

ABRIDGED PREVIEW

Managing Change Facilitator Guide

Preview Only

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William Halbert, Ph.D.
Jean K. Reynolds, M.Ed.

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Facilitator Kit Overview

This facilitator kit includes the following items:

- Copy for flip charts and masters for case studies and handouts
- Faciliator guide with thumbnails of PowerPoint slides with master of participant guide
- Black and white PowerPoint slides
- CD with PowerPoint file of slides

How to Use the Faciliator Guide

The facilitator guide is formatted in two columns. The inside column contains the detailed teaching notes, including such information as content points, possible examples, how to set up and process exercises, and suggested answers to exercises. The outside column includes media notes, such as the related overhead slides for a particular topic and facilitator tips.

Using the Slides

The slides for this course are both on the enclosed CD and as black-and-white masters.

Design of the Facilitator Guide

The facilitator guide is designed to give facilitators both directions and content. Sidebars provide a visuals to help you know at a glance what media you will be using to convey specific content. The **references to slide numbers, participant guide page numbers, titles of flip charts, and names of activities** are set in a different type from the content. Content is written from a conversational, first-person perspective. [Directions are in brackets.]

Flip Charts and Other Materials to Prepare

Supplies for each table: crayons, colorful flip chart markers

Tear Sheets: Prepare tear sheets with text as indicated below. Page numbers indicate pages in the Facilitator Guide.

Parking Lot

Workshop Objectives

of charts
= # of groups



Transportation Time Line _____→

Communication Time Line _____→
--

Recreation Time Line _____→

Habitation Time Line _____→

Education Time Line _____→

- Change +	

Change Matrix
P r o c e s s e s
People

Barriers to Change

Roles & Change

Prepare 3

Force Field Analysis

Goal related to change

Where we are

Optional for
Leaadars-Only
Sessions
Prepare 3

Assignments

Leader:
Pages 11-13

Follower:
Pages 14-16

Change Agent:
Pages 17-19

Change: _____
Options

Prepare 3

The following 6 pages are masters for the activity on page 44 of this guide. Copy them onto colored paper. If you will be leading this workshop multiple times, you may want to laminate the signs so you can easily reuse them and they will look fresh every time. Post the 6 signs around the room in places that have space for a number of participants to gather under each sign.

Handout 3: Change Management Action Plan Module 3, Leaders' Additional Work

Gather Information

What information about this change will I need from my up-line management to answer questions from employees who report to me?

Notes on using Force Field Analysis as a tool to help my work group analyze information:

Analyze Information

Who in my work group may need help developing options related to this change?

Here are the steps I'll take to help members of my team develop options:

Individually:

As a team:

OPTIONAL CONTENT AND ACTIVITIES FOR GROUPS WITH LEADERS ONLY

The Four-Step Change Management Process

Options question to use with emphasis of *Gathering Information*, page 88 of this guide.

What are some of the issues you face when implementing a change over time and not being able to . . .

[End of optional question.]

Use with emphasis of *Analyzing Information*, page 70 of this guide.

FC: Force Field Analysis

Handout 3 for Leaders: Change Management Action Plan

A leader is responsible for engaging and empowering employees to be active followers. One way to engage your work group is to take the information people have gathered and show it visually. Force Field Analysis is one tool

. . .

At your tables practice applying Force Field Analysis to one of the changes you've already discussed today.

Debrief: What did you like about this tool? [Possible responses: *It focused our conversation. . . . Didn't like it.*]

[Distribute Handout 3.] Take 2 minutes to make some brief notes on this sheet of your action plan to help you be ready to help your group analyze the information they have.

[End of optional activity.]

Force Field Analysis

Goal related to change

Where we are

HO 3

Full-page case studies are in the guide.

These, facilitator answers, and charts are abridged for preview.

Education Case Study

SCENE: A faculty meeting at Jefferson Middle School

MAIN CHARACTERS:

DANIEL SHORT: Principal

PAT SOMERSET: A science teacher with 3 years teaching experience

LYNN MALLORY: A science teacher with 27 years teaching experience

Dr. Short, noting that almost all the faculty is present, starts the meeting. "As you know, the state education department has completed its work on standards, curriculum guidelines, and a standardized test. . . .

Pat looks at Lynn with a raised eyebrow, hoping to get some idea of what Lynn is thinking. *With her 27 years of experience, she's bound to have an opinion on this. . . .*

. . . The state department of education will send me a report of who attended all sessions." Dr. Short slows only to take a deep breath.

