



Prifysgol Cymru  
Y Drindod Dewi Sant  
University of Wales  
Trinity Saint David

# Leading and implementing workplace change

## Workshop 1

*Trawsnewid Addysg; Trawsnewid Bywydau*  
*Transforming Education; Transforming Lives*

Workshop 1 EMPL6003



[www.uwtsd.ac.uk](http://www.uwtsd.ac.uk)

“It’s not the strongest, nor most intelligent of the species that survive; it is the one most adaptable to change.”

- Charles Darwin

# LEARNING OUTCOMES

*Upon the successful completion of this module, the student should be able to demonstrate the ability to:*

1. critically analyse the relationship between environmental change and organisational capability;
2. critically analyse the nature of change and evaluate complex concepts relating to leadership in relation to change management;
3. explore contemporary issues and their impact on business management;
4. analyse and evaluate the relationship between organisational culture and change.

# Assessment Criteria

- Critically analyse the current forces for change in the organisations micro and macro environment that can impact workplace culture and capability **40%**
- Evaluate how organisational stakeholders can be efficiently led through complex workplace change **40%**
- Evidence of wide reading and research, encompassing application of relevant academic theories and models **10%**
- Citation/ referencing, report structure, syntax, grammar and punctuation **10%**

# Your Perceptions of Change

What are your reactions when you hear the word 'change'?

- Negative perceptions
- Positive perceptions



# Forecasting Excellence

- ‘I think there is maybe a world market for five computers’
  - Thomas Watson, IBM, 1943
- ‘Who the hell wants to hear actors talk’
  - HM Warner, Warner Bros, 1927
- ‘We don’t like their sound and guitar music is on the way out’
  - Decca Recording Co, rejecting the Beatles in 1962

# Experiencing Personal Change

1. Before you knew the change was coming or needed . . .
2. In the earliest days of the change . . . when you are beginning to feel the effects of the change . . .
3. After the change is half-way complete . . .
4. After the change is complete . . . when you're looking back on the path you've followed . . .

# In Your Small Group . . .

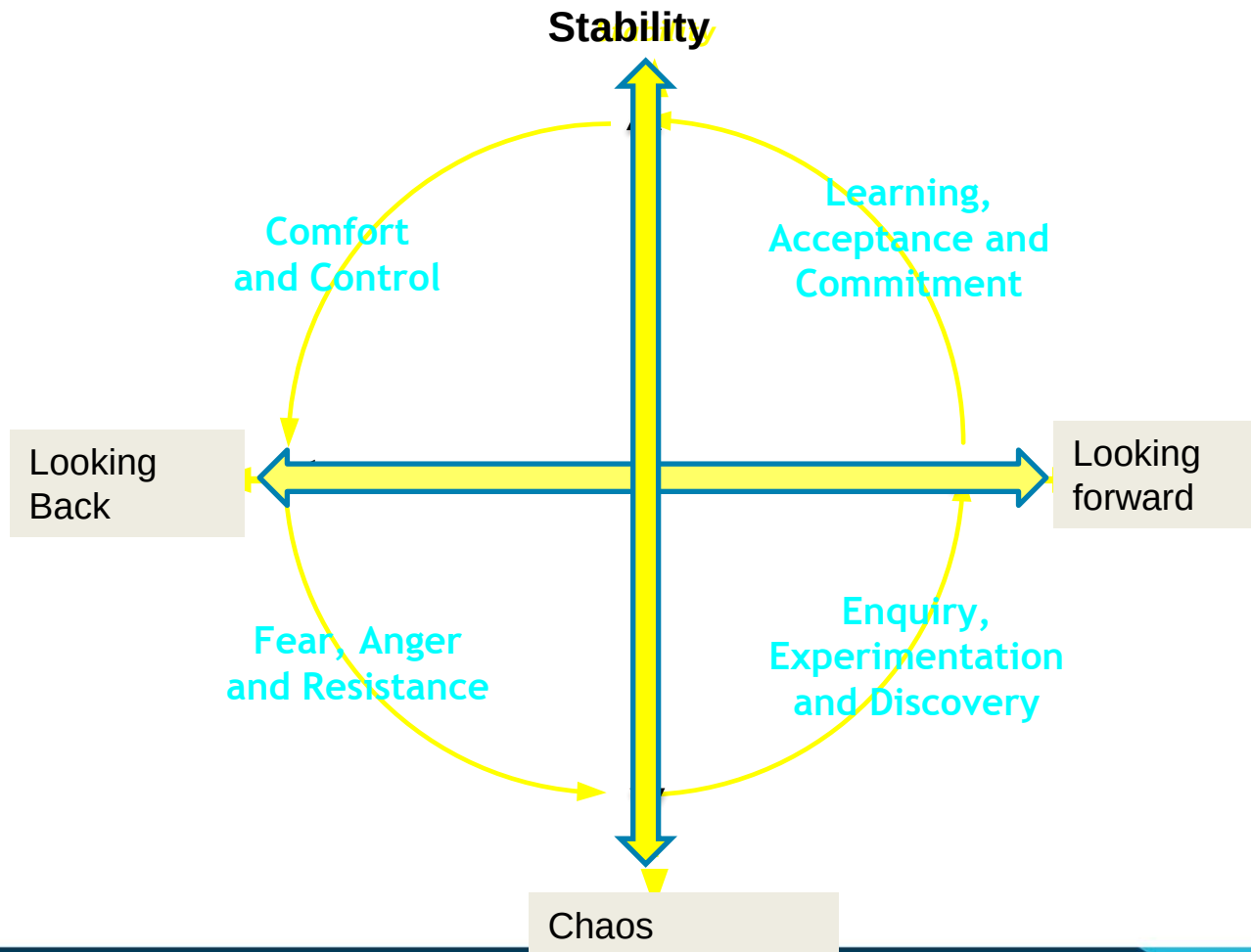
1. Discuss common reactions, thoughts and feelings for each of the four journal entries.
2. Discuss whether being 'locked in the boot' or having 'a hand on the wheel' made a difference in how change was perceived.
3. Discuss whether a change being perceived as negative or positive made a difference in how people respond.
4. Discuss whether the change being personal or professional made a difference in how people responded.



