

3. Resistance to change is usually neither blind nor irrational. Under normal conditions, people resist changes that negatively affect them and welcome changes that - they believe - positively affect them. That's rational conduct.

FOR EXAMPLE:

Whatever the situation, it might be useful to look at how people adjust to change. Understanding this might help you plan your next strategy when you approach your partner, family member, neighbor, community group, or yourself.

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C. Exercise - Principles for Managing Change

Instructions: Fill in the missing word you think would be appropriate for each of the principals.

1. Thought processes and _____ dynamics are _____ if change is to be successful.
2. Change only _____ when each person makes a decision to _____ the change.
3. People _____ change when or if it “_____” to them.
4. “_____” is more important during periods of change and uncertainty than “_____ news.”
5. Those who demonstrate _____ behavior and _____ defined values earn _____.
6. A _____ defined vision of the end result enables all the people to define the most _____ path for accomplishing the results.
7. The more _____ people have into defining the changes that will affect their work, the more they will take _____ for the results.
8. To change the _____, change the _____.

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II. What Is Change?

- **Change is inevitable.**

- **Are all changes bad?**

- **Nothing remains the same.**

- **We must adapt to change.**

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A. Definition of Change

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B. Challenge vs Capability

The human experience consists of matching our *capabilities* against the *challenges* we face.

Exercise: *Fill in the missing symbol that describes each type of change listed below.*

A sense of balance, is maintained in our lives when:

Challenge	<hr/>	Capability
Danger/Opportunity	<i>Balanced</i>	Ability/Willingness
<hr/>		
<hr/>		
<hr/>		

Change occurs when this balance is disrupted. There are two ways the status quo can be disrupted; when:

Challenge	<hr/>	Capability
Danger/Opportunity	<i>Positive Change</i>	Ability/Willingness
<hr/>		
<hr/>		
<hr/>		

Challenge	<hr/>	Capability
Danger/Opportunity	<i>Negative Change</i>	Ability/Willingness
<hr/>		
<hr/>		
<hr/>		

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C. Exercise - Types of Change

Give examples of each type of change

1. Example of Balanced Change =

1. Example of Positive Change =

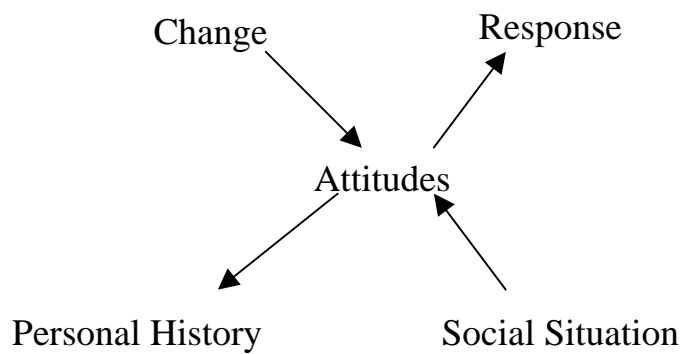
2. Example of Negative Change =

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III. Why People Resist Change

A. Roethlisberger's X-Chart

NOTES: _____



According to the chart, attitudes play a central role in determining a person's response to change.

Key Concept

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B. Principal Factors Causing Resistance to Change

- ***Loss of security or status.*** Change may strike directly at security needs by putting one's job, career or valued relationships on the line. For example:

- ***Inconvenience.*** Many changes make life more difficult, at least initially, by being imposed or disrupting comfortable patterns of acting and interacting. Some involve genuine inconvenience: For example:

- ***Distrust or uncertainty.*** Many changes are resisted because the subjects of change question the motives or the wisdom of those making the change. For example:

- ***Cognitive Discord Reduction.*** Changes are frequently introduced in ways that disparage old ways of doing things. For example:

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C. Understanding Control

- At the heart of understanding how people react to change is the **issue of control**. Humans have evolved to being the most **control-oriented animals** on the planet.
- People are most comfortable when they can influence what happens to them. The ability to influence is largely dependent on being prepared for what will happen. Preparedness is, to a great extent, based on establishing accurate expectations about the future.
- People, therefore, feel in control of their lives when **their expectations match what they think to be actually occurring**.
- There are two types of control we all seek:
Define the two types of control we all seek.

Direct	
Indirect	

“EXERCISE”

Think of a person whom you want to convince/change. Can you think of a way to allow them to dictate some of the outcomes or help them to prepare for, or be involved in, the planning?