With the floor open for discussion, whether Dr. Short is ready for it or not, Ted Levenson asks, "How will this class help us keep our . . . status. Seems like that is a federal designation and this class is being required by the state."

Health Case Study

SCENE: Doctor's office

MAIN CHARACTERS:

SUSAN ROBERTS: A 47-year-old patient who has been feeling awful for months.

HOMER MCFEE: A doctor in practice for 22 years

"Susan, thanks for coming in today so we could talk about your test results. I hope you haven't been too anxious the last several days," say Dr. McFee as he walks into the examining room with his laptop.

"To be truthful, the waiting has been terrible! Do the tests tell us what's wrong with me?" Susan responds.

Dr. McFee looks at Susan's information on the laptop screen and then looks back at Susan. . . .

. . . Thanks again for coming in," he says as he walks out the door.

Business Case Study

SCENE: Coffee pot in the customer service department at No Boundaries, a conglomerate that provides luxury travel services, up-scale time share properties, and a small-but-growing global communications group

MAIN CHARACTERS:

ED TUPPER: He has worked for No Boundaries for 15 years; has seen vice presidents come and go, but not the CEO

VIV ORTIZ: She has worked for the organization for 3 years; she's been in another organization when one CEO was forced to leave, a new CEO came but stayed only 6 months

"Have you heard what's on the grapevine this morning?" Viv asks Ed as they fill their cups with coffee.

"No, what?" Ed asks.

After turning to check out who is standing nearby, Viv says quietly, "Well, I just heard from a *very* reliable source that the new CEO will be announced tomorrow morning and that it will be"

"Based on my experience with CEOs leaving, I wonder why 'ours' is leaving"

Relationship Case Study

SCENE: Three family members are sitting at the kitchen table talking

MAIN CHARACTERS:

CHRIS BIRDSONG: A teenager who will be 16 next Friday; he has a younger sister and brother

SHAWNDA BIRDSONG: Chris's mom

GREGORY BIRDSONG: Chris's dad

"Do we have everything you need for your birthday party, Chris?" his mother asks.

"I think so. After all I'm just having a few guys over for pizza and a movie. We may go out for a snack later," Chris says with a smile, anticipating being able to leave the house in the car without one of his parents.

"Wait a minute," his mom says, her voice getting loud. . . .

"Remember that accident a week before graduation? The driver, a 17-year-old senior, had been studying with a friend and was driving home when an animal ran in front of her car. . . . Let's talk about what you expect to be able to do when you get your license and what we will expect of you," Shawnda says as she reaches across the table and pats Chris's arm.

Preview Note: Facilitator Guide contains a full-day course schedule as well as this half-day schedule.

Half-Day Course Schedule

Course Introduction

Welcome, Agenda, and Objectives	Same	5 minutes
Introductions	Same	10 minutes
Defining and Exploring Change	Do one timeline as a large group	20 minutes
Break		10 minutes

Module 1: Change Management Matrix

Change for Change's Sake	Hold questions until the end	5 minutes
Process-Driven Change	Hold questions until the end	5 minutes
People-Driven Change	Hold questions until the end	5 minutes
Moderate Concern for People and Processes	Hold questions until the end	5 minutes
Process- and People-Driven Change	Hold questions until the end	5 minutes
Your Turn	Assign as homework	8 minutes

Module 2: Roles and Changes Grid

Definitions	Create handout of definitions	10 minutes
Leader and Process, People, and Product Changes	Ask fewer questions and take fewer responses	20 minutes
Followers and Process, People, and Product Changes	Discuss only one follower's reaction per Process, People, and Product	15 minutes
Change Agents and Process, People, and Product Changes	Have group read and respond individually	5 minutes
Your Turn	Assign as homework	5 minutes

Module 3: Integrated Change

Change and Feelings	Reduce discussion time	10 minutes
Change and Facts	Reduce discussion time	10 minutes
A Process for Managing Change: Gather Information	Don't elaborate on any points unless questions are asked	10 minutes
A Process for Managing Change: Analyze Information	Don't do any optional activities and limit discussion	10 minutes
A Process for Managing Change: Develop Options	Reduce amount of time for exercise	10 minutes
A Process for Managing Change: Make a Decision	Assign Action Plan handouts as homework	10 minutes
Case Studies	Limit questions to be completed on Case Study handouts	30 minutes