In any business, change is the only reliable constant.

Managing change well is a form of creating the future.

# The Journey Through Change



# Characteristics of Comfort and Control

- Comfortable
- Safe
- Everything's fine
- Happy
- Satisfied
- No problems
- Positive
- Rewarding
- In control
- I'm okay, you're okay!

*People feel comfortable, safe and in control. They are working hard – but often on the wrong things.*

# Characteristics of *Fear, Anger and Resistance*

- Frustration
  - Anger
  - Fearful
  - Betrayed
  - Upset
  - Confused
  - Challenged
- **Hostility**
  - **Anxiety**
  - **Self-doubt**
  - **Lost**
  - **Dazed**

*People feel frustrated, angry and fearful about the change. Performance deteriorates.*

# Characteristics of Enquiry, Experimentation and Discovery

- Confused
  - Questioning
  - Hopeful
  - Opportunity
  - Frustrated
  - Disappointed
  - Challenged
  - Half-way there!
  - Making progress
- **Going in all directions at once!**
  - **Searching for solutions**
  - **Exciting!**
  - **Innovation/creativity**

*People want to make the change work – on their terms as well as those of the organization – but they don't have clear answers.*

# Characteristics of Learning, Acceptance and Commitment

- Now I know!
- Energized
- Success!
- We made it!
- Relief
- Wow!
- Self-confidence
- Satisfied
- Comfortable
- What's next?



***People are focused on and excited about the future. They begin working together to accomplish the change vision.***

# Getting Stuck in the Journey

**When people get stuck here . . .**

**It can lead to this . . .**

Comfort and Control

**Complacency and  
Obsolescence**

Fear, Anger and Resistance

**Sickness and Depression**

Enquiry, Experimentation  
and Discovery

**Anxiety and Lack of  
Integration**

Learning, Acceptance and  
Commitment

**Gradual Drift 'Backward' into  
Comfort and Control**

# In Your Group . . .

What specific actions can we take to help

- ourselves
- others

along the emotional journey through change?



# Actions for Comfort and Control

- Acknowledge their successful past.
- Get people's attention!
- Sell the need for change . . . sell the pain and the consequences of not changing.
- Immerse people in information about the change . . . customer complaints, budget data, increasing costs, competitive pressures.
- Let people know it will happen — one way or another!
- Give people time to let the ideas sink in.
- Don't sell the solutions . . . sell the problem!

