THE CHALLENGE OF CHANGE: HELPING OTHERS TO CONFRONT IT

PROGRAM OVERVIEW

About the Training Program

In today’s organizations, change is the rule rather than the exception. Downsizing, reengineering, rapid growth, new technology, and a diverse workforce are creating more pressures and placing more demands on employees at all levels to confront the challenge of change. As an everyday, ongoing occurrence, change can be exhilarating or frightening.

“The Challenge of Change” is designed for managers and supervisors who are charged with introducing departmental or organizational changes to their employees. This program will provide managers and supervisors with the tools and techniques to help them successfully navigate through the murky and often turbulent waters of change. It may be used with managers from the same organization or with a group from different organizations.

Training Objectives

Participants will have the following opportunities:

- To define their roles and responsibilities in managing change;
- To develop strategies for coping with and managing change;
- To identify ways to involve employees in the change process; and
- To use a model to introduce change to employees.

Designed by Karen Lawson.
# PROGRAM OUTLINE

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I. Opening Activities

A. Attitudes Toward Change (Icebreaker; Materials: Four Index Cards per Participant)

1. Distribute to each participant a set of four cards. Each card should contain the letter A, B, C, or D.

2. Explain that you are going to ask four multiple-choice questions; request that each participant indicate his or her preferred answer by holding up the appropriate card.

3. Using an overhead projector or a flip chart, display the following four questions (one at a time) and ask the participants to hold up their cards:

- My personal approach to change is to . . .
  a. hide my head in the sand.
  b. jump for joy.
  c. dig in my heels.
  d. grin and bear it.

- The word group I most frequently associate with change is . . .
  a. ambiguity, uncertainty, disruption.
  b. challenge, excitement, opportunity.
  c. adjustment, difference, transition.
  d. deterioration, stress, fear.

- I have experienced (or am experiencing) the following change(s):
  a. downsizing
  b. outsourcing
  c. department restructuring
  d. other

- The best way to introduce change is to . . .
  a. wait until the last minute.
  b. do so gradually.
c. let people find out themselves.
d. force people into submission.

4. After each question and its response, ask two or three volunteers to explain their choices.

■ B. What Do You Want to Know? (Writing Task; Materials: Post-it® Notes)

1. Prepare three flip-chart pages, each with one of the following headings:

   • Understanding Change
   • Introducing Change to Others
   • Overcoming Resistance

2. Post the three pages on the wall.

3. Give each participant a small packet of Post-it® Notes. Ask participants to write down what they want to know about the three major topics of the session as indicated by the three flip-chart pages. Ask them to write only one question or expectation per note and tell them that they may fill as many notes as they want.

4. Invite the participants to get up from their chairs and to place their Post-it® Notes on the appropriate flip-chart pages.

5. When all participants have posted their questions or expectations, review the material for common themes, pointing out those that relate to the session objectives. If there are any items that do not relate to the session content and objectives, point them out and explain why they will not be addressed.

■ C. What Others Say (Trio Exchange)

1. Prior to the session, prepare transparencies or flip-chart pages showing the following quotations:

   • “...even if it ain’t broke today, it will be tomorrow. Today’s innovations are tomorrow’s antiques.”

   • “Any change is scary, and when we are scared, we use our power of fantasy to come up with scenarios of disaster.”

   • “The difficulty lies not so much in developing new ideas as in escaping from old ones.”
2. Divide participants into trios. Position the trios in a circle or square.

3. Explain that you are going to show a quotation and that you would like each trio to discuss how the quotation relates to the topic of change.

4. Show the opening quotation and suggest that each person in the trio take a turn offering his or her idea.

5. After five minutes, ask the trios to assign a 0, 1, or 2 to each of their members. Direct the participants with the number 1 to rotate one trio clockwise and the participants with the number 2 to rotate two trios clockwise. Ask the participants with the number 0 to remain seated. They will be permanent members of a trio site.