Conclusion

Real Life: Questions and Answers	Reduce group discussion time	20 minutes
Action Plan	Reduce time for individual reflection	10 minutes
Total excluding breaks		4 hours

Managing Change
Facilitator Guide with
PowerPoint Thumbnails and
Participant Guide



Introduction

Slide 1: Managing Change

Welcome to this workshop on managing change. According to *Changing-Minds.org*, “there are often two types of work. There is the normal delivery process where the main business of the organization is done. Then there are the change activities, whereby necessary change is made to the business and the way it is done.” (changingminds.org/disciplines/change_management/change_management.htm. Page 1.)

We will explore how we can manage change in the midst of doing business.

[Faciliator(s) introduces self and shares the importance of managing change based on personal and professional experiences and shares the goal for the training.]

At your table you have supplies that will be used during our workshop. I'll give you other supplies as needed.

[Cover housekeeping: Breaks, restrooms and phone locations, any ground rules about pagers, cell phones, interruptions, etc.]

Slide 2: Agenda

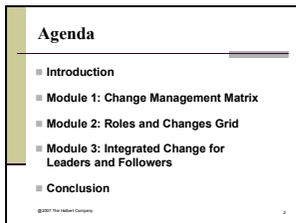
[Review the agenda.]

Introduction

Module 1: Change Management Matrix

Module 2: Roles and Changes Grid

Module 3: Integrated Change for Leaders and Followers



FC: Parking Lot

If at any time during the workshop you have a question on the topic, feel free to ask another participant or me. If I think the question will be better answered later in the workshop or no one has a satisfactory answer, I will ask you to write the question on the “Parking Lot” tear sheet posted in the room. At the end of the workshop, if all questions on the parking lot have not been answered, I will take them as an assignment and get answers and share them with you or I will find the person you should ask within the organization.

Agenda

Introduction

Module 1: Change Management Matrix

Module 2: Roles and Changes Grid

Module 3: Integrated Change for Leaders and
Followers

Questions	Objectives
<p>What is change?</p> <p>How does change affect you?</p> <p>What can we do about change?</p>	<ul style="list-style-type: none"> ■ Explore the Change Management Matrix and process-oriented change and people-oriented change. ■ Use the Roles and Changes Grid to discuss and apply change management as leaders and followers related to processes, products, and people. ■ Examine a process for integrated change.

Slide 3: Introductions and Workshop Objectives <3 minutes>

This seminar is designed to help you examine your current understanding of change management and give you information and opportunities to increase your comfort level with change. We’re going to answer these questions today:

- What is change?
- How does change affect you?
- What can we do about it?

These objectives will lead us to the answers [see facing page].

What would **you** like to take away from today’s session? Write it under the learning objectives that are printed in your workbook.

In order to meet the printed learning objectives and your personal objectives, we will work together to share knowledge and experiences. If we aren’t meeting your objectives, please stop us and ask questions, not only of me but also of other participants.

Introductions
<ul style="list-style-type: none"> ■ Name ■ Something about your work ■ Learning objective that is most important to you today.

Slide 4: Introductions

[Ask for someone to volunteer to introduce himself or herself first, telling name, something about his or her work, and which objective is most important today. Once the first person has introduced herself or himself, establish the direction for introductions—to the first person’s left or right. Thank the person who went first. Complete introductions.]

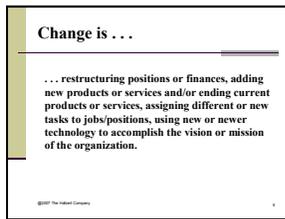
What questions do you have about the scope of what we are exploring today? [Respond to any questions participants raise. If a question is out of the scope of this seminar, ask the person to write the question on the Parking Lot tear sheet so it can be addressed later.]

Facilitator’s Tip
 You may want to take notes on objectives in your facilitator guide or on a separate sheet of paper. This information can be very helpful as you weave participants’ expectations and learning needs with the content and methods of the session.

Learning Objectives

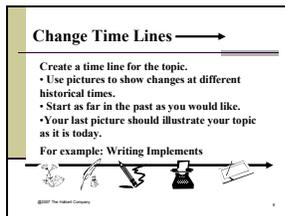
- ◆ Explore the Change Management Matrix and process-oriented change and people-oriented change
- ◆ Use the Roles and Changes Grid to discuss and apply change management as leaders and followers related to processes, products, and people.
- ◆ Examine a process for integrated change.