# Actions for *Fear, Anger and Resistance*

- Co-create the vision.
- Listen, listen, listen.
- Acknowledge people's pain, perceived losses and anger.
- Strive to address their perceived losses.
- Tell people what you know — and what you don't know.
- Don't try to talk people out of their feelings.
- Discuss ways to solve the problems people see with the change.
- Encourage discussion, dissent, disagreement, debate . . . keep people talking.

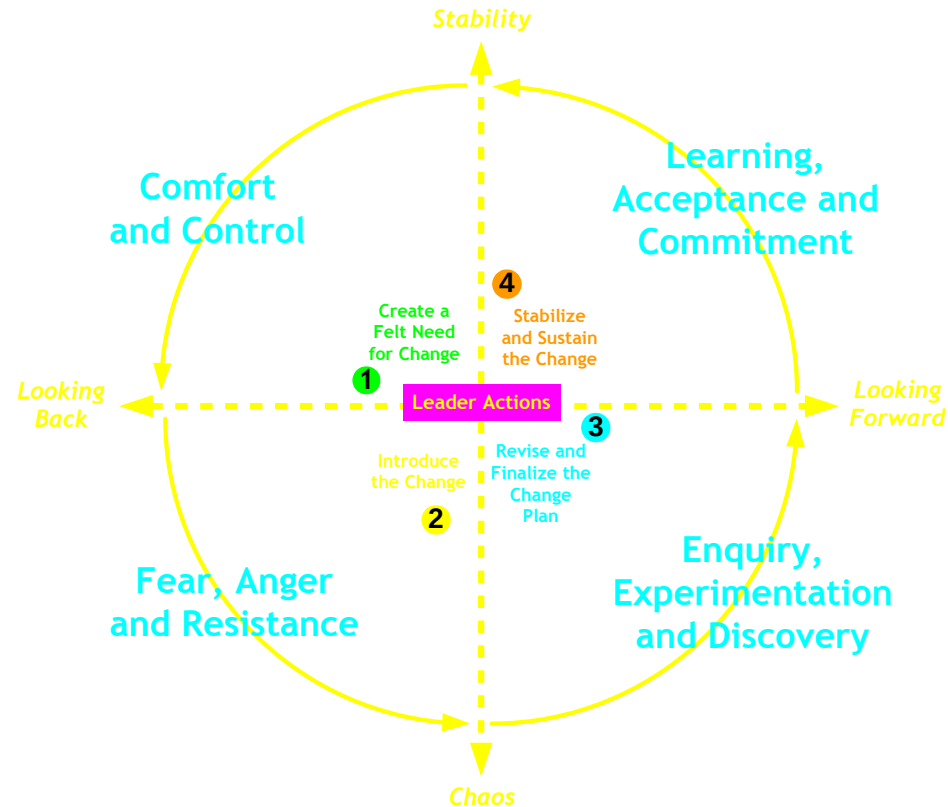
# Actions for Enquiry, Experimentation and Discovery

- Give people freedom and direction.
- Give people permission to find their own solutions.
- Encourage people to take risks.
- Affirm and refine the vision — make room for others' ideas.
- Tell people as much as you know.
- Encourage teamwork/collaboration.
- Encourage personal reflection and learning.
- Provide people with training and support.
- Set short-term goals.