6. Show the next quotation and ask the new trios to discuss how it relates to the subject of change.

7. Rotate the trio members again using the same process as before, show the third quotation, and ask them to discuss it.

8. Briefly process this activity by asking the participants to share the major points of their discussions.

9. Point out that the first quotation speaks to the fact that change is inevitable; the second addresses the natural reaction of fear and its impact; the third suggests that one of the biggest challenges in dealing with change is to let go of old ideas. Further explain that these issues will be addressed in the training program.

■ II. Understanding Change

■ A. The Impact of Change (Subgroup Discussion)

1. Divide the participants into subgroups of three to four members each. Put the following questions on a flip-chart page or transparency:

   • What are the major changes taking place in your industry?
   • What are the changes taking place in your organization or department?
   • What impact are these changes having on your employees?
   • What impact are these changes having on you?

2. Ask each subgroup to discuss the four questions and to choose a spokesperson to represent the subgroup in the general discussion.

3. Reconvene the entire group and ask each spokesperson to briefly summarize his or her subgroup’s responses to the four items.
4. Capture the responses on four flip-chart pages labeled as follows:

- Industry Changes
- Organization/Department Changes
- Impact on Employees
- Impact on You

5. Explain to participants that they will be referring to and drawing on this information and these examples as they progress through the session.

**B. How Do You Feel About Change? (Polling)**

1. Ask participants to stand. Explain that you will be showing them several statements on overhead transparencies (or flip-chart pages).

2. Further explain that if participants agree with the statement, they should remain standing; if they disagree, they should sit down.

3. Show each of the following statements, one at a time. After the participants respond to each one, ask two or three people to explain why they agree or disagree with the statement.

- People will always resist change.
- Empathy is the key to managing change.
- If a manager needs to make a radical change in the department, he or she should do all that is necessary to implement the change, then “sell” it to the employees.
- Unpopular change should be introduced slowly.
- When employees participate in determining and planning the change, they are more likely to ensure its success.

4. Point out that the manager’s attitude and approach to change will be a major influence on how employees react to change.

**C. Positive and Negative Aspects of Change (Subgroup Discussion)**

1. Divide the group into an even number of subgroups of four to five members each.

2. Ask half of the subgroups to identify and list on flip-chart pages the positive aspects of change. Ask the other half to list the negative aspects of change. Invite the subgroups to post their lists on the wall.
3. Reconvene the entire group to review and discuss the lists. Be sure to emphasize the following positive and negative aspects of change:

**Positive**
- Can be a growth opportunity for individuals and the company
- Can provide challenges
- Can allow the organization to remain competitive
- Can help solve problems
- Can be a means of reaching higher goals

**Negative**
- Can represent loss of security
- Can cause dysfunctional behavior
- Can be viewed as loss of status
- Can create stress and anxiety
- Can create low morale

**III. Introducing Change to Others**

**A. Four Basic Styles of Change Leadership (Jigsaw; Materials: Form A)**

1. Ask the participants to count off by fours and assign each participant one of the four styles of change leadership described in Form A (i.e., assign “autocratic” to the 1’s, “participative” to the 2’s, and so on). Ask the participants to read their assigned styles and to jot down (a) what they do not understand or may need clarified and (b) what they think are the most important points that others should know.

2. Form pairs or quartets of participants with the same assignment. Ask them to discuss their assigned style with the idea that they will be “teaching” it to others. Also ask them to be sure to give specific examples of when to use the particular style.

3. Create new quartets that contain representatives of each of the four change leadership styles. Ask the quartet members to explain their assigned styles to one another and to clarify as needed.

4. Reconvene the entire group and discuss how different situations and people require a different approach to introducing change.
B. Exploring the Dynamics of Change (Experiential Activity; Materials: Forms B, C, D, and E, Supplies for Each Group: 3 Different Colored Markers, Scissors, Transparent Tape, Yardstick, Masking Tape, Paper Clips, 3 Sheets of Flip-Chart Paper)*

1. Divide participants into subgroups of six members each. (If you have extra people, assign them to be additional observers for the subgroups.)

