Making Change Happen

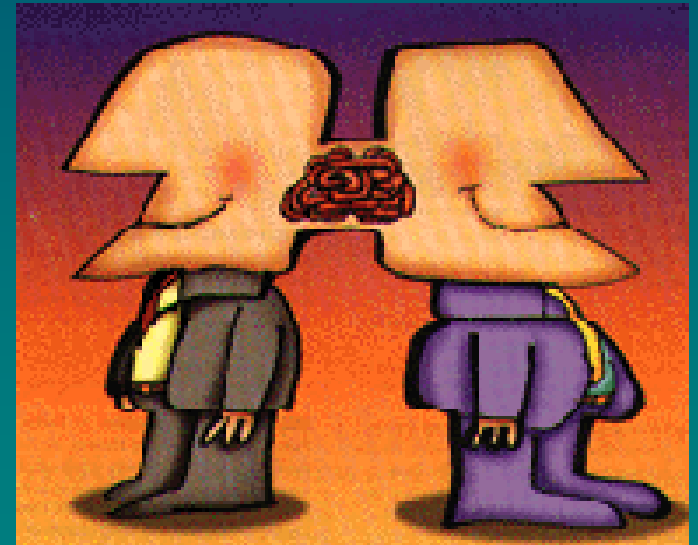Change ver. 2.91 cmmu

Overview

Start

Sequence for the Today's Session

- Introduction to Change
- Simulation: Year One
- Debriefing
- Simulation : Year 2
- Discussion

E-learning Support for the OC Module

- Go to the e-learning site via cmmu.net
- http://elearning.cmmu.net/
- Update your student profile – especially email
- Review the contents of the e-learning site

Making Change! Learning Objectives

1. To understand personal and organizational factors that influence change;

2. To identify common obstacles to change;

3. To learn practical strategies for overcoming obstacles and bringing about real change;

4. To work as a team to implement change;

5. To understand the role of leaders in change.

Change is the constant state today.

- Global economy

- Technology

- Communication

- Transportation

- Media

- Leisure

- Learning
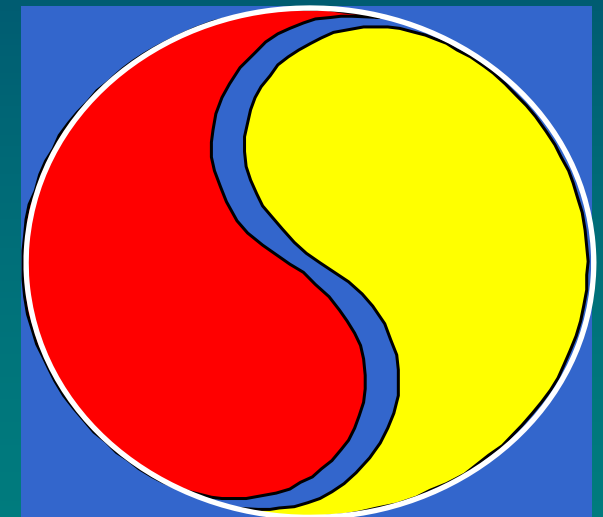
Resistance to change is our natural state.

Tradition is a Conserving Force

"A world in which change is the rule would be characterized by chaos, leading to social collapse. Therefore, a society must always have one foot permanently on the brake. It must have a predisposition to tradition and conservatism."

O'Toole, J. (1995). *Leading change*. San Francisco: Jossey Bass.

Change: From the Outside-In

"In all instances in modern society change is exceptional. When it comes about, it does so primarily as a response to outside forces. In no case does it come readily."

O'Toole, J. (1995). *Leading change*. San Francisco: Jossey Bass.

Change is rapid and complex. . .

- Too fast for careful planning.
- Challenge knowledge and skill.
- Incorporating many cultures and languages.

What are some of the way that change is like a rafting trip?