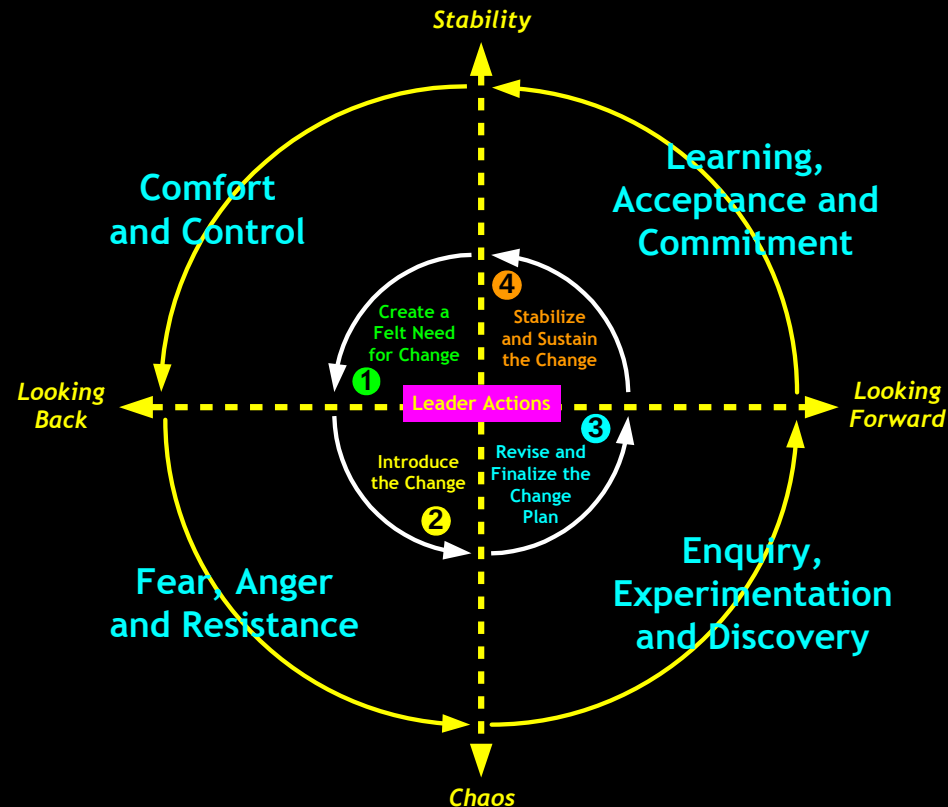
# Actions for Learning, Acceptance and Commitment

- Acknowledge their hard work.
- Celebrate successes and accomplishments.
- Reaffirm the vision.
- Bring people together towards the vision.
- Acknowledge what people have left behind.
- Develop long-term goals and plans.
- Provide tools and training to reinforce new behaviours.
- Reinforce and reward the new behaviours.
- Create systems/structures that reinforce new behaviours.
- Prepare people for the next change.

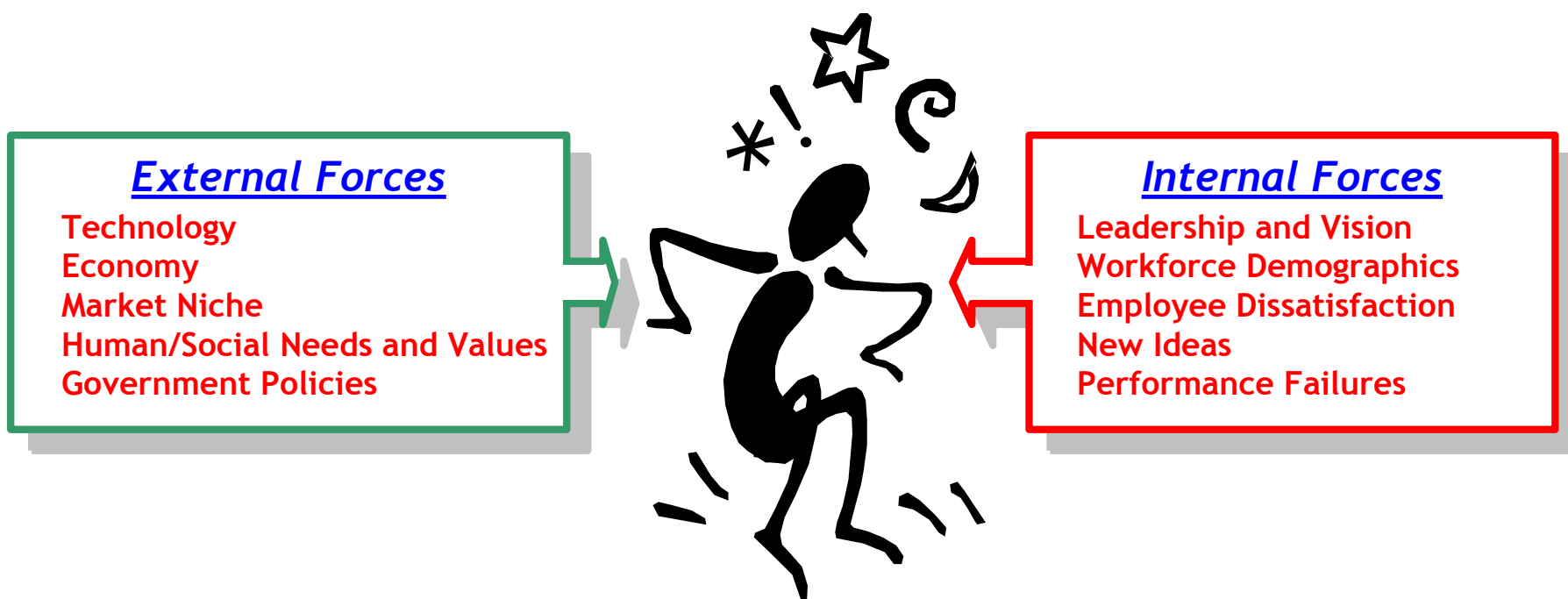
# Leader Actions . . .