What would **you** like to take away from today's session?

**Slide 5: Change Definition**

Let's establish some common ground by agreeing on a definition of change: "Organizational change is the implementation of new procedures or technologies intended to realign an organization with the changing demands of its business environment, or to capitalize on business opportunities." (www.managementfirst.com/change_management/curves/cman.htm; July 2005).

In other words, organizational change can take place in the small, everyday tasks we do, including who we work with, and in the large, all-encompassing structures within which we work.

**Slide 6: Change Time Lines****Activity: Change Time Lines**

Now that we agree on what change is, you get a chance to illustrate what you know about change on specific topics.

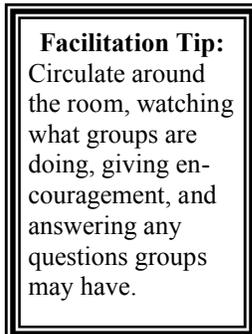
[Options for assigning topics:

Prepare Time Line charts with topic and arrow and place on walls around the room, as close to groups as possible, leaving room for group to work at tear sheets without being crowded.

Prepare Time Line charts with topic and arrow and place them on each table as you assign the topic. Give the groups tape and time to put their tear sheets on a convenient wall.

Announce only the topics groups will be using.]

The topics for this activity are Transportation, Communication, Recreation, Education, and Habitation. You have 7 minutes to draw your time line. Everyone in the group should contribute to the time line. Choose a spokesperson to share your time line with the large group.



What questions do you have about this activity? [Wait about 10 seconds. If no one has a question, move on.]

Ready, set, GO!

[At 7 minutes, call time. Debrief.]

It's now time to share. Spokespersons, please stand beside your time line when it's your turn to share.

[Select one time line and indicate whether you'll move to the left or right for the rest of the groups. Letting spokespersons know this ahead of time increases comfort and helps them be prepared when it's their turn to share.]
<15 min>

Thank you for these excellent time lines. Now it's time to get personal.

Introduction

Change is . . .

My group's time line topic is: Transportation or Communication or Recreation or Education or Habitation

My ideas are:

[Possible ideas for each topic are:

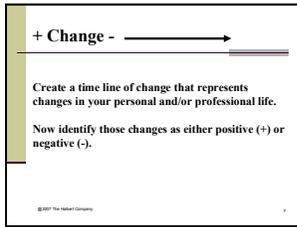
Transportation: Walking, riding an animal, cart or buggy with animal pulling it, bicycle, train, motorcycles, car, plane, space shuttle, etc.

Communication: Voice, hand signals, fire, drum/instruments, wax tablet and stylus, papyrus, writing paper, pens, pencils, heralds, telegraph, telephone, television, satellite, Internet, etc.

Recreation: Throwing, riding, games, spectator sports, online games

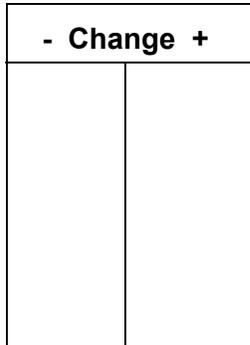
Education: Home, religious/government led schools and colleges, private schools, TV, webcasts, online

Habitation: Caves, trees, huts, boats, stone houses, wood houses, ships]



Slide 7: + Change - <math><5\text{ min}>

On page 4 in your notebook, draw a change time line for yourself. This time you may mix drawings with words and numerals. Starting with your earliest memory or your first “real job” and ending with yesterday, chart changes in your life. Include national/international, technological, organizational, and personal changes. Now identify positive changes with a + and negative changes with a -.



FC: - Change +

Option 1: Use if the group is large enough (12-18). Share your positive and negative changes with those at your table. Record the group’s changes on the tear sheet at your table, post the tear sheet, and select someone to report to the large group.

Option 2: Use if group is small enough (9-12). Let’s collect your changes on this tear sheet so we can refer to them throughout the rest of the workshop. [Ask each person to share one change, positive or negative, and write it on the chart.]