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Making Change Happen

	Info.	Interest	Preparation	Early Use	Routine Use

Head Office
- (i) Al ▫
- (i) Beth ▫
- (i) Carol ▫
- (i) Dave ▫

Eastern Branch
- (i) Eve ■
- (i) Fern ■
- (i) Gary ■
- (i) Hazel ■
- (i) Irene ■
- (i) Jan ■
- (i) Ken ■
- (i) Lora ■
- (i) Mia ■
- (i) Nora ■

Western Branch
- (i) Owen ▪
- (i) Pat ▪
- (i) Q.T. ▪
- (i) Ray ▪
- (i) Simone ▪
- (i) Thelma ▪
- (i) Upton ▪
- (i) Velma ▪
- (i) Will ▪
- (i) Xavier ▪

Activity	
(i) Consultant's Report	do it
(i) Social Information	do it
(i) Talk to First Time	do it
(i) Talk to Second Time	do it
(i) Talk to Third Time	do it
(i) Written Information	do it
(i) Presentation	do it
(i) Field Visit	do it
(i) Workshop	do it
(i) Advanced Workshop	do it
(i) IT 2020 Demonstration	do it
(i) Workplace Implementation	do it
(i) Follow-Up Help	do it
(i) Branch Technology Fair	
(i) Regional Theme Week Celebration	
(i) Branch Support Group	
(i) IT2020 Software Revision	
(i) Company Policy Revision	

