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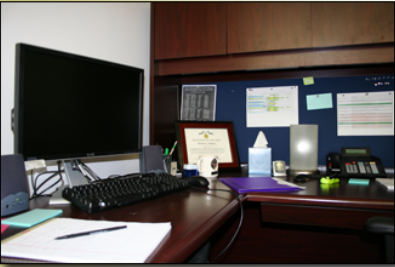


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Module 5: Leading Change

Lesson 1: Leading Change



Lesson Welcome

Welcome to the lesson on leading change. Today's Army must constantly adapt to continued threats and challenges to the Nation's peace, safety and freedom. In this unstable climate, change is not an option; unrelenting change is the status quo. While we transform the way we operate militarily, we also change the business processes and functions to better support our forces—improving both effectiveness and efficiency.

Supervisors play a key role in any change. They can be both the greatest ally and the greatest obstacle for change teams. Supervisors are the closest to the employees who must adopt the new processes and behaviors associated with the project or initiative.

This lesson introduces supervisors to basic change concepts and tools helpful when leading any organizational change initiative.

Lesson Learning Outcomes

After completing this lesson, you will be able to:

- Understand fundamental change management concepts
- Explain a basic process for managing change
- Understand the challenges in dealing with resistance to change

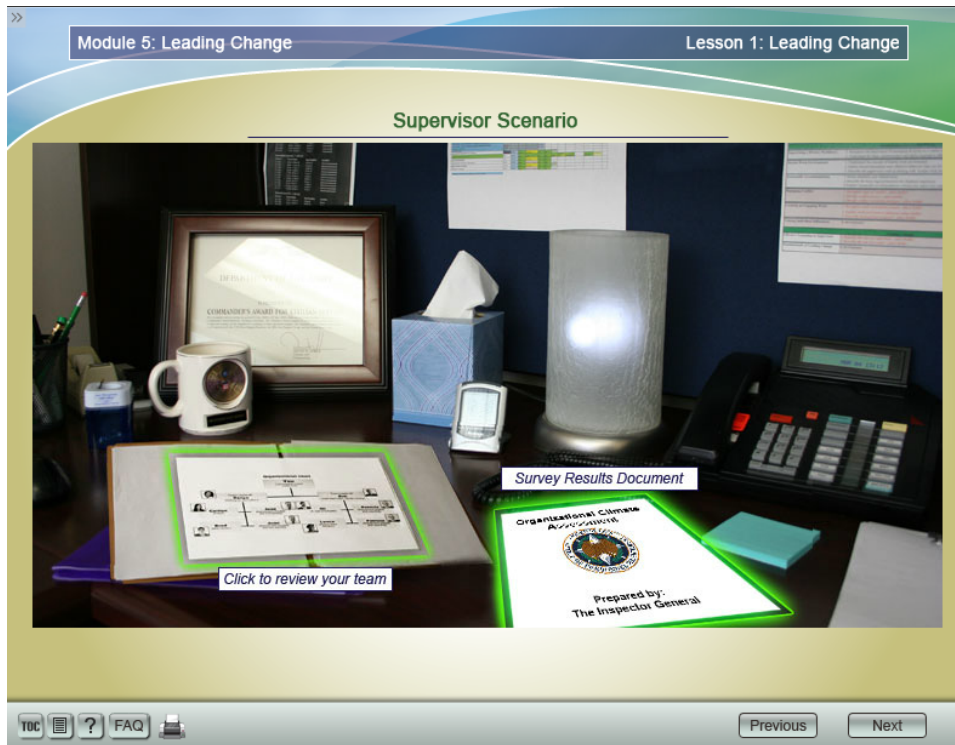
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Module 5: Leading Change

Lesson 1: Leading Change

Supervisor Scenario

You scan the results of the survey again, your headache intensifying. Using your understanding of change management concepts, what is your next step with respect to how you should implement the use of IDPs in your organization?



 Click image to see your options.

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Scenario Response Options

The following are three options for how you, as a supervisor, could proceed.

In a team meeting, announce that everyone will be completing an Individual Development Plan. When asked why, you respond that this is a new requirement directed by the new agency Director.

You decide to send an email to all hands announcing that effective immediately everyone is required to complete an Individual Development Plan. You attach an IDP template to follow. Deadline for completion is two weeks. If anyone has any questions, they should speak to their team leader.

Before considering introducing the new IDP process to your team, you craft a change plan to include how the use of IDPs will be implemented in your department. Your change plan will include several subordinate components such as a communication, resistance, and training plans.

 Read the options carefully and select the one that seems to be the best choice. Write your selection down on paper. Later we will review all three options and why each may or may not be the best choice. For now, let's look at the lesson content.

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Author: AMSC Subject: Sticky Note Date: 8/29/2011 11:17:19 AM

The pace of economic, global and technological development coupled with the war on terrorism in today's world makes change an inevitable feature of federal organizations. In fact, this may be the only thing that does not change in today's climate. The success of any organization (public or private) today depends on its ability to sense and adapt to rapid change from within and outside the organization. What worked in the past is no guarantee of success today. In fact, it may be a prescription for failure. Therefore, it's essential that supervisors have competency and expertise in managing change.


The change literature indicates that somewhere between 50 to 75% of all change initiatives result in failure or achieve less than desired results. This poor track record with leading and managing change is worrisome. Supervisors at all levels can help enhance the overall success rate of change initiatives by following a systematic approach to the change process.

At a basic level, when we ask employees to totally change the way they have been working, it's like asking a basketball team to now switch to playing golf. People are not like Playdough, where we can twist and mold them into any shape we want. Unlike Playdough people cannot change their behaviors overnight, get smarter over the weekend, or develop skills they do not have. Anytime you change something, it impacts people personally. You need to get them involved to gain their support, the earlier the better. We know that employee resistance is always directly proportional to the degree people are kept in the dark and out of the change process.

Finally, given the magnitude and constant change organizations face today, supervisors who want to be successful--in career, in relationships, in life--must learn how to effectively manage change. We illustrate the importance of this point by reviewing the results of a survey of 369 Army Civilian Leaders in the following frame.

Module 5: Leading Change
Lesson 1: Leading Change


Four Good Reasons Why You Should Care About Leading Change



Flexibility and adaptability are hallmarks of today's Army. If constant change is the norm, supervisors no doubt are on the front lines of change as they work to put any new systems, processes, or technology into place. Even more challenging is making the Army culture of flexibility and adaptability a strength and cornerstone of how we operate going forward. No one ever said implementing change is easy. Yet, the supervisor is a cornerstone in the Army's efforts to adapt and respond to change.

Why you should care about leading change:

1. The success – even the mere survival – of organizations depends on their ability to adapt to change.
2. The failure rate of many change initiatives is high.
3. One of your biggest challenges in implementing any change is dealing with potential resistance by employees.
4. Your personal success and advancement hinges partially on your competency in managing change.

 **mouse over each statement for more information.**

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Lesson 1: Leading Change



This lesson will introduce a basic change process that you can use to help you avoid many of these mistakes.