[Possible responses for either option include: *national/international-war, increased security at airports, changes in the economy/jobs; technology-smaller computers for cell phones, music, etc.; organizational-teams, additional responsibilities/accountability, new top management, new direct manager/supervisor; personal-new job, changes in family (graduations, entering military or college, births, deaths, divorces, weddings, moving closer/further away, etc.), additional skills, physical changes, medical problems, new/old friends moving.*]

What do/did these + and – changes have in common? [Possible responses: *We have some control over some positive and negative changes. Some changes happen in spite of our control or influence. Some changes that have a negative impact at first turn out to have a positive impact. Some changes happen no matter what we want or do. Some changes affect people. Some change affect processes. Some changes affect both.*]



Slide 8 + Change – [Bring in quotation after activity.]

Activity: Your Initial Response to Change

You’ll notice that one-word signs are posted around the room: Always, Usually, Often, Sometimes, Rarely, Never. Go stand under the word that best describes how you would generally respond this statement: I welcome change. Make this decision based on how you respond most of the time, not how you responded to the last change or to a change you felt was a “bad” change. [Allow 2 minutes for participants to move to one of the tear sheets. Be sure you make this activity accessible to participants with limited mobility. Comment appropriately on the range of responses. Ask participants to return to their seats.]

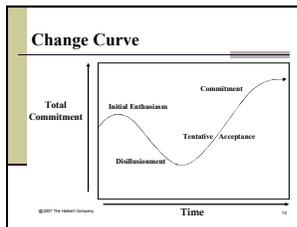
+ Change -

Create a timeline of changes in your life (professional and personal). Use drawings, numbers, or words to represent changes.

Now place a + or a – below each change, indicating whether it was a positive or negative change.

“I welcome change.” Do I? I would say I _____

- Usually
- Often
- Rarely
- Sometimes
- Always
- It Depends



Slide 10: Change Curve

Managing change has been the subject of much research and writing through the years. Today a quick search on the Internet will turn up thousands of sites, diagrams, charts, principles, and plans. One of the most enduring concepts in managing change is the change curve.

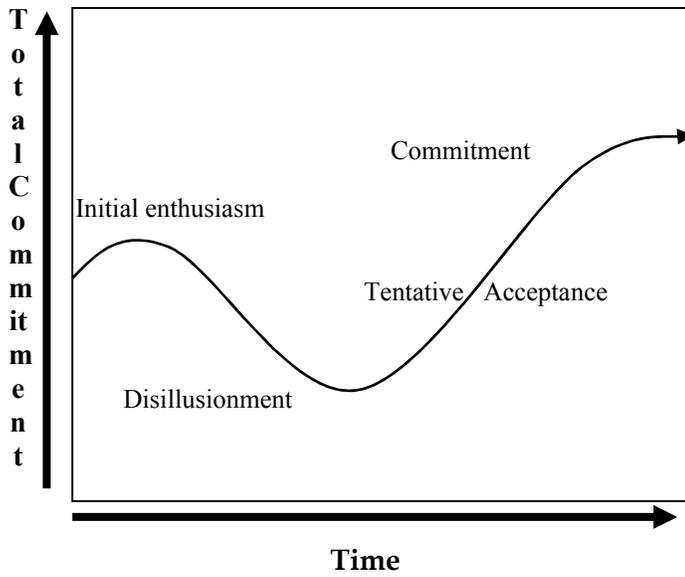
Basically, the change curve illustrates an acceptable beginning, a plunge into despair or resistance, a tentative acceptance, and finally an upturn in the curve illustrating a firm commitment to the change in professional or personal actions.

There is an alternative to the upturn: a turn away from the change. Our change curve would look like this (see chart on facing page)

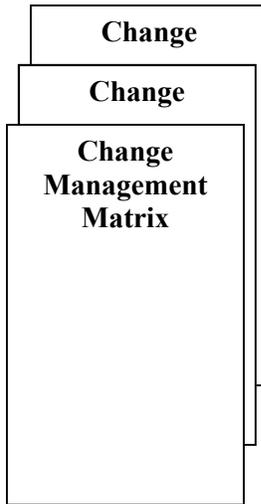
The change curve illustrates the how the barriers you've identified can slow or stop implementation of changes in organizations and professional lives. Some of us are early adopters of change: Early adopters move through the change curve in a matter of seconds. Some of us are late adopters: Late adopters are the last to fully commit to the change. The majority of us are somewhere in between early and late adopters.

So what? Now that we've agreed on the definition of change we're going to examine how change affects us. We're going to look at a matrix that can help explain why we react differently at times to organizational change.

Change Curve



NOTES:



FC: Change Management Matrix
[Either 1 per table or 1 for the whole group.]