Strategy Record

References

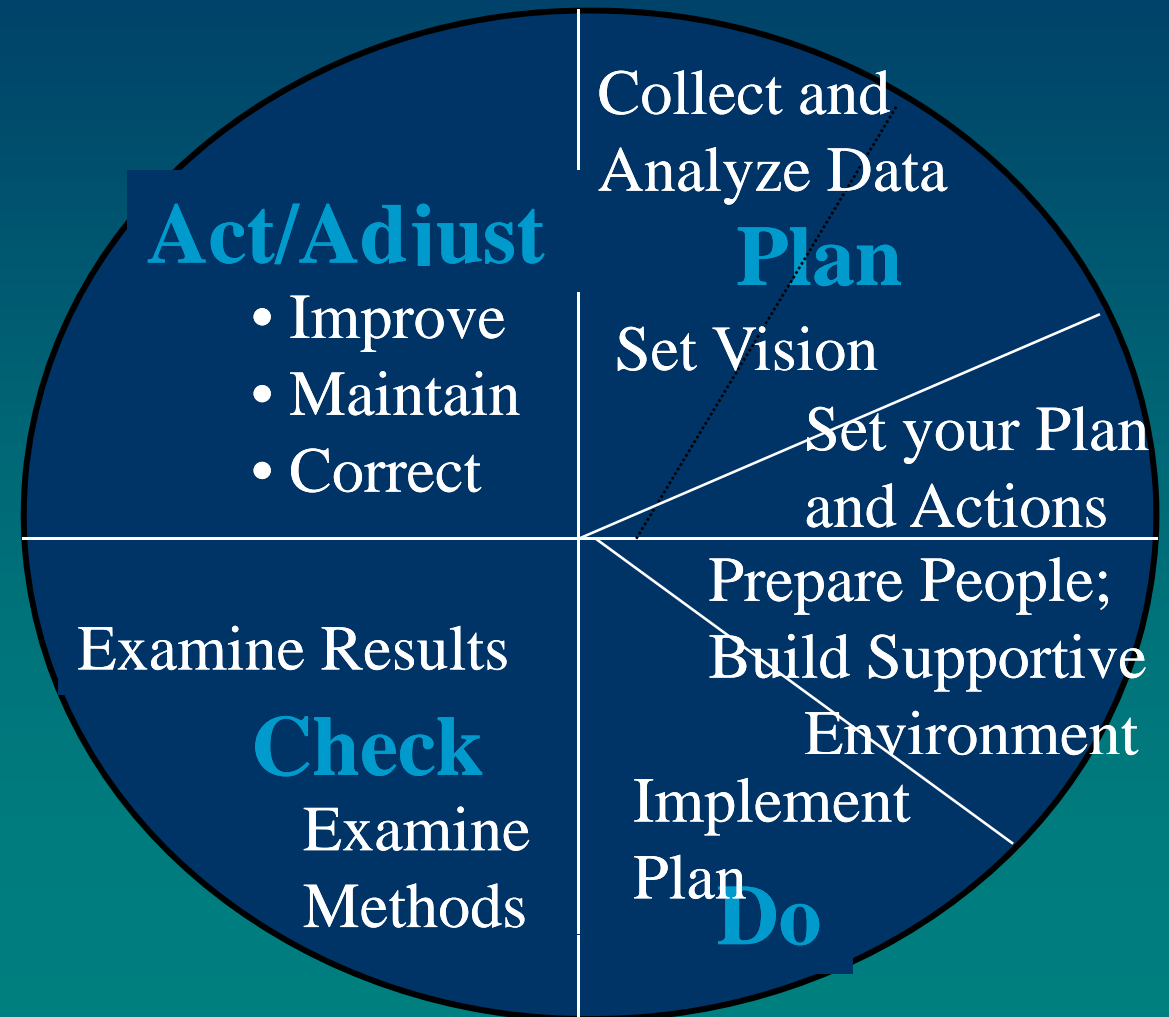**Experts' Opinions**

Change Year

Quit

Think Strategically

- Review the *People And Activity Sheets*
- Think about your *Change Strategy.*
- *Your team will submit a Strategy Analysis* for the *4th* week of class.
- As you play keep notes on your *Strategy.*
- You may also print out the sequence of your activities from the simulation by using the Strategy Button at the bottom of the screen

Plan, Do, Check, Act Cycle

- How did the sequence affect the outcomes?
- How would you change your sequence if you played again?

Act/Adjust
- Improve
- Maintain
- Correct

Plan

Collect and Analyze Data

Set Vision

Set your Plan and Actions

Check

Examine Results

Examine Methods

Prepare People; Build Supportive Environment

Implement Plan

Do

Set SMART Goals for Your Simulation Implementation

- Each year set 2 types of goals:
  - Desired Bennies by the end of the year.
  - Goals for people moving through change
- Make them SMART Goals

1. By the end of year 1, we will gain at least ___ bennies.
2. By the end of year one players progress will be . . .
   - Information
   - Interest
   - Prep
   - Early Use
   - Routine Use

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Develop your Strategy

- A strategy is **not** a list of activities

- Strategy describes the conceptual guidelines you follow to select activities to achieve your goals

- Identify a strategy before each year
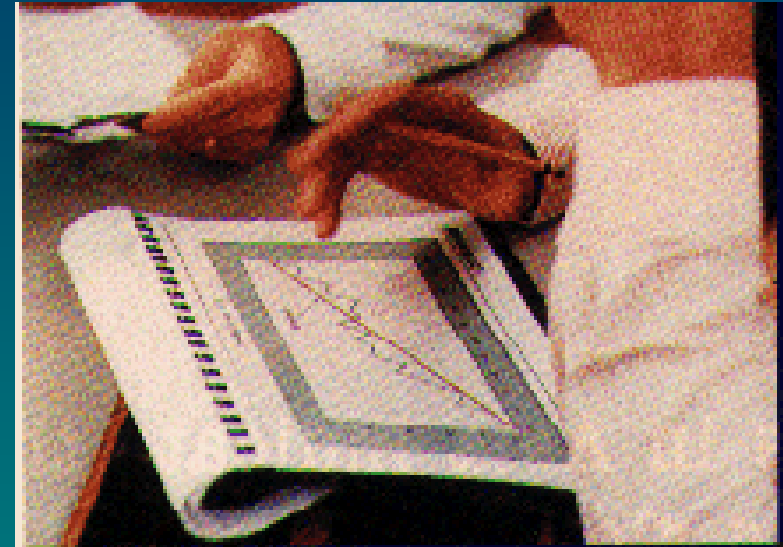
Possible Examples of Year One Strategies