What Can Happen If Change is NOT Managed Well?

Implementing change is never easy. This is why planning and following a change process roadmap is helpful in avoiding some of the undesirable outcomes that can result when change is not managed well.

For example:

- Productivity declines as people become more consumed with the change being introduced.
- Resistance festers and can sabotage the change.
- People are left to wonder why the change is happening.
- People find work-arounds to avoid implementing the new way of doing things.
- Employees revert back to the old way of doing things.
- Changes are not fully implemented.
- The organization builds a history of failed and painful changes.

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What is Change Management?

Change management is a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state. Change in organizations is not something that happens instantaneously. Change is a process that fundamentally involves three elements: the current state, a transition, and a future state.

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graph LR; Current[Current] --> Transition[Transition]; Transition --> Future[Future];
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Click each of the phases for more detailed information.

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What is Change Management?

Change management is a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state. Change in organizations is not something that happens instantaneously. Change is a process that fundamentally involves three elements: the current state, a transition, and a future state.

The Current State - The Current State is how things are done today. It is the collection of processes, behaviors, tools, technologies, organizational structures and job roles that constitute how work is done. The Current State defines who we are. It may not be working great, but it is familiar and comfortable because we know what to expect. The Current State is where we have been successful and where we know how we will be measured and evaluated. Above all else, the Current State is known.

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The screenshot shows a presentation slide with a blue header bar. On the left, it says 'Module 5: Leading Change' and on the right, 'Lesson 1: Leading Change'. The main title is 'What is Change Management?'. Below the title is a paragraph defining change management. A callout box titled 'The Transition State' provides more detail. At the bottom, there is a navigation bar with icons for TOC, a list, a question mark, and FAQ, along with 'Previous' and 'Next' buttons. A footer note says 'Click the Next button to continue, or the Previous button to review.' and a page number '6 of 29' is in the bottom right.

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Module 5: Leading Change Lesson 1: Leading Change

What is Change Management?

Change management is a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state. Change in organizations is not something that happens instantaneously. Change is a process that fundamentally involves three elements: the current state, a transition, and a future state.

The Transition State - The Transition State is messy and disorganized. It is unpredictable and constantly in flux. The Transition State is often emotionally charged - with emotions ranging from despair to anxiety to anger to fear to relief. During the Transition State, productivity predictably declines. The Transition State requires us to accept new perspectives and learn new ways of behaving, while still keeping up our day-to-day efforts. The Transition State is challenging.

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The screenshot shows a presentation slide with a blue header bar. On the left, it says 'Module 5: Leading Change' and on the right, 'Lesson 1: Leading Change'. The main title is 'What is Change Management?'. Below the title is a paragraph of text. A callout box is positioned in the center, containing a definition of 'The Future State'. At the bottom, there is a navigation bar with icons for TOC, a list, a question mark, FAQ, and a printer icon, along with 'Previous' and 'Next' buttons. The slide number '6 of 29' is in the bottom right corner.

Module 5: Leading Change Lesson 1: Leading Change

What is Change Management?

Change management is a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state. Change in organizations is not something that happens instantaneously. Change is a process that fundamentally involves three elements: the current state, a transition, and a future state.

The Future State - The Future State is where we are trying to get to. It is often not fully defined, and can actually shift while we are trudging through the Transition State. The Future State is supposed to be better than the Current State in terms of performance. The Future State can often be worrisome. The Future State may not match our personal and professional goals, and there is a chance that we may not be successful in the Future State. Above all else, the Future State is unknown.

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Author: AMSC Subject: Sticky Note Date: 8/29/2011 11:17:19 AM

Performance pressures—such as work process improvement, information system enhancements, relocation, improving quality of products or services, cost reduction initiatives, and new procedures. For example, DOD's approach to acquisition, logistics, and infrastructure could be much improved. This would represent a driving force for change.

Changing demographics—as the civil service workforce ages, leaders are challenged to plan for and implement strategies for integrating a younger and diverse workforce as well as insuring that institutional knowledge is not lost as the aging workforce retires.

New events and challenges—require changes to meet evolving mission requirements. For example, persistent conflict continues to characterize the environment in which the Army operates. As such the Army must transform to maintain its combat edge and build resilience for future mission requirements.

Army modernization—modernization to meet challenges in the future operating environment will continue to drive change. Adapting the generating force size and manpower mix will be impacted by efforts to meet efficiency targets.

Other forces—the Army's budge is shrinking; increasing use of technology; BRAC; the civilian workforce transformation-- all influence the need for change.

Module 5: Leading Change
Lesson 1: Leading Change

Technological forces
Demographic & Human Capital
Social Forces
Business and Economic Forces
Organizational Forces

Organizational Change

Why Organizations Change

Change does not just happen out of the blue. The pressures for change come from many directions: the environment, need to improve processes, a new vision or desires of a new leader, mandated changes from higher headquarters, and so on. Typically the driving force or forces for change involve some kind of problem or opportunity. This may include:

- Performance pressures
- Changing demographics
- New events and challenges
- Army modernization
- Other forces

mouse over each bullet point for more information.

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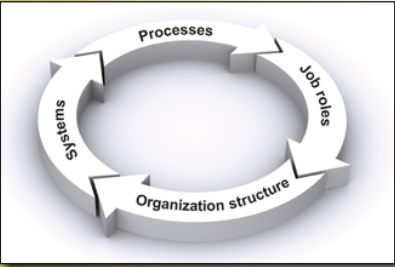
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Module 5: Leading Change

Lesson 1: Leading Change



Organizational Impact

Forces affecting the Army today are very real and will only accelerate the rate of change. We can count on two things for sure: 1) the pace of change will not diminish but instead continue to accelerate. In fact, some observers suggest that the rate of change is doubling every 10 years; and 2) the complexity of change will increase and require organizations to be more agile and resilient. Change is not an option; change is the new status quo.

When you introduce a change to the organization, you are ultimately going to be impacting one or more of the following four parts of how the organization operates:

- Processes
- Systems
- Organization structure
- Job roles

Ultimately, the change in an organization is initiated to move from a current state to a desired future state, where performance is better than it had been.

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Five Myths About Change

Before we proceed further, let's take a few minutes to review five myths about change.

Myth 1	Myth 2	Myth 3	Myth 4	Myth 5
				
Change must be imposed. People don't like change. We must coerce them to make changes.	You gradually wear down resisters. Eventually everyone will embrace change.	Change is a one-time thing. Once we make the changes we need, everything will be OK.	Change is radical.	Others have to change, not me.

 Click each image for information.

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Module 5: Leading Change Lesson 1: Leading Change

Five Myths About Change

Before we proceed further, let's take a few minutes to review five myths about change.

Myth 1 Myth 2 Myth 3 Myth 4 Myth 5

Myth 1: Change must be imposed. People don't like change. We must coerce them to make changes.

