



**REPRODUCIBLE
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Customizable Soft-Skills Courseware

How to Handle Change and Upheaval



Instructor Guide

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Published by HRDQ
Authorized distributor Dekon Business Solutions

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ISBN 978-1-58854-525-1
EN-02-MY-13

Instructional design and learning philosophy

We are committed to providing the best core skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

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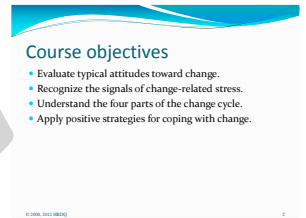
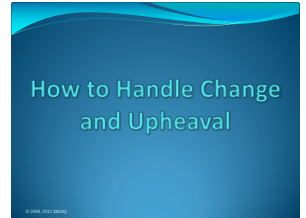
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Course objectives

Successful completion of this course will increase your knowledge and ability to:

- ◇ Evaluate typical attitudes toward change
- ◇ Recognize the signals of change-related stress
- ◇ Understand the four parts of the change cycle
- ◇ Apply positive strategies for coping with change



PREVIEW

ModuleOne



INTRICACIES OF CHANGE

How do you approach change?

Complete the following self-assessment to identify your orientation toward changes in your working environment. Circle the statements that best reflect your attitude.

When a new policy, procedure, or process is introduced into your organization, which of the following reactions are you likely to have?

Select A or	Select B
A. I relish change because it's exciting and challenging.	B. Changes are superficial and never stick, so what's the point?
A. I'll go along with the new way, even if it doesn't make any sense to me.	B. I'll act as if I'm going along with this change, but I'll keep on doing things the old way.
A. Change makes the organization more innovative and creative and I like feeling part of it.	B. There's nothing new under the sun. This is the same old thing repackaged. I'll participate for a few days until they lose interest.
A. I like trying new things and learning new skills.	B. It feels like I'm the only one who's not on board with this.
A. New systems and processes help us improve our morale and productivity.	B. Implementing change is a downer. It never works and people just get stressed in the process.
A. Implementing this change is my highest priority.	B. I don't have time to learn all this stuff. It's a waste of time.
A. We'll never get into ruts as long as we keep trying to improve.	B. Why do we keep fixing things that aren't broken?

Transition: Tell participants they will be exploring some of the behaviors that result from change not being handled well, and one goal is to learn how to handle change without pain.

Ask participants to evaluate how well they respond to change. (If there has been a recent change that everyone in the group can relate to, ask the group members to rate their personal response to that specific change.) Allow a few minutes for participants to select answers and then ask for feedback. Obviously, the "B" answers show a negative perspective toward change. Point out that everyone experiences a negative reaction to change from time to time. However, it's important that the negative reaction doesn't become a habit.

Transition: Using the previous activity as a launching point, introduce the three typical attitudes that individuals have to change. Get a show of hands for each response type based on the previous activity.

Explain the typical behaviors associated with each of these attitudes and highlight the strategies that are effective for dealing with each type of attitude.

Mention that participants should first be aware of their own attitude toward the change before they can facilitate another's ability to cope better. **Advocates:** These individuals are, of course, the easiest to deal with in a change process. They have the least resistance and are valuable as "ambassadors of goodwill." Put them to work as mentors or trainers who can help make inroads with Ambivalents and Critics.

Three typical attitudes toward change

1. Advocate
2. Ambivalent
3. Critic

Advocate

Look for people who:	Apply the following approaches:
Bring energy to the group	Capitalize on positive energy
Volunteer	Assign to mentoring and training positions
Support new ways of thinking	Use as informal power brokers and put in charge
Understand the sense of urgency	Capitalize on leadership skills



Ambivalent

Look for people who:	Apply the following approaches:
Swing between positive and negative	Validate desired behavior-catch them doing something right
Voice support but don't follow through with actions	Assign responsibility for tasks related to the change
Participate then pull back	Foster development into a leadership role
Often just exist	Invite them to assist

Transition: This activity provides a review of the three attitudes toward change.

Content:
Working in small groups, have participants read the scenario and develop strategies to handle each employee.

Possible answers:
Terry could be an Ambivalent or a Critic—silence could mean either one. Gently probe to uncover his feelings and validate them to draw him out.

Maria is a silent Critic. It's important to draw her out and allow her to express her opinions in a safe environment. Then assign a task that gets her involved in the shift to the new system.

Ruth is an Ambivalent who could be converted to an Advocate by assigning her a role and praising her efforts to incorporate the change.

Dave is an Advocate. His efforts need to be encouraged by allowing him to mentor or train others.

Practice exercise

Read the scenario and identify each team member's attitude toward change. Then list strategies to maximize their effectiveness.

Stan manages a team of four graphic designers. His office has typically operated in a very open, unstructured environment. Stan wants to preserve that culture, but must implement a new project management system. How should Stan approach the following members of his team based on the following information?

Terry hasn't said anything in the meetings about using the new project management system.