1. Give info to all
2. Get more info about people in the Region
3. Create a *Sense of Urgency and interest* among staff
4. Build a coalition to support IT 2020
5. Train a group of Early Users
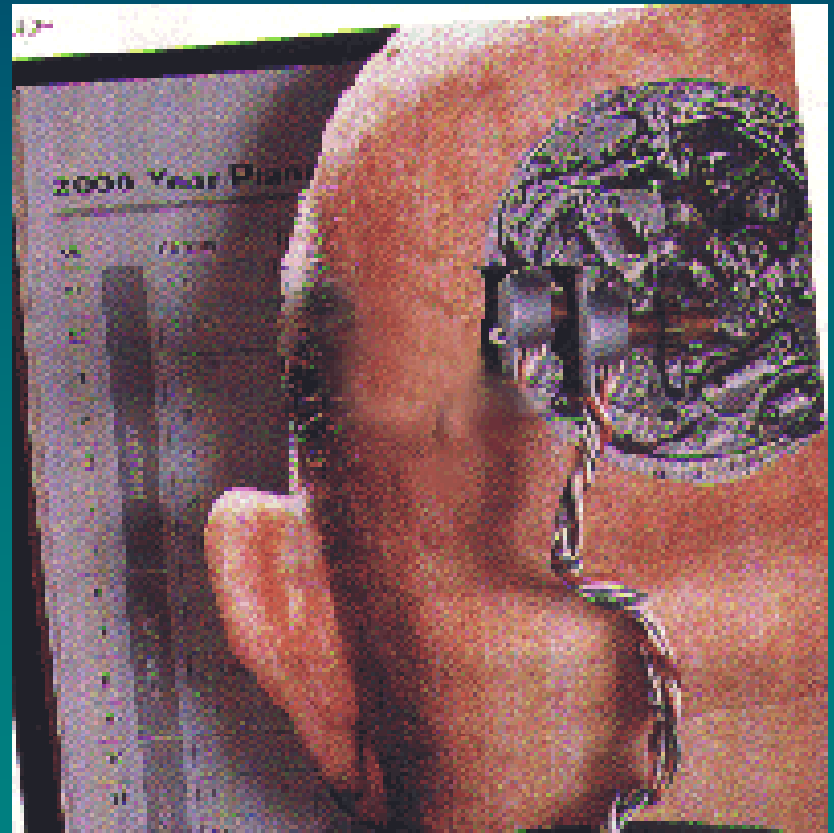
Debriefing Year II & III

- How much progress did you make this year?
- What stages did people move through this year?
- Did everyone move at the same speed?
- What activities were most successful?
- What sequences have been most successful?
- How did this year differ with prior years?

Conduct Visits to Other "Companies"

■ How did they overcome the obstacles you face?

■ What activities -- or sequence -- helped them move people?

■ What activities gave them *Bennies*?

■ Keep notes!

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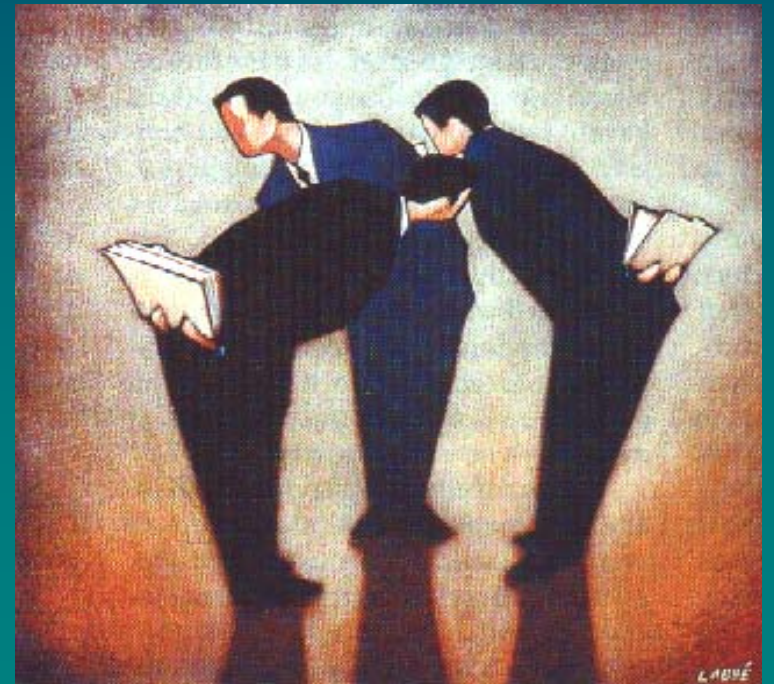
Assessing Your Success

- Use *Strategy Record* to view your progress.
- See level. Click Quit (you can return to the game).
- The levels are based on:
  - Total Bennies earned:
  - Player progress to Early and Routine Use Stages in 3 years.