Real change is self motivated. It's not that we do not like change, what we do not like is to be changed. When we don't involve our employees in discovering the need for change and don't involve them in the change plan, they become "change plan critics." An effective supervisor understands that sharing power is the most effective way to build personal motivation. Employees must take intellectual and emotional ownership of the change initiative. When they are part of the change process and solution they develop personal commitment to the outcome.

Change imposed. People don't like change. We must coerce them to make changes.

change.

Click each image for information.

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Module 5: Leading Change Lesson 1: Leading Change

Five Myths About Change

Before we proceed further, let's take a few minutes to review five myths about change.

Myth 1 Myth 2 Myth 3 Myth 4 Myth 5

Myth 2: You gradually wear down resisters. Eventually everyone will embrace change.

As we learned in Myth 1, you can work with the people who openly resist your plans. They will slowly respond to your leadership. However, you cannot ignore those who do not openly protest. These problem employees, the "amen brother" types, appear to accept changes. In reality the more changes you incorporate, the more these silent resisters sabotage them in subtle ways. While they may openly play your game, they are working for the status quo. They think that they can, "wait this out for a while, and soon everything will be back to normal."

Change imposed. People don't change. People must co-opt changes.

change.

have to not me.

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Five Myths About Change

Before we proceed further, let's take a few minutes to review five myths about change.

Myth 3: Change is a one-time thing. Once we make the changes we need, everything will be OK.

The world changes continuously and organizations must change with it. If you suspect that change will be difficult, plan for it. After all, the time to repair your roof is when the sun is shining. Effective supervisors build a culture that embraces regular change through the use of continual planning. A culture that emphasizes planning develops management agreement, personal commitment and team focus. With these conditions present, you proactively lead change with the support of your team. Focus is key. Planning focuses the team. Focus then drives performance and performance drives results. Leader focus, therefore, becomes a competitive advantage.

Change imposed. People don't change. People must choose to change.

Change is a one-time thing. Once we make the changes we need, everything will be OK.

Change is a one-time thing. Once we make the changes we need, everything will be OK.

Click each image for information.

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Module 5: Leading Change Lesson 1: Leading Change

Five Myths About Change

Before we proceed further, let's take a few minutes to review five myths about change.

Myth 4: Change is radical.

Real change happens in small steps. Large changes overwhelm people, defeating them before they even start. When we break the change initiative into small steps, people maintain enthusiasm because they see positive progress in short time periods. Prioritize these steps so the results lead to success of the overall initiative. Supervisors that track and measure the success of each step of their initiatives most often accomplish their goals - and as the leader, you must hold yourself accountable. When you make the steps small, it is easier to redirect effort as necessary. People responsible for change remain positive. They can quickly see the results of their efforts.

Click each image for information.

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Module 5: Leading Change Lesson 1: Leading Change

Five Myths About Change

Before we proceed further, let's take a few minutes to review five myths about change.

Myth 1 Myth 2 Myth 3 Myth 4 Myth 5

Myth 5: Others have to change, not me.

Too often the attitude of the supervisor is "My people need to change, not me." In reality change begins at the top. You must lead change if you want your organization to change. The most effective change initiatives are proactively led by senior leaders, middle managers, and supervisors. As an effective supervisor, you play a key role as a positive role model. People respond positively to shared initiatives and team effort. When you are actively involved, you and your organization are better able to respond to the inevitable twists and turns that arise.

Change imposed. People don't change. People must co-opted to make changes.

change.

have to change. not me.

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Individual level

Each individual employee or manager who is impacted by a change must go through their own, personal process of change. If the change impacts five people, then each of those five must move from their Current State through their Transition State to their own Future State. This is the essence of change management, supporting individuals through the required personal transitions necessary for a project or initiative to improve the performance of the organization. Note that individuals take different amounts of time to move through the process. Later in this lesson we'll discuss how a supervisor can manage individual needs and concerns during the change process.


Organizational level

When it comes to managing change at the organizational level, viewing change as a process helps determine the sequencing and content of the change management effort. This helps to ensure that the right activities are occurring at the right time, and that employees are receiving the right information they need to move through their own personal process of change. Later in the lesson we highlight key topics important in the change process.

Key Points to Remember:

Treat the changes you manage as a process, and not as a single event or series of events.
Individuals experience change as a process. Evaluate and focus your change management activities based on where individuals are in the change process.
No one experiences the process the same.
Your organizational change management efforts need to be tied to where you are in the change process.


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Managing Change Is A Process

Given that we have established change as a process, how does a supervisor manage the process of change? Managing change takes place on two levels:

- Individual level
- Organizational level

 mouse over each bullet point for more information.



 Click key icon for more information.

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Module 5: Leading Change

Lesson 1: Leading Change

Change Management Process

Earlier change management was defined as a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state. In this and the next series of frames we discuss planning and introducing the changes to your group, implementing the change, and reinforcing and sustaining the change. Bringing about change is often difficult and problematic. The change model introduced in this lesson provides a basic framework for helping supervisors guide change efforts.

Phase 1
Planning and Introducing the Change to Employees

↓

Phase 2
Implementing the Change

↓

Phase 3
Reinforcing and Sustaining the Change

If supervisors understand these basic phases of change, and only if they act accordingly, they will be able to successfully manage change without diminishing peoples' motivation and commitment.

✦ Click each phase for more information.

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The screenshot shows a presentation slide titled "Change Management Process". At the top, there are navigation tabs for "Module 5: Leading Change" and "Lesson 1: Leading Change". The slide content includes a definition of change management and a detailed description of "Phase 1: Introducing change to your employees". A callout box highlights this phase. At the bottom, there are navigation buttons for "Previous" and "Next", along with a footer containing icons for TOC, a list, a question mark, FAQ, and a printer icon.

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Module 5: Leading Change Lesson 1: Leading Change

Change Management Process

Earlier change management was defined as a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state. In this and the next series of frames we discuss ~~planning and introducing the changes to your group, implementing the change, and reinforcing and sustaining the change~~ and sustain the change model introduced.

Phase 1: Introducing change to your employees
Before you introduce change to your employees you need to prepare a change plan. Once you have your change plan developed, then you can introduce the change to your employees. Employees want to know what is changing and why these changes are being made. They may want to know what is "wrong" with what they are doing today. Some employees perceive change to mean that something they are doing now is not good enough or is incorrect. In most cases this is not true, but is a common employee perception. This first step is less about the change itself and more about the issues that have created a need for change. You are helping build their awareness of why the change is needed.

Reinforcing and Sustaining the Change

Click each phase for more information.

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The slide is titled "Module 5: Leading Change" and "Lesson 1: Leading Change". It features a "Change Management Process" section with a paragraph explaining the concept. A central callout box details "Phase 2: Managing employees through the transition". Below this, a blue box for "Phase 3" and a green box for "motivation and commitment" are shown. Navigation instructions and buttons are at the bottom.

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Change Management Process

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Phase 2: Managing employees through the transition

In this second phase, you will be leading your employees through the change process. For some employees this transition will be simple and straightforward. In other cases, you may encounter strong resistance. You will help each employee move from the current state (how they are doing things today), through a transition state (a period of uncertainty and chaos) to a future state (where the change has been realized).