2. Ask each subgroup to choose one observer and then to choose three people (not including the observer) to come with the trainer to a second room.

3. Take the chosen participants into the second room and ask them to discuss for approximately fifteen minutes the following topics:
   - Their past experiences with change in work teams
   - Their reactions to those experiences
   - What they learned about change as a result

4. Return to the main activity room. Give each observer a copy of Form B and Form C. Give the other two participants a copy of Form B and the supplies for building paper airplanes.

5. Ask the participants to read their handouts. Answer any questions they may have and emphasize that the observers may not interact with their subgroups during the construction period.

6. Instruct the subgroups to begin constructing their planes and tell them they will have thirty minutes to complete the assignment.

7. After the subgroups have worked for five minutes, go to the second room and give a copy of Form D to one participant from each of the original subgroups. Review the content of the role sheet with these participants and then direct them to join their respective subgroups in the main activity room.

8. Invite the remaining participants to continue their discussion. Return to the main activity room to make sure the subgroups receive the appropriate information from the new members. The subgroups continue to work on the task for another five minutes.

9. After the five-minute period, go to the second room and give a copy of Form E to the remaining participants from each subgroup and answer any questions they may have. Direct these participants to return to their original subgroups. Once again, make sure the subgroups receive the appropriate information from the new members.

*Note: This activity is adapted from “Airplanes: Exploring the Dynamics of Change” by Mary Brenkus. In J.W. Pfeiffer, (Ed.), The 1995 Annual: Volume 2, Consulting (San Francisco, CA: Pfeiffer). Used with permission.
10. Using a yardstick and masking tape, create an eight-foot distance in the area that has been set up for flying the airplanes.

11. At the end of the thirty-minute period, call time and invite the presenters from each group to take turns making their presentations to the total group. Each presenter states his or her subgroup’s name, shows the subgroup’s airplanes to the total group, and demonstrates that one of the planes can fly the required distance. (You may want to reward the team whose airplane flies the farthest.)

12. Following the demonstrations, ask the observers to share their observations about the behavior of the team members.

13. Conduct a discussion with the entire group using the following questions as guidelines:

- What were your reactions when the rules changed? How did you react when new members were added?
- How did these changes affect the original division of responsibilities?
- What conclusions can you draw about the impact of change on work groups? How do your conclusions compare with your previous experiences with change in work teams?
- What behaviors would you say help team members adapt to change? What behaviors hinder adaptation to change?

C. Change Model (Subgroup Discussion; Materials: Form F)

1. Divide participants into subgroups of three to four members each. Distribute copies of Form F.

2. Select a hypothetical change situation (for example, increasing work hours) and ask the subgroups to outline how they would introduce this change to their employees, following the model. They should outline their approach on flip-chart pages and post these on the wall. Also ask them to be prepared to demonstrate how they would present the change.

3. Reconvene the entire group and ask members from one or two subgroups to explain their approach, making comparisons among the different approaches.

4. Ask one of the subgroups to volunteer to demonstrate its approach to the entire group.

5. Ask the rest of the participants to give feedback on what the “manager” did well and to offer suggestions for what he or she could have done differently.
D. Planning to Introduce Change (Writing Task; Materials: Form G)

1. Explain to participants that before introducing change, it is important to assess how people might react. This assessment will help participants decide how quickly or how cautiously to proceed. The more resentment and resistance one anticipates, the more carefully and slowly one should proceed.

2. Distribute copies of Form G and ask each participant to list all the people who are likely to be affected by a change and then indicate how he or she thinks each person will react.

3. After the participants have completed their lists, ask them to form seat partners and to share their speculations.

4. Reconvene the large group and ask for volunteers to share how this information will help them in introducing a change to their employees.