- Apprentice
- Novice
- Manager
- Leader
- Expert
- Change Master

Following the Change Process

Year Activity	I	II	III
Stages	Info, Interest, Preparation	Interest, Prep, Early Use	Prep, Early Use, Routine Use
Obstacles	Lack info, confidence, admin. support, interest, info, knowledge	Lack interest, confidence, knowledge, skills	Lack system integration, political support, resources
Activities	Give/Get Info; Interest; Train	Interest, Train, Implement, Support	Implement, Support, Consolidate, Anchor
Bennies	Very Low	Moderate but Increasing	High

Break!

" Excuse me Prof, but I need to check back to my office."

Assumptions About Change

Change is:

- A process, not an event

- Made by individuals, then organizations

- Highly personal experience for people

- Involves gradual growth in feelings and skill

Stages of the Change Process

| Stages of Change	What people say and what they want. . .
Information	Not concerned; don't understand what, why, or how; not yet interested; need information
Interest	Have info, but worried how it will affect me and if I can do it; Uncertain about benefits; need confidence
Preparation	Interested, but lack confidence; Learning how to use, afraid of mistakes; need pressure and support
Early Use	Learning how to use, afraid of mistakes; need to develop skills, need support /feedback
Routine Use	Comfortable with new practices; I need system support/coordination for the best result

The Role of Leaders in Change

- Develop shared vision
- Provide moral support
- Arrange technical support
- Develop capacity
- Obtain resources
- Link to the system
- Persist

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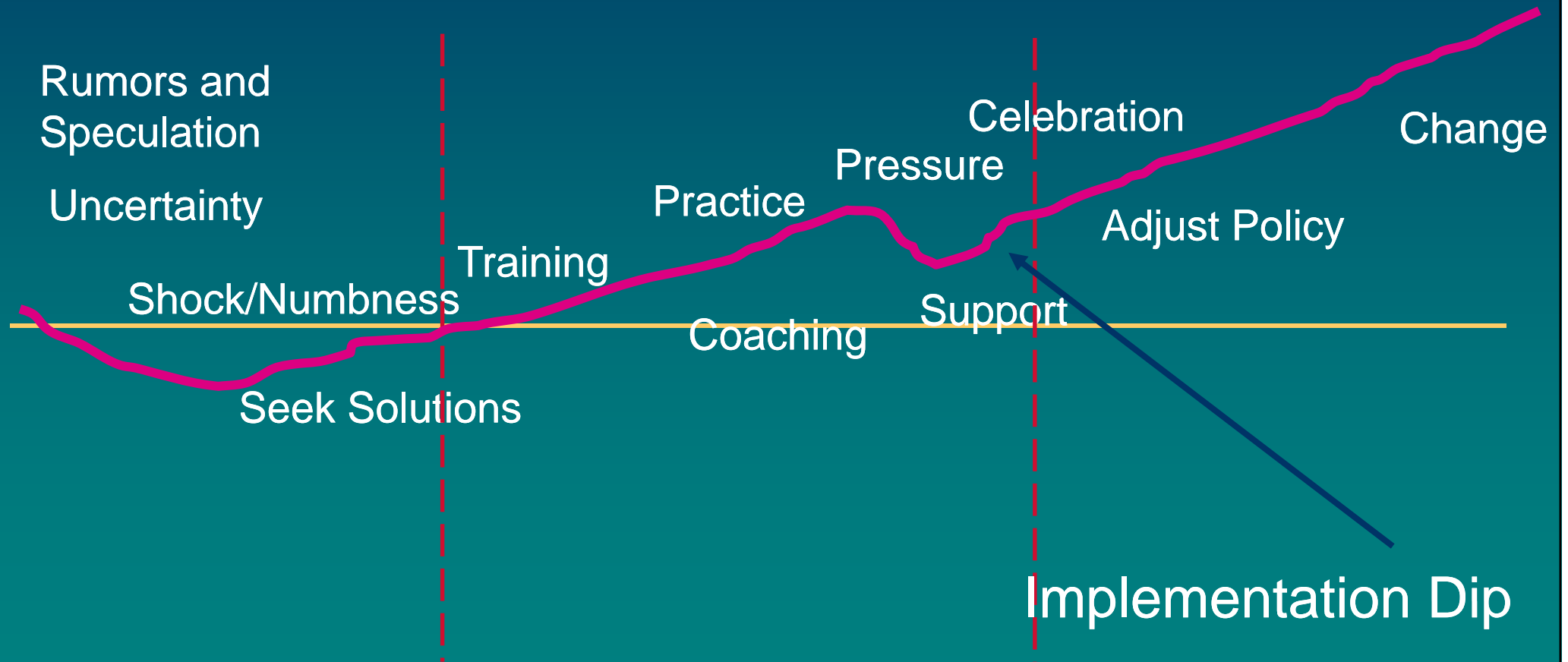
Using Adopter Type Theory
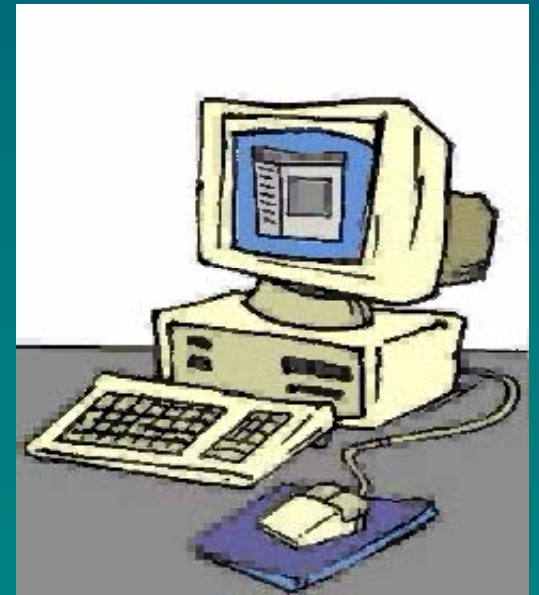
Adopter Type Theory