Phase 3
Reinforcing and Sustaining the Change

motivation and commitment.

Click each phase for more information.

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Change Management Process

Earlier change management was defined as a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state. In this and the next series of frames we discuss planning and introducing the changes to your group, implementing the change, and reinforcing and sustaining the change. Bringing about change is often difficult and problematic. The change model introduced in this lesson provides a basic framework for helping supervisors guide change efforts.

Phase 3: Reinforcing change and sustaining the change
In this final step, you will be reinforcing the change with your team. Employees can easily revert back to old behaviors if you are not careful. You will need to celebrate successes, measure performance, assess adherence to the change, and publicly and privately recognize your team members for their contribution.

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Phase 3
Reinforcing and Sustaining the Change

diminishing peoples' motivation and commitment.

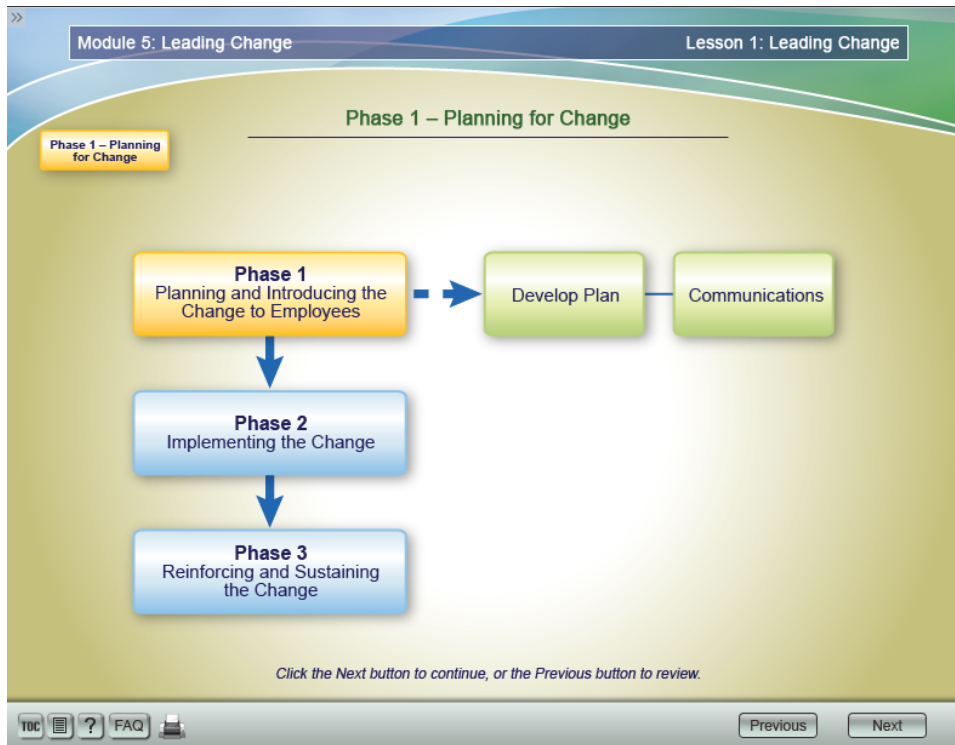
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Module 5: Leading Change

Lesson 1: Leading Change

Phase 1 – Planning for Change



Phase 1 – Planning for Change:
Develop the Plan -- Questions To Ask

- What do we need to achieve?
- Why?
- How?
- When?
- Who will be affected?
- How may they react?
- How do we support the people affected?
- Do we have the resources to manage the change?
- How do we communicate the change and facilitate buy in?
- How do we deal with resistance?
- What part of the change do we need help with?
- How do we know what success is and how is it going to be measured?
- After the change, then what?

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A Roadmap—your plan provides a defined path to follow. It shows where you want to go, how to get there, and when you've arrived. Like any map, a change plan is only useful if you use it.


A communication tool—communication is crucial to implementing any change. You share your plan with your employees to help them understand what you want, what they need to do, and what they can expect from you.

A quality assurance tool—no plan is guaranteed to achieve its stated goals and objectives. Without a means of validating you are on the right course, you risk mistakes, misunderstandings as well as wasted effort and resources. A good change plan helps provide the quality assurance tool you need to stay on course.

A resistance reducer—a good plan helps to minimize resistance to change. The plan itself will not turn naysayers into immediate supporters. What the plan does is demonstrate that a good plan = solid plan = success.

Module 5: Leading Change
Lesson 1: Leading Change


Phase 1 – Planning for Change



Phase 1 – Planning for Change: Change Planning Benefits

Without a change plan your chance of success is greatly reduced. A change plan helps in four important ways:

- A Roadmap
- A communication tool
- A quality assurance tool
- A resistance reducer

 *mouse over each bullet point for more information.*

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Module 5: Leading Change

Lesson 1: Leading Change

Phase 1 – Planning for Change:
Communicating the Change

Phase 1 – Planning
for Change

Purpose	Picture	Plan	Part
<ul style="list-style-type: none">• Explain the basic purpose behind the outcome• 'What was the problem?'• Who said so and on what evidence?• What would have occurred if no one had acted to solve it?• What could have happened to us if that had occurred	<ul style="list-style-type: none">• Paint the picture of how the outcome will look and feel• What is the outcome going to look, feel and sound like?• How are employees going to get their work done and interact with each other?• How will a day be organized?	<ul style="list-style-type: none">• Lay out the plan for phasing in the outcome• Outline steps and schedules in which employees will receive information, training & support they need to make the transition• Employee-oriented to tell employees how and when their worlds are going to change• Start with where employees are & work forward to leave the past behind and emerge with new attitudes, behaviours & identity	<ul style="list-style-type: none">• Paint the picture of how the outcome will look and feel• What is the outcome going to look, feel and sound like?• How are employees going to get their work done and interact with each other?• How will a day be organized?