Using the changes you’ve listed [either in large- or small-groups], discuss and plot 2-3 changes. [Let each group report on 1 change if participants are in small-groups, or ask 2-3 people to share where they plotted changes from the large-group list.]

At what level of decision making might process take precedence over people? Or when might decisions look like they are favoring process over people when the reality is the decision shows more concern for one group of people, such as stockholders, than another, such as employees?

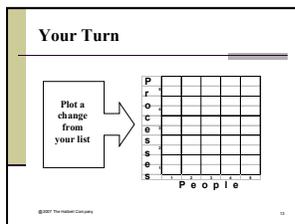
[Possible responses: *mergers, hiring, reorganizations.*]

Let’s examine the different situations that may call for different focus during decision making and implementation of changes.

Facilitator Tip
 Some exercises, like this one, help you gauge understanding. This exercise will let you know how much participants understand about the differences between process-driven change and people-driven change.

What differences might there be in change decisions that are implemented or mandated from the top of the organization down to the bottom versus those decision that are generated from the bottom of the organization?

[Possible responses: *Sometimes top-down change decisions are made during a crisis. Sometimes top-down change decisions represent a “pet project” by an organization’s CEO or other person in top management positions. Don’t always have buy-in from employees. Hard to get buy-in by employees. Sometimes employees’ legitimate concerns are ignored. Bottom-up change ideas have to gather management support at some level to be implemented. Bottom-up changes often can have an immediate, direct impact for customers. Changes implemented from the bottom up may cause problems for people in other areas of the business or for customers if the change is implemented without input and support from people who touch all phases of the process, product, or service that is affected by the change. Respect employees and management have for the champion or sponsor of the change makes a difference in implementation or success.*]



Slide 13: Your Turn
Handout 1: Change Management Action Plan

[Distribute Handout 1]

You’re going to plot a change you want to use throughout the rest of this workshop. First, name the change or describe the change at the top of the Change Management Action Plan—Page 1. Next plot the change on the matrix. <2 minutes>

HO 1

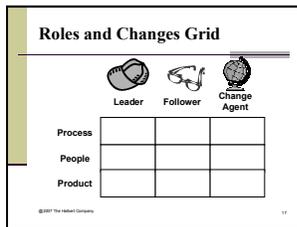
In addition to knowing whether a change is more process driven or people driven, we need to understand the change from different points of view before we respond to the change and develop our next steps related to the change.

Change Management Matrix

P r o c e s s e s	5					
	4					
	3					
	2					
	1					
		1	2	3	4	5

P e o p l e

Ideas from flip chart group work:



Assignments

Leader:
Pages 11-13

Follower:
Pages 14-16

Change Agent:
Pages 17-19

Slide 17: Roles and Changes Grid [Stays up throughout this exercise] FC: Roles and Changes Assignments

Let's look at these roles from a variety of points of view in order to understand the thinking and action that may be required during changes related to processes, people, and products. You'll work in one of three groups: [Click to bring in yellow under Leader.] Leader's Point of View Group [Click to bring in blue under Followers.] Followers' Point of View Group [Click to bring in green under Change Agent.] Change Agents' Point of View Group

[Divide the group into 3 groups, assigning each group a role: Leader, Followers, Change Agents.]

Using the workbook pages assigned and your experience, develop a response to each kind of change from your assigned point of view. When it's your group's time to share, direct the large group to the appropriate workbook pages and share your responses.

Each group gets a Roles and Change flip chart and a prop to help discover its point of view:

- ◆ Leader Point of View Group: A cap because leaders wear many hats.
- ◆ Follower Point of View Group: a pair of glasses to "see" the points of view of 3 employees
- ◆ Change Agent Point of View Group: A world/globe because change agents can be anything in the world.

You'll have 15 minutes to work in your groups. I'll give a 2-minute warning before it's time to reconvene as a large group. What questions do you have about this activity?

[When time is up ask for groups to report. This can be done in at least two ways:

1. Each group reports on each change scenario they discussed. For example, the Leader's Point of View Group reports on all three changes; then the Followers' Point of View Group reports, etc.
2. Each group reports on one change at a time. For example, each group reports on their view of the process change and then their view of the personnel change, etc.]

The Leader and Process Change

See text on facing page.