Maria has been quiet in the meetings that describe the new system, but has been overheard badmouthing the system to others in the break room.

Ruth nodded her head in the meeting when Stan explained the benefits of the new system, but has not made any effort to use it.

Dave was one of the people who piloted the new system and cannot understand why others are dragging their feet.

The antidote to resistance: involvement

Uncover hidden issues

- ◇ Recognize the "dead elephant" on the table
- ◇ Create an environment where people feel free to talk
 - Have employees meet without their bosses
 - Assure confidentiality
 - Provide food and beverages
 - Consider off-site meetings
- ◇ Invite criticism
 - Don't interrupt
 - Remain nondefensive
 - Stick to one issue at a time
 - Ask for more
- ◇ Follow up
 - Don't make promises you can't keep

Involve people in the change process

- ◇ Ask for input
- ◇ Acknowledge opinions and ideas
- ◇ Act on feedback received
 - Warning: Asking for feedback and ignoring it will damage your credibility and sabotage your change efforts

Transition: Now that participants have had a chance to assess their personal reactions to resistance, they can look at how to help others who are resistant to change.

One antidote to resistance is involving people in the process from the beginning. And, in many cases, that's not possible until you make sure all issues are open and free to discuss without repercussions. You'll lose total credibility if you encourage employees to air their complaints about the change, and then do nothing about them. At the very least, let them know their feelings and opinions have been heard by the people who care.

The "dead elephant on the table" is the issue that people are reluctant to talk about. Have participants share their experiences dealing with situations in which they or their colleagues were reluctant to talk about something or get involved.

Minimizing resistance

- Learn about why the change is needed.
- Help decide what change is needed and how to implement it.
- Maximize information flow.
- Ask for/give lots of feedback.

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Positive strategies for coping with change

Take control

- ◇ Tackle what you can control.
- ◇ Explore alternatives.
 - Examine high performance leaders in your industry.
 - Monitor journals, magazines, and newspapers that follow your business.
- ◇ Explore trends that affect your organization.
- ◇ Identify current abilities and those that will be needed for future success.
- ◇ Brainstorm the consequences of not changing.
- ◇ Arrange for benchmarking visits to the competition.

Build resilience

- ◇ Increase self-awareness
- ◇ Take ownership
- ◇ Expect the best
- ◇ Communicate and collaborate
- ◇ Never stop learning
 - Take a class
 - Explore new areas
 - Find a mentor

Transition: Many people feel trapped when facing change. Realizing that there are options and proactively exploring them is the second way to cope with change.

Content:

Review the tips in the workbook for taking control. Remind participants that fostering curiosity is one of the best ways to increase their ability to generate alternatives. Set a goal for completing one of the activities listed here at least once each quarter.

Resilience is like a muscle — it can be built up with practice and repetition. The constant ups and downs of dealing with change can actually equip you to handle subsequent changes more effectively. And perhaps the most important tool for building resilience is to never stop learning.



Positive strategies for coping with change

Transition: Another way to positively cope with change is to enlist the support of others who share a positive outlook toward change and avoid those who are negative.

Cultivate relationships that will reinforce the change initiative. Obviously, align with your boss's values only if they support the change effort.

Maintain balance: Balance is something that often goes out the window during times of change. Highlight the last point—that ultimately, you will be more successful at work by gaining balance in your life.

Activity: Have participants draw a picture of their sanctuary using the space provided in the appendix. Then share examples among the group.

Seek support

- ◇ Form alliances with others who have a positive approach to change.
 - Informal networking.
 - Formal shadowing.
 - Supervisory task teams.
- ◇ Avoid naysayers.
- ◇ Strengthen your relationship with your boss.
 - Align with your boss's values, goals, image, and vision.
 - Be solution-focused when communicating with your boss.

Maintain balance

- ◇ Don't take things personally.
 - Put the change in perspective.
- ◇ Focus on your own well-being.
 - Maintain interests and activities outside of work.
 - Have a sanctuary-somewhere to go to regain a sense of value and worth.
- ◇ Alternate rest and fun with focused concentration, and you will be more competent and productive during your work periods.

Course review

1. List three reasons for change in the workplace.

2. Which of the following is not an indicator of sensitivity to change?

- a. Need for consistency
- b. Anxiety about the unknown
- c. No need for control
- d. Need for security

3. List three signs of change-related stress.

4. List the four parts of the change cycle.

5. The following statement reflects what part of the change cycle? "I'll go along if you'll help me later."

- a. Denial
- b. Resistance
- c. Bargaining
- d. Acceptance

6. List the three typical attitudes toward change.

1. New technology, mergers and alliances, need for continuous self-improvement and professional development, shift to teams, restructuring and downsizing.

2. C

3. Increase in gossip and rumors, decreased productivity, missed deadlines, angry outbursts, good people find other jobs, increase in sick and vacation days, minimal communication.

4. Denial, resistance and anger, bargaining and acceptance and support.

5. C

6. Advocate, ambivalent, critic

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