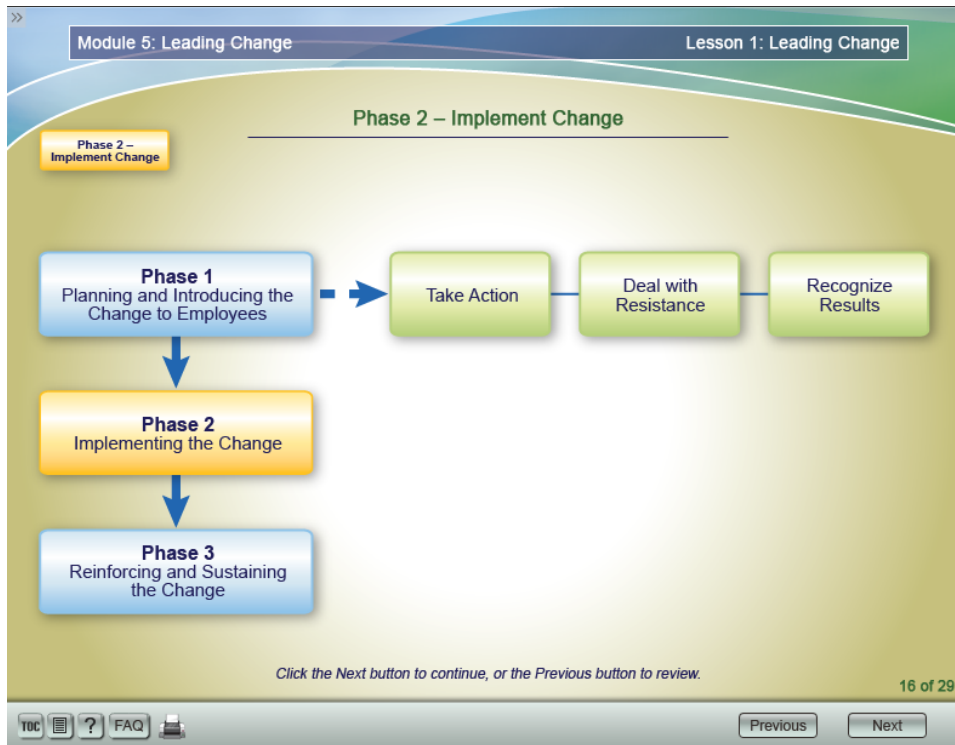
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Module 5: Leading Change

Lesson 1: Leading Change

Phase 2 – Implement Change

Level 1
I Don't Get It

↓

Level 2
I Don't Like It

↓

Level 3
I Don't Trust You

Click each level for more information.

**Phase 2 – Implement Change:
Levels of Resistance**

Even with good planning some resistance is inevitable. It is a natural phenomenon and should be embraced as a normal part of change, along with people's other emotional reactions. Research shows that employee resistance is the number one obstacle to change. The two best ways to avoid the destructive consequences of resistance is to 1) assess the potential resistance in your planning for the change (e.g., you can interview employees to gauge their readiness and attitude toward change), and 2) involve employees in the change management process.

The more you know about why people resist change, the more options you have for avoiding it or turning it into support. We can categorize most forms of resistance into 3 levels:

- Level 1: I Don't Get It
- Level 2: I Don't Like It
- Level 3: I Don't Trust You

Click the Next button to continue, or the Previous button to review.

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The screenshot shows a presentation slide with a blue header bar containing 'Module 5: Leading Change' and 'Lesson 1: Leading Change'. A yellow box on the left indicates 'Phase 2 – Implement Change'. The main title is 'Phase 2 – Implement Change: Levels of Resistance'. A large text box in the center describes 'Level 1: I Don't Get It.' and lists four reasons for resistance: lack of information, disagreements over data interpretation, lack of exposure to critical information, and confusion over meaning. Below this, 'Level 3: I Don't Trust You' is partially visible. A footer bar contains navigation icons (TDC, list, question mark, FAQ, printer) and buttons for 'Previous' and 'Next'. The slide number '17 of 29' is in the bottom right corner.

Module 5: Leading Change Lesson 1: Leading Change

Phase 2 – Implement Change

Phase 2 – Implement Change:
Levels of Resistance

Even with good planning some resistance is inevitable. It is often embraced as a necessary part of change. Other emotional resistance is not. There are no best ways to overcome resistance. The best way to overcome resistance is to 1) understand the reasons for the resistance, 2) gauge their level of resistance, and 3) involve them in the process. Once change is implemented, the resistance often turns into support.

Level 1: I Don't Get It.

Level 1 involves facts, figures and ideas. A good example is the standard PowerPoint presentation and logical arguments why change is necessary. This approach is fine but is limited to Level 1 issues. Level 1 resistance comes from:

- Lack of information
- Disagreements over the interpretation of data
- Lack of exposure to critical information
- Confusion over what it all means

• Level 3: I Don't Trust You

Click each level for more information.

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Module 5: Leading Change Lesson 1: Leading Change

Phase 2 – Implement Change

Phase 2 – Implement Change: Levels of Resistance

Even with good planning some resistance is inevitable. It is often embraced as a natural part of change. Other emotional resistance is not. There are no best ways to deal with resistance. The best way to deal with resistance is to 1) understand the reasons for the resistance, 2) gauge their feelings, and 3) involve them in the process.

Here is the important thing to remember. Giving people information is the most common way organizations try to deal with resistance. It will help, but it won't solve everything. Many make the mistake of thinking that all resistance is Level 1. Just give people more facts and figures and they'll see the light. They hold more meetings and make more PowerPoint presentations when something completely different may be called for. This is where Level 2 and Level 3 come into play.

Left unattended, Level 1 resistance can intensify. For example, if you push to get started while people are still questioning the reason behind the change, they will dig in even harder. It is important that you deal with resistance as soon as you recognize it or else you run the risk of

- Level 3: I Don't Trust You

Click each level for more information.

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Module 5: Leading Change Lesson 1: Leading Change

Phase 2 – Implement Change

Phase 2 – Implement Change: Levels of Resistance

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- Level 3: I Don't Trust You

Click each level for more information.

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The screenshot shows a presentation slide with a blue header bar containing 'Module 5: Leading Change' and 'Lesson 1: Leading Change'. A yellow box on the left indicates 'Phase 2 – Implement Change'. The main title is 'Phase 2 – Implement Change: Levels of Resistance'. A large text box on the left is titled 'Level 2: I Don't Like It' and contains the following text: 'Level 2 resistance is an emotional reaction to the change. It is based on fear. People are afraid this change will cause them to lose face, status, control, or even their jobs. Level 2 emotions are not something you can just gloss over. You can't tell people to "just get over it" or "just suck it up" and expect them to respond with, "Wow, thanks, I needed that."' and 'Communicating with employees when they are emotionally distressed can be difficult. When people are stress their ability to listen shuts down. No matter how great your presentation, once people hear the'. Below this text box, a bullet point reads '• Level 3: I Don't Trust You'. At the bottom left, a star icon is followed by the text 'Click each level for more information.' At the bottom center, it says 'Click the Next button to continue, or the Previous button to review.' At the bottom right, it says '17 of 29'. The footer contains icons for 'TDC', a list icon, a question mark, 'FAQ', and a printer icon, along with 'Previous' and 'Next' buttons.

Module 5: Leading Change Lesson 1: Leading Change

Phase 2 – Implement Change

Phase 2 – Implement Change: Levels of Resistance

Level 2: I Don't Like It

Level 2 resistance is an emotional reaction to the change. It is based on fear. People are afraid this change will cause them to lose face, status, control, or even their jobs. Level 2 emotions are not something you can just gloss over. You can't tell people to "just get over it" or "just suck it up" and expect them to respond with, "Wow, thanks, I needed that."

Communicating with employees when they are emotionally distressed can be difficult. When people are stress their ability to listen shuts down. No matter how great your presentation, once people hear the

- Level 3: I Don't Trust You

Click each level for more information.