Caution: *Don't be surprised. The element of surprise will work against you. Make sure you are prepared, anticipate all their concerns ("yes, but...") And have a well thought through response. AND Don't surprise them. Let them know every step along the way. If they are "thrown for a loop," that surprise factor may cause their resistance and resentment level to rise.*

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IV. Factors for Meaningful Change

A. Formula for Meaningful Change

Complete the equation with the three factors you think bring about meaningful change

$\text{Change} = \frac{\quad \quad \quad \mathbf{X} \quad \quad \quad \mathbf{X} \quad \quad \quad}{\quad \quad \quad \mathbf{1} \quad \quad \quad \mathbf{2} \quad \quad \quad \mathbf{3}}$
--

1. _____

2. _____

3. _____

Since the three key factors are multiplied together, *if any one is missing, little change will take place.*

For Example:

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B. Exercise: Square Wheels (Handout)

This is how many people and organizations seem to really operate. Look at the Square Wheels illustration and identify as many of the key issues and opportunities for improvement as you can.

- _____

- _____

- _____

SOME OTHER COMMON THINKING ABOUT THE ILLUSTRATION:

- _____

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NOTICE THESE THINGS:

- _____

- _____

- _____

- _____

- _____

- _____

ADDITIONAL KEY POINTS

- Trust among team members is important for motivation and focused effort
- Communications between pullers and pushers is an obvious opportunity for improvement
- Shared visions and goals are crucial for shared effort and motivation
- Most organizations have difficulty in changing direction
- There is a constant need for teamwork and collaboration
- Continuous improvement and measurement of progress must occur, because the round wheels of today will become square tomorrow
- Ideas for improvement already exist within the wagon

We become accustomed to the *Thump, Thump* of our lives. The key is choice and perspective. The risk comes from not changing, from trying to maintain our status quo in the middle of a rapidly changing world.

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V. The Change Process

It's always darkest before the dawn. Do you believe in that statement? Keep in mind that change comes more slowly the more people you need to convince. But with gentle pressure applied relentlessly, change will happen.

Three steps to the change process.

The following diagram for the change process can be used to understand and plan for change.



NOTES

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A. Unfreezing - The Present State

B. Changing - *The Transition State*

C. Refreezing - *The Desired State*

- ---
- ---
- ---
- ---

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CASE STUDY

A college basketball coach wants an ace freshman player to develop a new shot for dealing with players taller than those he had played against in high school.

Unfreezing - *The Present State*

Changing - *The Transition State*

Refreezing - *The Desired State*

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VI. Reducing Resistance To Change

Understanding why resistance occurs gives us insight into how to reduce it. For one thing, it is clear that people usually perceive change as something being done to them over which they have no control. Resistance to change thus becomes a desperate attempt to regain control over one's environment.

A. Five Most Common Real-World Barriers

List what you think the five most common barriers are that get in the way of change

- _____

- _____

- _____

- _____

- _____

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B. Exercise:

Think of a person whom you want to convince/change. What is their emotion, their position, their dissatisfaction, and their power play? What barriers are holding them back?

- _____

- _____

- _____

- _____

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VII. The Breakthrough Strategy

- **The essence of the breakthrough strategy is *indirect action*.**

- **Your single greatest opportunity as a negotiator is to *change the game***

- **Breakthrough negotiation is the opposite of imposing your position on the other side.**

- Their resistance to joint problem-solving stems from the five barriers described above. **Your job as a break-through negotiator is to clear away the barriers that lie between their NO and the YES of a mutually satisfactory agreement.** For each of the five barriers, there is a corresponding step in the strategy:

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VIII. Five-Step Strategy for Breakthrough Negotiations

Five-step strategy for breaking through each of the five barriers - the strategy of *breakthrough negotiations*.

Step One - Stop Your Reaction

Step Two - Overcome Negative Emotions

Step Three - Accept and Re-frame

Step Four -Bridge the Gap

Step Five -Use Power to Educate

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IMPORTANT: The sequence of the steps is important. You cannot defuse the other side's negative emotions unless you have controlled your own. It is hard to "build a bridge" unless you have changed the game to joint problem solving. This does not mean that once you have taken one step, you have completed it. On the contrary, you need to keep focused throughout the negotiation. As the other side's anger and frustration resurface, you need to keep stepping to their side.

Breakthrough negotiation can be used with anyone - an irrational father, a temperamental teenager, a hostile co-worker, or an impossible customer. It can be used by a family trying to discuss the farm transfer, lawyers trying to avoid a costly court battle, or spouses trying to keep a marriage together.

Because every person and every situation is different, you will need to marry the five breakthrough principles with your own knowledge of the particulars in order to create a strategy that works for you. There is no magic recipe that will guarantee your success in every negotiation. But with patience, persistence and the breakthrough strategy, you can maximize your chances of getting what you want in even the most difficult negotiations.

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TIPS ON NEGOTIATING

Listen for objections and let the person know you recognize his or her concerns. Ask for his/her solution. "I know you're not with me on this point. Can you come up with an alternate solution?"

Remove the offending point to see if you can agree on everything else. Ask the person, "If your concern can be taken care of, would you agree with my proposal?"