- Developed by Rogers and Shoemaker in the 1970's and 1980's
- Suggests that people can be grouped according to their tendencies towards change
- In each person will tend to respond to change in consistent ways, whatever the change may be
- However there may be some variation in response based upon the nature of the change and their prior experience with it

People change, then organizations.

- Innovators

- Leaders

- Majority

- Resistors

Innovators
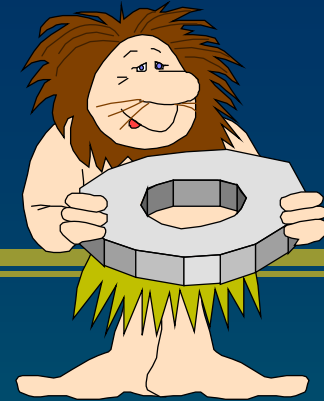
Change Characteristics:

- Like change, most change
- Small % of people
- *Outside the mainstream*
- Provide energy for change

Change Strategies:

- Involve them early
- Share your vision of change
- Include them in activities
- Use their energy
- Talk to them

In your workplace?

_____

_____

_____

_____

_____

_____

Leaders

Change Characteristics:

- Open to change, but they consider the effects first
- Small % of people
- Not always administrators
- Provide direction for change

Change Strategies:

- Talk to them early
- Seek input/opinions
- Give them responsibility
- Keep talking to them

In your workplace?

Majority

Change Characteristics:

- Cautious about change
- Large % of people
- Look to their leaders first
- Will move with the group
- Concerned about ability

Change Strategies:

- Explain the rationale
- Understand why they resist
- Get leaders' support first
- Involve in group activities
- Support efforts to change
- Use pressure as needed

In your workplace?

The Resistors

Change Characteristics:

- Resist almost any change
- Small % of people
- Are not leaders
- Others do not follow them

Change Strategies:

- *Some* resistance is natural; but theirs is too much
- Talk to them; assess response
- Don't let them waste energy
- Involve selectively in groups
- Don't confuse with other types

In your workplace?

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In Your Teams: Discuss

- What did you learn from your visits?

- What do you need to do differently?

- Write down 2 specific goals for year two?

- What will be your strategy for this next year?

For next week. . .

1. Practice, practice, practice
2. Do the next *readings* assigned in your syllabus.
3. Before next class, read the Change Strategy Analysis Assignment in your Handout (page 1 in Session #3) so you are ready for next week.
4. Set your team (max. 3 people) for next session
5. Next week you will play 3 years and write up your strategy analysis due in week #4.