E. Managing Change (Subgroup Discussion)

1. Divide participants into subgroups of three to four members each and list the following on a flip-chart page or transparency:

   - Identify a recent situation in which some type of change was introduced in your organization. (Provide a brief synopsis and how it was initiated.)
   - Was the change resisted? Why or why not?
   - If the change was resisted, what should have been done to make the change easier?

2. Ask the subgroups to discuss the items listed.

3. Reconvene the entire group and ask for volunteers to share their examples, both positive and negative.

IV. Overcoming Resistance

A. Symptoms of Resistance (Dyadic Discussion)

1. Ask participants to take a few minutes to list symptoms of resistance to change. In other words, what kinds of behaviors do people demonstrate (actively or passively) that indicate their resistance?

2. After a few minutes, ask the participants to work with a seat partner to create one list for the pair.
3. Ask for examples from the pairs and record the examples on flip-chart pages. Discuss how these behaviors can affect morale and productivity, emphasizing the bottom-line impact.

■ **B. Causes of Resistance (Subgroup Discussion; Materials: Form H)**

1. Divide participants into pairs or subgroups (depending on the number of participants in the session). Distribute copies of Form H and assign each subgroup one or more causes of resistance.

2. Ask the subgroups to identify ways in which a manager (or organization) can overcome or prevent these reasons for resistance.

3. Reconvene the large group and discuss the strategies for each cause of resistance.

■ **C. Skill Practice (Role Play)**

1. As a large group, identify three scenarios from the list of change examples created earlier in the section on Understanding Change.

2. Explain that these three scenarios will be used for role plays.

3. Divide the group into trios. Explain that on a rotating basis, each member of each trio will have an opportunity to practice the role of (a) the manager who will present the change to the employee, (b) the employee who will resist the change, and (c) an observer who will give feedback to the manager.

4. Explain that each round will consist of ten minutes of role playing followed by five to ten minutes of feedback from the observer. The observer should focus on identifying what the manager did well in using the concepts and skills learned in the session and what he or she can do to improve.

5. Give the trios five minutes to decide who will take which role in each of the three scenarios.

6. After all three rounds have been completed, reconvene the entire group for a general discussion of the key learning points and the value of the activity.

■ **V. Closing Activities**

■ **A. Review (Subgroup Discussion)**

1. Divide participants into subgroups of three to four members each. Ask each subgroup to create its own summary of the training session. Ask subgroup members to create an outline, mind map, or any other device that will enable them to communicate the summary to others.
2. Ask participants to focus on the key learning points from the session.

3. Invite the subgroups to share their summaries and note the similarities and differences among the subgroups.

■ **B. Personal Action Plan (Writing Task; Materials: Form I)**

1. Distribute copies of Form I and ask participants to complete the form individually.

2. Ask for a few volunteers to share their action plans with the entire group.

■ **C. Full Circle (Polling)**

1. Call the participants’ attention to the flip-chart pages containing the Post-it® Notes from the “What Do You Want to Know?” activity earlier in the session.

2. Explain that participants will now have an opportunity to determine if their needs and expectations were met during this training session.

3. Invite the participants to get up, go to the posted pages, and remove each Post-it® Note they placed if that particular question was answered or need was met. (Ideally, there should be no Post-it® Notes left on the wall. If there are, discuss what still has to be done in order to satisfy that need.)

■ **D. Doing It Differently (Experiential Activity)**

1. Ask participants to sit back in their chairs, get comfortable, and make sure they have nothing in their hands. Ask them to fold their arms in a comfortable position.

2. Next ask them to unfold their arms and put their arms down at their sides.

3. Direct them to fold their arms again, but this time ask them to fold their arms in the way opposite to what they did before.