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Communicating with employees when they are emotionally distressed can be difficult. When people are stressed their ability to listen shuts down. No matter how great your presentation, once people hear the work "reorganizing" or "restructuring" their minds and bodies go elsewhere. Trying to deal with deeper levels of resistance with Level 1 strategies won't work to reach people's concerns.

• Level 3: I Don't Trust You

Below the text box, it says 'Click each level for more information.' At the bottom, it says 'Click the Next button to continue, or the Previous button to review.' The slide number '17 of 29' is in the bottom right corner. The footer contains icons for 'TDC', a list, a question mark, 'FAQ', and a printer icon, along with 'Previous' and 'Next' buttons.

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Module 5: Leading Change Lesson 1: Leading Change

Phase 2 – Implement Change

Phase 2 – Implement Change:
Levels of Resistance

Even with good planning some resistance is inevitable. It is often embraced as a natural part of change. Other emotional resistance is not. There are no best ways to manage resistance. The best way to manage resistance is to 1) understand the reasons for the resistance, 2) gauge their feelings, and 3) involve them in the process. When you implement change, the most common resistance is to change, the most common resistance is to change, the most common resistance is to change.

Level 3: I Don't Trust You

A major reason why change resistance flourishes and leads to failed change initiatives is because of mistrust. Your relationship with your employees does matter. Here's why. With Level 3 resistance, people are not resisting the idea; they may even love the idea. They are resisting YOU! Maybe their history with you makes them wary. Perhaps they are afraid that you won't see things through and this will be another "flavor of the month" scenario. Or that you'll be rotated to another assignment before this change ever gets rolling.

Turning Level 3 resistance into support can be extremely difficult. Don't

- Level 3: I Don't Trust You

Click each level for more information.

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Phase 2 – Implement Change

Phase 2 – Implement Change: Levels of Resistance

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Turning Level 3 resistance into support can be extremely difficult. Don't expect a speech or some dramatic event on your part to turn things around. You've got to prove that you are worthy of their trust. That occurs when people believe that you have their best interests at heart. That takes time and skills many leaders don't possess.

- Level 3: I Don't Trust You

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Phase 2 – Implement Change: Resistance and Concerns During Change


Phase 2 – Implement Change

People that are faced with change express six predictable concerns that can lead to resistance. If a supervisor is able to diagnose the stages of concern, then the supervisor can respond by communicating the right information at the right time to resolve these concerns. It is important to remember that at any given time, employees are at different stages of concern.

Six Stages of Concern

1. Information Concerns
2. Personal Concerns
3. Implementation Concerns
4. Impact Concerns
5. Collaboration Concerns
6. Refinement Concerns

If a supervisor is able to diagnose stages of concern, then the supervisor can respond by communicating the right information at the right time to lower and resolve these concerns

 Click each of the six concerns to view strategies you can use to address each concern.

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The screenshot shows a web-based learning interface. At the top, there are two navigation tabs: 'Module 5: Leading Change' and 'Lesson 1: Leading Change'. Below these, a yellow box on the left indicates 'Phase 2 - Implement Change'. The main content area is titled 'The 6 Stages of Concern' and is divided into two columns. The left column is headed 'THE 6 STAGES OF CONCERN' and lists '1. Information Concerns' with two bullet points: 'What is the change?' and 'Why is it needed?'. The right column is headed 'LEADERSHIP STRATEGIES TO ADDRESS CONCERN' and lists three bullet points: 'Explain the case for change', 'Share detailed information', and 'Envision the future'. At the bottom of the content area, a small text prompt says 'Click the Previous button to return.' The footer contains a series of icons (TDC, a list icon, a question mark, FAQ, and a printer icon) and a 'Previous' button.

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Module 5: Leading Change Lesson 1: Leading Change

Phase 2 - Implement Change

The 6 Stages of Concern

THE 6 STAGES OF CONCERN

1. Information Concerns

- What is the change?
- Why is it needed?

LEADERSHIP STRATEGIES TO ADDRESS CONCERN

- Explain the case for change
- Share detailed information
- Envision the future

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Module 5: Leading Change Lesson 1: Leading Change

Phase 2 - Implement Change

The 6 Stages of Concern

THE 6 STAGES OF CONCERN	LEADERSHIP STRATEGIES TO ADDRESS CONCERN
2. Personal Concerns <ul style="list-style-type: none">• How will the change affect me personally?• Will I win or lose?	<ul style="list-style-type: none">• Provide opportunity or people to express what's on their minds• Provide encouragement and reassurance• Continue to explain why change is important• Provide consistent messages about vision, goals, and expectations• Provide resources to resolve concerns

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Phase 2 – Implement Change

The 6 Stages of Concern

THE 6 STAGES OF CONCERN	LEADERSHIP STRATEGIES TO ADDRESS CONCERN
3. Implementation Concerns <ul style="list-style-type: none">• What do I do first?• How do I manage all of the details?	<ul style="list-style-type: none">• Walk the talk and model the behaviors expected of others• Provide individual training and coaching on how to implement the change• Build trust by listening and responding honestly to questions• Look for small wins

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Module 5: Leading Change Lesson 1: Leading Change

The 6 Stages of Concern

Phase 2 - Implement Change

THE 6 STAGES OF CONCERN

4. Impact Concerns

- Is the effort worth it?
- Is the change making a difference?

LEADERSHIP STRATEGIES TO ADDRESS CONCERN

- Collect + share information + wins
- Use wins to anchor the change in the company's culture
- Encourage people to keep up their effort

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The 6 Stages of Concern

Phase 2 – Implement Change

THE 6 STAGES OF CONCERN	LEADERSHIP STRATEGIES TO ADDRESS CONCERN
5. Collaboration Concerns <ul style="list-style-type: none">• Who else should be involved• How do we spread the word?	<ul style="list-style-type: none">• Encourage teamwork and interdependence with other teams• Recognize improvements in teams' performance

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Module 5: Leading Change Lesson 1: Leading Change

The 6 Stages of Concern

Phase 2 – Implement Change

THE 6 STAGES OF CONCERN	LEADERSHIP STRATEGIES TO ADDRESS CONCERN
6. Refinement Concerns <ul style="list-style-type: none">How can we make the change even better?	<ul style="list-style-type: none">Support continuous improvement and innovationEncourage each other to continue to challenge the status quo + explore new options and possibilities

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Phase 2 - Implement Change

The 6 Stages of Concern

THE 6 STAGES OF CONCERN	LEADERSHIP STRATEGIES TO ADDRESS CONCERN
4. Impact Concerns <ul style="list-style-type: none">• Is the effort worth it?• Is the change making a difference?	<ul style="list-style-type: none">• Collect + share information + wins• Use wins to anchor the change in the company's culture• Encourage people to keep up their effort

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Phase 2 - Implement Change

The 6 Stages of Concern

THE 6 STAGES OF CONCERN	LEADERSHIP STRATEGIES TO ADDRESS CONCERN
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The 6 Stages of Concern

Phase 2 – Implement Change

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Module 5: Leading Change

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Phase 2 – Implement Change



Phase 2 – Implement Change: Recognize Results

With respect to recognizing results, employees need to know that their efforts make a difference. Employees need to feel valued. When you recognize people for their accomplishments, you motivate them to work a little harder.