What would your point of view be if you were the leader who received this message? [Possible responses group will share: *As a leader, I need to be sure I know not only what is changing but also how it will specifically affect employees who report to me. I need to know each step in the process for non-exempt employees who need to report all of their time and for exempt employees who only report their exception time (vacation, sick days, jury duty, etc.). I need to be positive about this change because word on the grapevine is that this change makes "clocking in/out" more time consuming. I need to know why we have made this change now.*]

Leader and Process Change

	Leader	Follower	Change Agent
Process			
People			
Product			

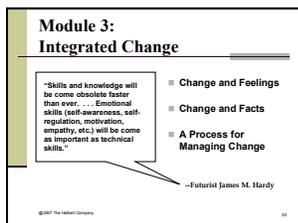
Our leader just received the following e-mail:

Beginning the first of the month, all employees (including management) will begin reporting their time through our new time and attendance process. Instructions for both non-exempt and exempt employees are now posted on our Intranet. Please announce to your work group the date this new process will go live and where they can get instructions. If you have any questions, please send an e-mail message to time/attendance proj mgr.

What would your point of view be if you were the leader who received this message?

Module 3: Integrated Change

[This second session is written for leaders and followers to be in the same session. Optional methods are given for use if a separate session for leaders is being held.]



Slide 20: Module 3: Integrated Change

In “Future Focus 2000 & Beyond: Changes, Challenges, & Choices,” futurist James M. Hardy predicted work and career changes in 2000-2010 that we can see are happening:

Skills and knowledge will be come obsolete faster than ever. Constant re-training will be essential to keep people from becoming increasingly less qualified for their jobs. Emotional skills (self-awareness, self-regulation, motivation, empathy, etc.) will be come as important as technical skills. People will be judged more on how well they handle themselves and other people – clients, customers, and colleagues. (p. 17)

With “skills and knowledge” becoming “obsolete faster than ever,” managing change in a way that integrates both process and people whether we are the leader or the follower will become an important work and life skill.

Take 2 minutes to list recent changes in skill and knowledge related to your work on page 21 of your workbook. For example, using new software or hardware would require both new knowledge and skill. New expectations for team members to take more initiative and responsibility may also require new knowledge and skills, such as the ability to lead meetings, develop consensus, and resolve differences.

What are some of the recent changes to your work that you listed?

[Take examples from 2-3 volunteers.]

How do these changes relate to the change you’re analyzing on the Change Management Action Plan? [Possible responses: *None. They are the specific new requirements/expectations in my job because of the change.*]

Change and Facts

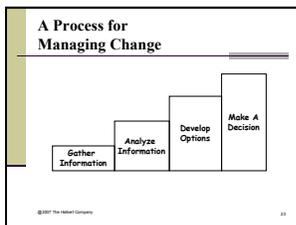
Futurists J. M. and J. H. Hardy had this to say about workers in 1999: “The rapid pace of change in the next decade will mean that workers must increasingly reinvent themselves for the workplace” (p. 11).

They also predicted the following changes for leaders:

“Leaders of successful 21st Century organizations will help their organizations make the necessary transformations: From reactive to proactive; from micromanagement to empowerment; from compliance to service; from budget-driven to results-oriented; from divisive to cooperative” (p. 12).

Have these predictions become facts for you? [Ask for examples of these changes from volunteers.]

Let’s look at a process for learning the facts about change so we can manage ourselves and change.



Slide 23: A Process for Managing Change

This process had four steps that can get us from feeling overwhelmed and victimized to balanced and in control of our options and decisions.

[Bring in each step with a mouse click: Gather Information, Analyze Information, Develop Options, and Make a Decision. As you discuss each step below, click the mouse and the step will be emphasized.]

[Emphasize Gather Information.] Now we come to the exciting part in our process where you discover facts and hear opinions in response to your questions. This step will either prove or disprove your hypothesis about whether this change is more process- or people-driven.

In addition to your questions, you need to take an open mind into the interviews. You are seeking information to test your hypothesis and learn. [Refer to Gather Information Tips on facing page.]

The action plan you began with Handout 1 will continue on Handout 2. Use the grid to identify people with whom you’d like to talk. Who will you ask the questions that you’ve prepared? If you know the person’s phone number, write it in—you’ll be one step closer to understanding the change better.

[Emphasize Analyze information.] The next step is to analyze the information you’ve collected. [See facing page Analyze Information Tip.]