4. Ask them how it felt. (They will probably answer that it was uncomfortable and that they had to think about it.)

5. Point out that the feeling of discomfort and having to think about doing things differently is what change is all about, emphasizing that this is what the participants and their employees will experience every time a change is introduced.
THE CHALLENGE OF CHANGE
FORM A

Four Basic Styles of Change Leadership

AUTOCRATIC

The autocratic change leader makes the demand and the group is expected to respond.

Best When: The demand is simple and there is little or no interest on the part of the group or when the demand is externally imposed and not negotiable.

Application: Autocracy is an effective approach to managing change when the change is not important to anyone. Autocracy saves time and reduces resistance to the change because, at least under these circumstances, people’s time is not being wasted. Example: Determining what the new color will be in all the rest rooms of the building.

Autocracy is also the appropriate style to use when the change is externally imposed and there is no opportunity for negotiation. Implied that there is some choice in a change that is already decided will do nothing but increase employees’ frustration with that change. It is better to state what the change will be and then let the employees simply state any dissatisfaction with it, in order to get it out of their systems. Example: Enforcing a new policy of “no facial hair” because of possible interference with safety masks.

PARTICIPATIVE

The participative change leader is involved with the change and negotiates the change with the group.

Best When: The group’s input is needed to maximize the change outcome and/or heavy resistance is anticipated.

Application: The participative style of change leadership is used most frequently because it maximizes both individual input and ownership in the final implementation. Under this style, the change leader and the group work together to make the change happen. It is the style to consider first if there are any negotiable elements in the change and/or there is a high need for input from the group members. Example: An employee-involvement team is formed to investigate and recommend an expensive piece of equipment.

The participative approach is also very effective when there is a large amount of resistance to the change. A participative change leader who is skilled in working with resistance can maintain control of the group process; he or she also can facilitate the group’s finding ways to work with the elements that are blocking its acceptance of the change. Example: A new policy concerning overtime has been mandated, but each department has some choice in how it is to be implemented.
SUPPORTIVE

The supportive change leader assists the group in developing a process so that it can deal with the change.

Best When: The group is competent to create and/or implement a change but needs the change leader’s support in either running its meeting or obtaining outside assistance.

Application: The supportive style is most appropriate when (1) the group members are highly competent to implement the change; (2) there is high interest and relatively low resistance; and (3) working relationships and trust among the group members is low. The change leader focuses on how the group is working and makes sure that everyone has a chance to speak, that conflict issues are handled reasonably, and that the atmosphere is a relatively safe one in which to work. The change leader does not become involved in making the change happen. Example: The work group is relatively new, and the members do not know one another well enough to have developed good communication patterns or a high level of trust.

A second application of the supportive style is when the group requires outside support to make the change happen, and the change leader knows how to get it. Example: A department is converting to a new software application, and access to company training resources is needed to facilitate installation of the new program.

LAISSEZ-FAIRE

The laissez-faire change leader describes the change to be created and/or implemented and then disengages from the group.

Best When: The group is highly competent to respond and there is little or no resistance to the change. The change leader may have little specific task expertise in comparison with the group.

Application: The hands-off approach to managing change is very effective when the group members are highly task competent and creative, when they have the interpersonal skills to work well together, and when the change is meeting little opposition. In such a case, the change leader presents the change—or the need to change—answers questions, sets boundaries, and then leaves the group to its own devices. Example: An effective research and development team is asked to respond quickly to a customer’s unavoidable change in job specifications.

Airplanes Instruction Sheet

Your subgroup will be using the supplies given to you to construct a paper airplane. The size, shape, and appearance of the airplane are strictly up to your subgroup. The members of your subgroup will decide who will take on the different responsibilities needed:

- The *leader*, who will give direction to the subgroup;
- The *designer*, who will coordinate ideas for designing the paper airplane;
- The *presenter*, who will show your airplane to the total group; and
- The remaining *members*, who will help in whatever way is needed to complete the project.

One person may assume more than one responsibility.