Let the other person's resistance be your cue. It may indicate that you are pushing too hard and that you are really the inflexible one. If there is too much resistance, perhaps it's time to stop doing what you're doing, as obviously it's not working.

Watch for and act on verbal and non-verbal signs that indicate a turning point in the discussion - either increased or decreased resistance.

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IX. Forces for Change

Change in an individual or organization is influenced by two opposing forces: One that drives for change and one that resists.

DRIVING FORCES →	← RESISTING FORCES
Driving Forces - initiate change and keep it going. EXTERNAL OR INTERNAL	Resisting Forces – act against the driving forces for change INTERNAL

INDIVIDUAL- Examples of Forces for Change

List some examples of the forces that drive change and the forces that resist change.

Driving Forces	Resisting Forces

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ORGANIZATIONAL - Examples of Forces for Change

List some resisting forces for each of the driving forces in the table. Which of the following forces affect your club?

Driving Forces	Resisting Forces
Your source of funding is being reduced or increased.	
The interests and needs of the people in your community are changing.	
Community support is increased or diminished.	
Membership is increasing or dropping.	
Members have different views of the group's purpose.	
When projects or programs are evaluated a need to change is identified.	

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X. Force-Field Analysis

Participative techniques help individuals and groups establish a sense of control over their environments and unfreeze those habits that block change.

Force-Field Analysis

- ⇒ One way of using participation in a disciplined fashion is to involve the individual or group in Force Field Analysis. Force Field involves listing, then examining, the factors that can help the change and those that hinder its success as a basis for creating action plans.
- ⇒ Force Field is based on the law of physics that says for every action there is an equal and opposite counter action. A state of equilibrium is established between these two sets of contending forces.
- ⇒ Every existing situation is a product of equal and opposite forces. Change one force on either side, and the situation changes – unless met by a new contrary force of equal strength.
- ⇒ Attitudes at work reflect a long history of experience and can't be easily or quickly changed; if change is forced too quickly, equilibrium may shatter.

Accordingly, the key to introducing change effectively is to work to weaken the forces on the “lowering” or resisting side of equilibrium and strengthen the forces on the “raising” or driving side.

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THE FORCE-FIELD ANALYSIS

The Force-Field Diagram

On the next page you will see a Force-Field Diagram. Look at the diagram and notice the following:

1. The diagram has two columns for Unfreezing. One contains the forces that are driving the change you are considering, and the other contains the forces that are resisting the change.
2. They are separated by a vertical line, which represents the present state. The object is to move from the present state to the desired outcome, which is on the far right of the diagram.

Brainstorming

Brainstorming is a simple yet effective technique that is very helpful in doing a Force-Field Analysis. Here are some guidelines.

- a. Move quickly from one person to the next, asking every person *in turn* for an idea.
- b. Do not allow any comments, praise or criticism about the ideas. Every idea is acceptable.
- c. Have participants say pass if they don't have an idea.

Doing a Force-Field

Step 1. Identify and label your present state, and desired outcome in quantifiable terms

Step 2. Brainstorm for the driving forces and restraining forces.

Step 3. Discuss the items on both sides, and select the forces you can affect or control.

Step 4. Design an action plan, which will remove restraining forces and/or strengthen driving forces. Good action plans should contain the following elements:

- a. The necessary events that must occur.
- b. A timetable of events.
- c. Names of people who can contribute.
- d. Responsibility for implementing the subparts.
- e. Coordination of the subparts.
- f. Feedback and evaluation.

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FORCE-FIELD DIAGRAM

UNFREEZE		CHANGE	REFREEZE
Identify driving and resisting forces		Communicate need for change	Keep communication lines open
Driving Forces	Resisting Forces	Get small group of individuals committed to change to help	Reinforce the change by communicating positive results of the change
		Devote extra energy to those who have difficulty accepting the change	Celebrate success - thank members for commitment

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XI. Application: Managing Change

ACTIVITY:

- INSTRUCTIONS:**
1. Divide into groups and have one of the members lead the Force-Field Analysis.
 1. Follow the Force-Field Analysis guidelines.
 3. Use the worksheet below to complete your Force Field Analysis.

CHANGE ISSUE - OPTIMIST MEMBER FEE INCREASE

The following exercise will help you apply Force-Field Analysis to plan your strategy for understanding and dealing with the increase in member fees.

UNFREEZE		CHANGE	REFREEZE
Identify driving and resisting forces			
Driving Forces	Resisting Forces		

Once a change has been accepted and implemented by a group, the initiators of the change must keep working with the members and

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emphasize the positive effects of the change. If this is not done, the group may slowly lapse into its old habits. The whole process of unfreezing, changing, and refreezing may take a long period of time.

"Progress is impossible without change, and those who cannot change their minds cannot change anything." **George Bernard Shaw**

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