# Leader Actions . . .



# The Forces for Change . . .



# Exploring the Forces . . .

First, by yourself . . . Identify the external and internal forces for change that you see putting pressure on this organization. . . .



Then, as a group . . .

- ✓ Discuss your individual lists.
- ✓ Explore agreement on the key forces.
- ✓ Identify the consequences if the organization doesn't respond effectively to these forces.



# Responding to the Forces . . .

For each key force pressuring the organization to change, identify at least three constructive ways in which the organization can respond effectively.



# CHANGE IS INEVITABLE, GROWTH IS OPTIONAL

There is nothing more delicate to take in hand, nor more dangerous to conduct, nor more doubtful of success, than to step up as a leader in the introduction of changes.

For he who innovates will have for his enemies all those who are well off under the existing order of things, and only lukewarm supporters in those who might be better off under the new.

— Niccolò Machiavelli  
*The Prince*, 1527

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# The Origins of Resistance . . .

1. Some people fear loss.
2. Some people mistrust those who lead.
3. Some people disagree on the change.
4. Some people don't tolerate change well.

# In Your Small Group . . .

1. Which of the reasons for change resistance are the most likely causes of resistance in this organization or for this change?
2. Identify at least two or three actions that change leaders and those affected by the change can take to help reduce or eliminate that source of resistance.



# We Value Resistors Because . . .



- They clarify the problem.
- They identify other problems that need to be solved first.
- They force change leaders to think before they implement the change.
- Their tough questions can strengthen and improve the change.
- They let us know who opposes the change.
- They slow down the change.
- They may be right, it is a bad idea!

# The PERCEIVED Losses . . .

- Job Security
  - Psychological Comfort and Security
  - Control over One's Future
  - Purpose/Meaning
  - Competence
  - Social Connections
- Territory
  - Future Opportunities
  - Power
  - Social Status
  - Trust in Others
  - Independence and Autonomy

*Of these potential losses, which are people most likely to experience from the coming changes?*

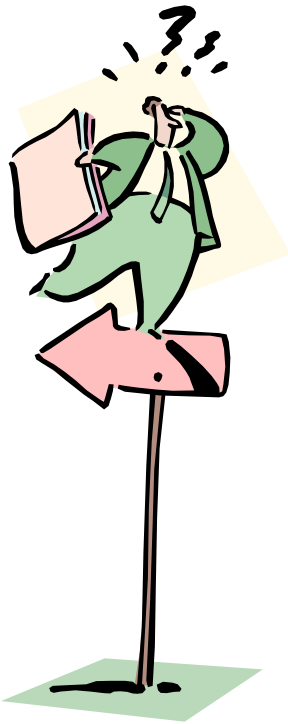
*What can we do to reduce or eliminate these losses?*

# In Your Small Group . . .

1. Discuss the most likely perceived losses from the change.
2. Identify at least two or three actions people can take to reduce, eliminate or offset the perceived loss with a hidden opportunity.



# Human Nature . . .



- People want to maintain control over their lives.
- People develop self-confidence and psychological health by building stable and effective relationships with others.
- Our sense of control, comfort and well-being results from the degree of certainty we have about our life and our future.
- Change disrupts our ability to predict what's in store for us.
- The more a change disrupts our ability to envision our future, the greater our confusion, fear, anxiety and self-doubt.

# Resilience is . . .

- The ability to recover from or adjust easily to misfortune or change.
- The capability of a strained body to recover its size and shape after being subjected to adversity or stress.

# Develop Your *Resilience*

- Self-Assured
- Clarity of Personal Vision
- Flexible
- Organized
- Problem Solver
- Interpersonal Competence
- Socially Connected
- Proactive



# In Your Small Group . . .

1. Discuss your reactions to and questions about resilience and its dimensions.
2. Identify three or four actions that people can take generally to develop and strengthen resilience in themselves and others.



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