*Your subgroup has thirty minutes to construct the airplane.*
THE CHALLENGE OF CHANGE
FORM C

Airplanes Observer Sheet

Instructions: Please do not share the content of this sheet with the other members of your subgroup. Your role is to observe the subgroup members as they construct paper airplanes. As you observe the changes in subgroup members and in the task itself, jot down answers to these questions.

• What happens when the subgroup begins its work?

• What happens each time a new member is added?

— The first added person:

— The second added person:

• What happens each time the criteria for the task change?

• What behaviors help the subgroup to accomplish its task?

• What behaviors hinder task accomplishment?

Below write any additional information that will help to explain the dynamics of change within your subgroup.
THE CHALLENGE OF CHANGE
FORM D

Airplanes Role Sheet 1

You will be rejoining your subgroup as it is in the process of building paper airplanes. Thus far your subgroup will have been working on constructing one plane only.

You are to inform the members that, before the end of the construction period, they need to decide on a team name and to make three airplanes.

Your role is to stir things up and to antagonize the subgroup. Be arrogant and resist helping with the project. You may want to criticize the way in which the planes are being constructed, how many planes have or have not been constructed, or other aspects of task completion.
THE CHALLENGE OF CHANGE
FORM E

Airplanes Role Sheet 2

You will be rejoining your subgroup as it is in the process of building paper airplanes. You are to tell the members that before the end of the construction period one of the planes they are making must fly a distance of eight feet.

Also tell the members that they need to choose a presenter who will show all three planes to the total group and demonstrate that one can fly the required distance.

Play the role of a helpful, encouraging team member. Be supportive of the work that the members have already completed.
THE CHALLENGE OF CHANGE
FORM F

How to Present Change to an Employee

1. Give Background
   • Give background and explain why change is necessary.
   • Focus on the organizational problem you want to solve or the improvement you want to accomplish.

2. Explain Impact
   • Explain how change will affect the employee.
   • Express empathy by trying to understand the employee’s feelings and point of view.
   • Present the change positively, emphasizing how the change will help the employee.
   • If possible, identify potential opportunities that the change could create.

3. Solicit Concerns
   • Ask the employee to voice his or her concerns.
   • Give the employee an opportunity to vent without commenting.

4. Respond to Concerns
   • Address concerns and provide additional information as necessary.
   • Be honest; don’t make false promises.
   • If you don’t know, say so; if you know, but can’t disclose the information at this time, say so as well.

5. Ask for Participation and Commitment
   • Ask the employee for ideas on how we can make the change work.
   • Stress that you need the employee’s help and cooperation.
   • Ask specifically for a commitment.
THE CHALLENGE OF CHANGE
FORM G

Planning to Introduce Change

As part of the planning process of introducing change, try to assess how your employees might react to the change.

What is the change you must introduce?

First, list all of the people who are likely to be affected by the change. Then indicate how you think each will react, using the following codes:

- PR - Passively Resist
- MS - Moderately Support
- AR - Actively Resist
- AS - Actively Support
- NR - No Reaction
- DK - Don’t Know How Person Will React
- WC - Willing to Comply

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THE CHALLENGE OF CHANGE
FORM H

Causes of Resistance

1. Fear of losing job, status, business contacts, favorable working conditions.

2. Do not like the way the change was introduced.

3. Do not like or respect the person introducing the change.

4. Were not consulted or personally informed.

5. Do not understand the reasons for the change.

6. Believe the change will require more responsibility or more work.

7. See no benefit to them personally.

8. May have had a previous unpleasant experience with change.

9. General distrust of the organization.

10. See the change as a passing fad.
THE CHALLENGE OF CHANGE
FORM I

Personal Action Plan

Instructions: Use this page as an action guide for steps you will take and skills you will use to effectively handle a change in your work unit.

A. Describe the issue:

B. Action Plan:

<table>
<thead>
<tr>
<th>Steps I Will Take to Manage This Change</th>
<th>Skills I Will Use to Manage This Step</th>
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<tbody>
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