- Recognition is one of the most powerful motivating tools you have. When used correctly and wisely, recognition:
- Reinforces the desired, new behaviors in your change
- Demonstrates leaders continuing support of the change
- Enhances people's self-worth
- Builds loyalty and commitment
- Creates a work environment that nourishes successful people

There many ways to appreciate employees. One effective approach is to saying thank you in notes, E-mails, voice-mail, or in person.

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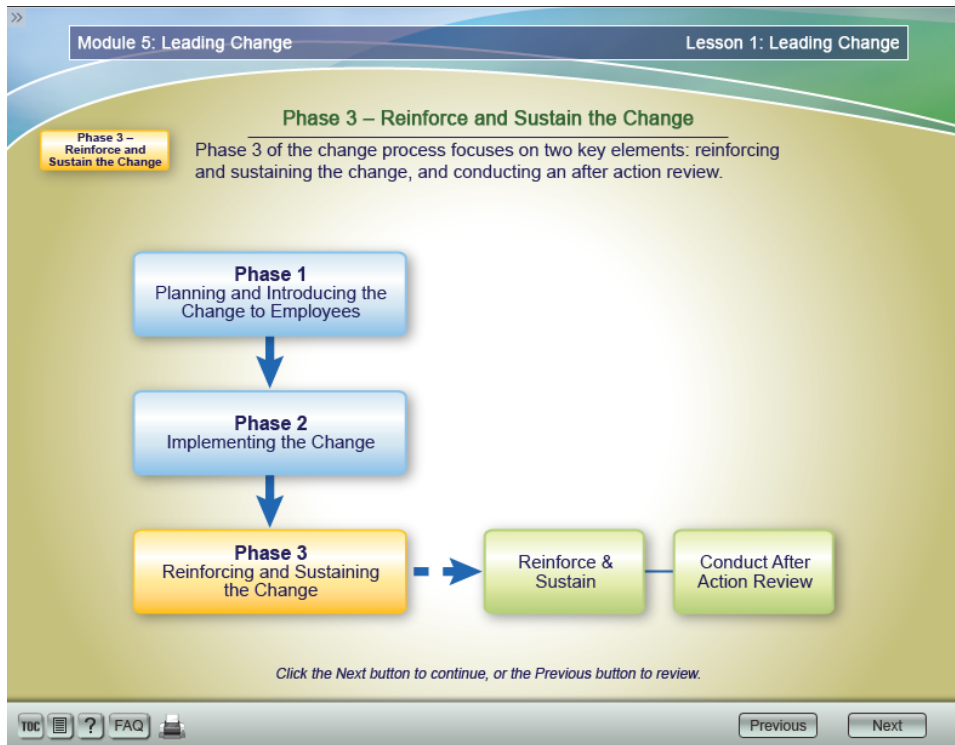
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Module 5: Leading Change

Lesson 1: Leading Change

Phase 3 – Reinforce and Sustain the Change



Phase 3 – Reinforce and Sustain the Change

Some methods for reinforcing and sustaining change are:

1. Celebrations and recognition.
2. Feedback from employees.
3. Accountability systems.

✦ *Click each statement for more information.*

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Phase 3 – Reinforce and Sustain the Change

Phase 3 – Reinforce and Sustain the Change

Celebrations and recognition.

As a supervisor, you play a key role in recognizing employees and celebrating successes. Unfortunately, too many supervisors forget this step or become busy with other tasks. One way you can recognize your employees' efforts is by a simple one-on-one conversation. Begin by acknowledging the change was made, the effort it took to make the change and the results you are seeing. Directly thank the employee for their support and hard work throughout the change process. Your goal with this recognition is to make the employee feel genuinely appreciated for their contribution to the change. Other options include public recognition, team celebrations, and recognition from senior leaders who sponsored the change.

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Phase 3 – Reinforce and Sustain the Change

Phase 3 – Reinforce and Sustain the Change

Some methods for reinforcing and sustaining change are:

1. Celebrations and recognition.
2. Feedback from employees.

Feedback from employees.
Understanding how employees are reacting to the change is part of reinforcing change. This feedback is helpful in gauging where the change is taking hold and where it is struggling.

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Phase 3 – Reinforce and Sustain the Change

Phase 3 – Reinforce and Sustain the Change

Some methods for reinforcing and sustaining change are:

1. Celebrations and recognition.

Accountability systems.
If you implement a change that is designed to improve performance, for example, but do not hold individuals accountable, then the sustainability of the change may be in jeopardy. Give consideration into how you can build accountability mechanisms into the normal day-to-day operations.

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Phase 3 – Reinforce and Sustain the Change



Phase 3 – After Action Review

An AAR answers four major questions:

1. What was expected to happen?
2. What actually occurred?
3. What went well, and why?
4. What can be improved, and how?



Note: An in-depth review of how to plan and conduct an after action review is beyond the scope of this lesson. However, learners are encouraged to go to the Army publications website: http://armypubs.army.mil/doctrine/tc_1.html to review Training Circular 25-20, A Leader's Guide To After Action Reviews (TC 25-20).

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Author: AMSC Subject: Sticky Note Date: 8/29/2011 11:17:19 AM

Mistake 1: Assume that understanding equals support and commitment.

A common approach many leaders use to introduce a change initiative is to use a PowerPoint presentation. As part of the presentation, change leaders often take questions but more often the audience tends to be polite and ask "safe" questions. Most people are not willing to voice their concerns in this forum and tell the boss that the proposed change might not be a good idea. Moreover, because the leader making the presentation is getting questions from the audience, he or she believes the employees are getting the message and are willing to go forward and make the change a success. The problem with this approach is that the real issues that can kill or damage a change project never surface. Making a compelling case for change seems to be the biggest thing you can do to build support and commitment for a new initiative, and yet, it is the most overlooked task in the life of many change projects.

Mistake 2: Underestimate the potential power of employee engagement.

Often change is imposed from higher authority with specific goals and objectives defined. In this kind of environment, the supervisor and employees don't have much say or influence in any part of the change, from the idea itself to developing plans. Participation gives members a sense of control and reduces uncertainty about their changing circumstances, such that if people can feel a part of the process, they will be more committed to the change and thus less resistant to its goals and objectives. In fact, the more employees can feel a sense of ownership in the process, the more motivation.

Mistake 3: Fail to appreciate the power of fear.

Like a roller coaster, change frightens even as it thrills--and often feels more like fun when it's over than when you're doing it. Change suggests progress...growth...success...and also the possibility of uncertainty, failure, and fear. Keep in mind that personal fear trumps the organization's need for change. When fears are triggered, people's ability to take in information goes down. In other words, people can't hear what you may be talking about even if they try. Fear is that powerful of a barrier to communication. The fundamental challenge for supervisors when implementing change is how to help people through their fears and doubts so that they experience the joys of growth and success. Knowing how to deal with these human aspects is critical to your success as a supervisor leading change. Our coverage of the change curve earlier in the lesson is useful for this purpose.

Mistake 4: Fail to acknowledge how even a slight lack of trust and confidence in supervisors (and leaders) can kill an otherwise good idea.

Trust is a big deal when it comes to implementing change. Trust can make or break a change. Unfortunately, many supervisors who lead change seem to ignore this critically important ingredient. They seem to believe that a good idea will win the day. It won't! Trust is an elusive vaporous substance. And it can turn on you quickly. Far too many decent ideas die because people lost trust in the leader or supervisor guiding the change. It's important to be open and transparent with your employees. This means being honest in not only pitching the positives of the change but also address the negatives that may come with the change (e.g., personnel cuts, job changes, or other unfavorable actions).


Module 5: Leading Change
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Four of the Biggest Mistakes Supervisors Make

As a supervisor, make sure you do not:

1. Assume that understanding equals support and commitment.
2. Underestimate the potential power of employee engagement.
3. Fail to appreciate the power of fear.
4. Fail to acknowledge how even a slight lack of trust and confidence in supervisors (and leaders) can kill an otherwise good idea.

✦ Click each statement for more information.



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Module 5: Leading Change

Lesson 1: Leading Change



Supervisor Best Practices Checklist

The items on this Supervisor Best Practices Checklist highlight best practice guidelines for any type of change. You can increase the probability of success when planning, implementing and sustaining change by adhering to these best practices.

1. Do not simply announce the change and expect the implementation to take care of itself.
2. Have a roadmap or plan for the change.
3. Try to address employee concerns to build commitment to the change.
4. Involve employees who are asked to change in the planning of the change. Leverage employee knowledge.
5. Ensure you communicate a compelling reason to

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Module 5: Leading Change

Lesson 1: Leading Change



Supervisor Best Practices Checklist

The items on this Supervisor Best Practices Checklist highlight best practice guidelines for any type of change. You can increase the probability of success when planning, implementing and sustaining change by adhering to these best practices.

5. Ensure you communicate a compelling reason to change. Communicate with confidence. Be optimistic about the future.
6. Develop and communicate a compelling vision that excites people about the future.
7. Consider a pilot of the change to learn what's needed to support the change.
8. Recognize and award achievement.
9. Make sure organizational systems and other

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Module 5: Leading Change

Lesson 1: Leading Change



Supervisor Best Practices Checklist

The items on this Supervisor Best Practices Checklist highlight best practice guidelines for any type of change. You can increase the probability of success when planning, implementing and sustaining change by adhering to these best practices.

- 9. Make sure organizational systems and other initiatives are aligned with the change. For example, policies, information systems, etc.
- 10. Enable and support employees to build new skills that may be required by the change.
- 11. Build trust with the employees. Over communicate, avoid mixed messages, and model the behaviors the change requires.
- 12. Track your progress and recognize key milestones. Celebrate short-term wins to build

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Module 5: Leading Change

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Supervisor Best Practices Checklist

The items on this Supervisor Best Practices Checklist highlight best practice guidelines for any type of change. You can increase the probability of success when planning, implementing and sustaining change by adhering to these best practices.

11. Build trust with the employees. Over communicate, avoid mixed messages, and model the behaviors the change requires.
12. Track your progress and recognize key milestones. Celebrate short-term wins to build momentum and celebrate success.
13. Hold people accountable for implementing the change.
14. Recognize that the power of organizational culture can kill a change.

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Lesson 1: Leading Change



Supervisor Scenario Revisited

Now that you have a better understanding of leading change, let's revisit the earlier scenario where you were reviewing the results of the survey that assessed the organizational climate of your work place.

Look at your notes. Which supervisory option did you select as the best choice?

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Module 4: Supervising a Diverse Workforce Lesson 5: Creating an Engaging Work Environment

Leadership Application

NOT A GOOD CHOICE: The change is being announced without first preparing a change plan and thinking through all the required elements important in planning and executing a change initiative. Also, consideration to employee reaction to the change, is not considered. How change gets communicated is important to its success, and influences employee trust, concerns and resistance....

NOT THE BEST CHOICE: The announcement and communication for implementing the IDP process is very much directive and one-way. Here the supervisor is mainly performance and results oriented and communication mainly entails directing people to start using the IDP. The communication strategy used here can be best characterized as a "tell and sell" approach....

THE BEST CHOICE: As you've learned in the lesson, it is important for change leaders to first have a roadmap to help guide any change effort--no matter how simple or complex. In order to move the employees from the current state where no IDP is required, to the future state where everyone will be completing and using an IDP, we have to have a process to help get us there. The process has to....

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Module 5: Leading Change


Lesson 1: Leading Change



Additional Considerations to Research

- What additional course work or training can you take to further develop change management competencies?
- Can you identify any SMEs on post, camp or installation you can consult with regarding change leadership issues?
- What are the 2nd and 3rd order effects of not

 [Click here](#) to open a PDF file of this list. You can then print it and add it to your Supervisor Development Folder.



Remember you can always click the FAQ button and/or the REF button to help you find answers.

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Module 5: Leading Change


Lesson 1: Leading Change



Lesson Takeaways

You have completed the Leading Change lesson. As a supervisor, it's important that you:



- Understand fundamental change management concepts
- Can explain a basic process for managing change
- Understand the challenges in dealing with resistance to change



 *Click image for Supervisor Reflections*

Do you have a thorough understanding of the Lesson Takeaways? Do you still need to do some reading about the Additional Considerations listed on the previous screen? If you feel confident about your knowledge of Creating an Engaging Work Environment, proceed to the next lesson. If not, use the flyout menu to review, or use the Reference tool or FAQ tool to gain more knowledge.

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Module 5: Leading ChangeLesson 1: Leading Change



Reflections for a Supervisor

As a supervisor, consider the following...

- Consider your organization, the group or team you supervise. Are any of your employees disengaged?
- How is your team impacted by having employees who are not engaged?
- What do you need to do to make sure your employees are engaged and continue to be engaged?
- Do you have a comprehensive plan?

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Module 5: Leading Change

Lesson 1: Leading Change



A certificate of completion for the Leading Change lesson. The certificate is framed in a blue border and features a gold seal. The text on the certificate reads: 'CERTIFICATE OF Completion', 'THIS AWARD IS GIVEN TO', 'You', 'IN RECOGNITION OF SKILLS GAINED BY', 'PARTICIPATION IN THE AWARD MANAGEMENT', 'STAFF COLLEGE'S R.D.C. LESSON'.

Lesson Complete!

Congratulations, SDC Student.

You have completed the Leading Change lesson. Remember, you can always come back to this lesson to review.

By clicking the Next button, you will be given the opportunity to provide us with feedback on the lesson you have just completed. Your input is important to us, and will help us keep our content and playability at the highest level possible.

Congratulations!

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