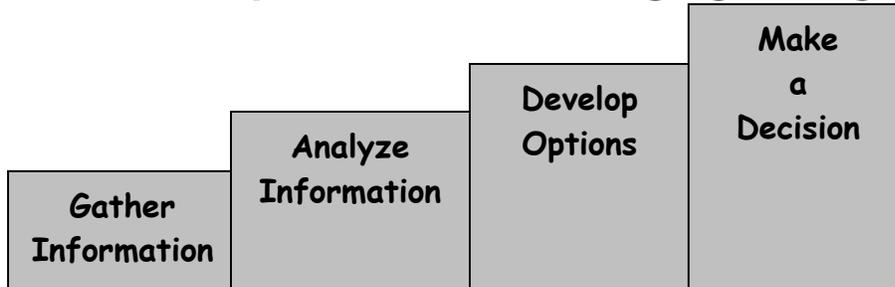
Go to the analysis part of your action plan on Handout 2. Write *homework* on this handout. You can’t complete this section in class because you haven’t gathered information yet. You can see, though, that this part of the action plan will lead you to think through the actions you may need to take to successfully manage this change.

There are only 2 steps left in our change management process: Developing options and making a decision about change.

HO 2

See preparation section of this guide for an optional activity for groups of leaders only.

A Four-Step Process for Managing Change



Step 1: Gather Information

Tips:

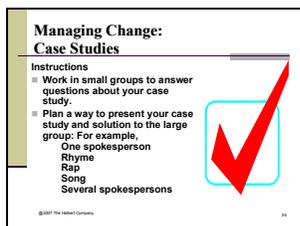
1. Listen carefully to the answers the person is giving. You'll be better able to ask good follow-up questions.
2. Understand that the conversation could go in directions you couldn't have anticipated.
3. Be prepared to hear that the person cannot tell you much more than has been announced about the change.
4. Respect that person's integrity for not sharing confidential information before it can be shared with everyone affected by the change.

Step 2: Analyze Information

Tips:

1. Use 3 x 5 cards to summarize separate pieces of information from interviews: Put the information on one side and the name of the person interviewed on the other. Be sure to also include the date of the interview. Lay the cards on a table with information up. Group those cards that have very similar information. Note any patterns.
2. Re-sort the cards based on the name of the persons interviewed. Group cards to match the organization. Turn cards over and read information. What kind of consistency of information is there within organizational groups?
3. Based on what you've learned from your interviews and sorting the information/name cards twice, do you have enough rich information from which to develop options? If the answer is no, you may need to interview some more people and/or look more closely at what the information on the cards is telling you. If the answer is yes, you're ready for Step 3.

Homework Assignment: Complete the analysis part of Handout 2 after you have gathered information and analyzed information. I will complete this homework assignment by _____ (date) so I will be ready to take the next step in managing change.



Slide 24: Managing Change: Case Studies Case Study Handouts

We have discussed the change curve, a change management matrix, and a roles and changes grid. These led us to examine an integrated approach to change. Now it's time apply these tools to a case study.

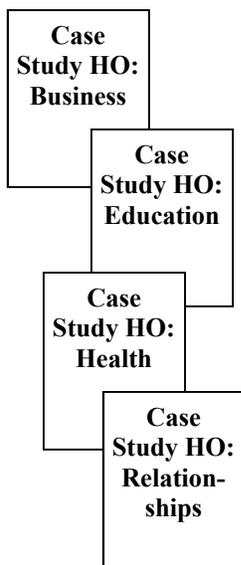
On pages 22-34 are masters for the case studies. Make copies based on how groups will be organized and case studies assigned. Be sure to make a set of copies for you to use to answer questions and to debrief the activity.

[Options for assigning case studies:

1. Divide participants into four groups. Assign each group a case study and handout the case studies. Each group should read the case study and answer the questions related to it. Each group should choose a spokesperson who will report the group's work to the large group.
2. Choose the case study that best relates to what your organization does or what your organization is facing as it manages change. Make enough copies of the case study for the number of small groups you will have. Each group should read the case study and answer the questions related to it. Each group should choose a spokesperson who will report the group's work to the large group. You should be prepared to point out the differences in the groups' work.]

[After making assignments, give each group the appropriate handouts. Announce that they will have 30 minutes to complete this activity. Ask what questions they have. Check in with each group at least once to answer any new questions that might arise.]

[Debrief.]



Case Studies

My group's case study is:

From the discussion with my group in applying all that we've explored today, I have been reminded of or learned this about managing change:
