



Change Management Toolkit



JOHNS HOPKINS
MEDICINE

JOHNS HOPKINS HEALTH SYSTEM CORPORATION
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INTRODUCTION



Managing change is a key component in achieving the organization’s goals. For Leaders to be successful they must effectively manage their employees and themselves through change. These changes can come in many different forms and can be large or small. They include HopkinsOne, Chronos, new processes, new policies, etc. Your ability to take concepts and make them reality will determine how successful you will be in your career. This toolkit was designed to assist in helping you manage these changes.

How to Use This Document

This Change Management Toolkit serves two purposes. The first is to be a reference tool that you can use when planning how to carry out changes in your organization. It provides much of the newest information in change management and it provides a step-by-step process to walk you through implementing those changes.

The second purpose is that it gives you the actual tools you can use to plan, to work with your staff, or to work with your change team. All of this in a “one-stop” booklet.

Every change does not necessarily need all the steps listed in the book. Many times the initial steps are completed by someone else and it is your job to implement those planned changes. If that is the case, you may enter the process at a later step. Using this toolkit, you may refer to the earlier steps and you will know what occurred to plan those changes. With reports stating anywhere from 50-80% failure rates for change efforts and the fact that your career hinges on your ability to manage change, this booklet may be one of the most valuable resources you own.

Appendix: HopkinsOne Background for Managers and Supervisors

Since HopkinsOne is upcoming, the Appendix contains a number of examples of these tools completed for the HopkinsOne project.

The Strategic View of Change Leadership

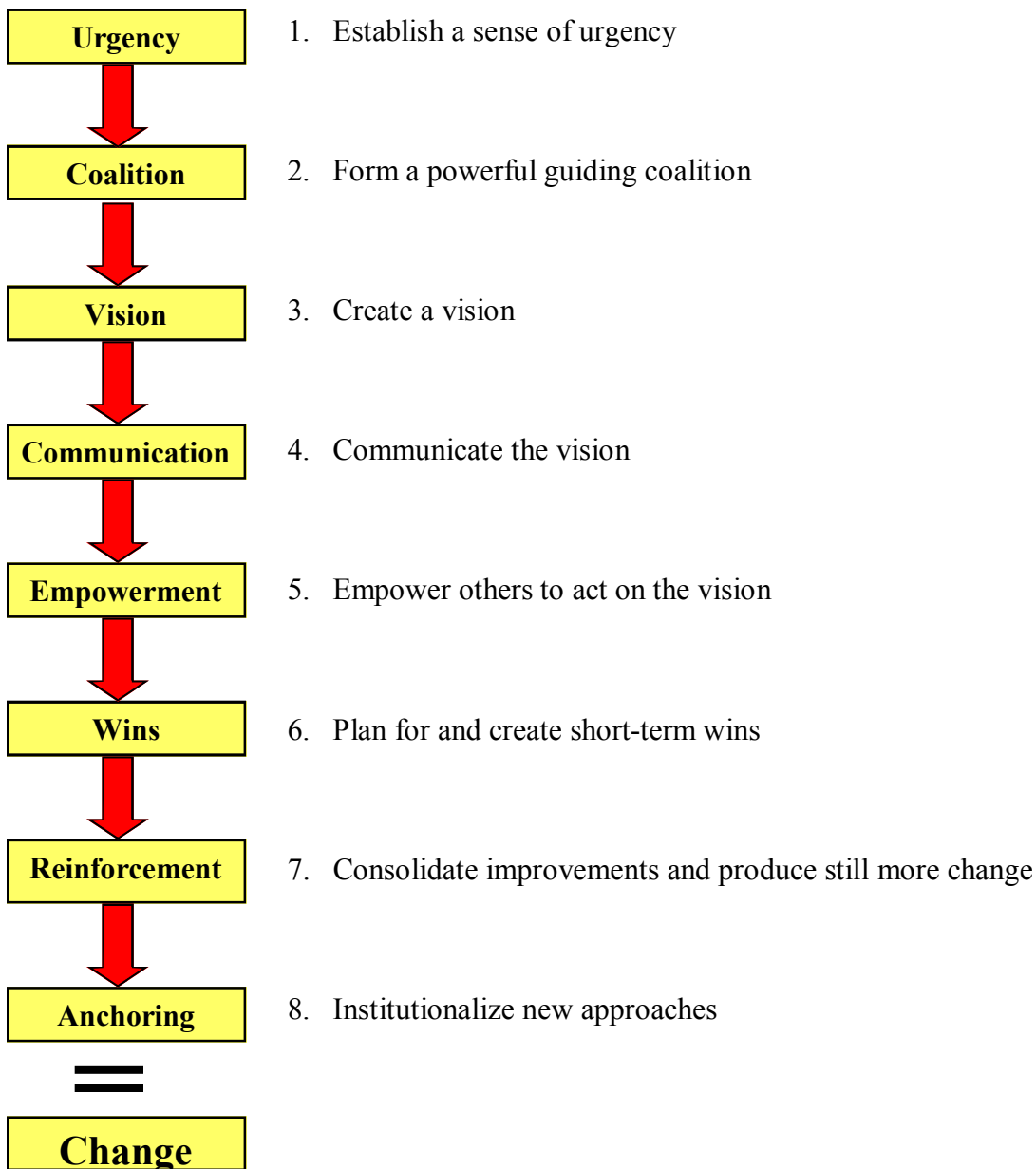
Ninety-five percent of this Change Management Toolkit profiles specific tactics to use in managing successful change. In the next three pages, however, we profile eight elements used by strategic leaders who desire successful strategic change.

EIGHT STEPS TO TRANSFORMING YOUR ORGANIZATION



The effectiveness of a manager and a workgroup in creating successful change is based on careful planning, not chance. It requires skill, drive, and desire on a manager's part to balance the interests of Johns Hopkins, the department, the staff and our clients.

Below are eight steps to manage successful change, how to accomplish each step, and the downside of not accomplishing all steps.



	Step	How	Keys to Success	Possible results from not implementing the step
1	Establish a sense of urgency	<ul style="list-style-type: none"> Analyzing your competition and changes in the market; tracking the speed of change and determining what your organization has to do to keep up with it. 	The urgency rate is not high enough until 75% of management is honestly convinced that business-as-usual is totally unacceptable.	<ul style="list-style-type: none"> Complacency Disowned
2	Forming a powerful guiding coalition	<ul style="list-style-type: none"> Assembling a group with enough power to lead the change effort Encouraging the group to work together as a team 	More is usually required. Efforts not having a powerful enough guiding coalition can make apparent progress for a while but...opposition stops it.	<ul style="list-style-type: none"> Turf protection Passivity
3	Creating a vision	<ul style="list-style-type: none"> Developing strategies that will serve as a bridge from the present to future state Package the future into a short story image or visual language that promise new valuable benefits 	Simplify until you develop a picture of the future that communicates the vision in 5 minutes or less—and gets both understanding and interest.	<ul style="list-style-type: none"> False starts Misalignment
4	Communicating the vision	<ul style="list-style-type: none"> Using every vehicle possible to continually communicate the new vision and strategies Teaching new behaviors by the example of the guiding coalition and senior leaders 	Successful transformation efforts use ALL existing communication channels to broadcast the vision—with words and deeds.	<ul style="list-style-type: none"> Confusion Rumors Distortion
5	Empowering others to act on the vision	<ul style="list-style-type: none"> Getting rid of obstacles to change Changing systems or structures that seriously undermine the vision Encourage risk taking and non-traditional ideas, activities, and actions 	Communication is never sufficient by itself. Renewal also requires the removal of obstacles. The worst obstacles of all are bosses who refuse to change and who make demands that are inconsistent with the overall effort.	<ul style="list-style-type: none"> Feeling overwhelmed Burned-out Frustrated
6	Planning for and creating short term wins	<ul style="list-style-type: none"> Planning for visible performance improvements Creating those improvements Recognizing and rewarding employees involved in the improvements 	Real transformation takes time and a renewal effort risks losing momentum if there are no short term goals to meet and celebrate. Commitments and compelling evidence within 12-24 months help keep the urgency level up.	<ul style="list-style-type: none"> Cynicism Stall out
7	Consolidating improvements and producing still more change	<ul style="list-style-type: none"> Using increased credibility to change systems, structures, and policies that don't fit the vision Hiring, promoting and developing employees who can implement the vision Re-invigorating the process with new projects, themes, and change agents 	Until change sinks deeply into a company's culture (5-10 years), new approaches are fragile and subject to regression. Leaders of successful efforts use the credibility of short term wins to tackle bigger problems.	<ul style="list-style-type: none"> Subtle sabotage Half-efforts Isolation
8	Institutionalizing new approaches	<ul style="list-style-type: none"> Articulating the connections between the new behaviors and corporate success Developing the means to ensure leadership development and succession that could sustain the change 	Change sticks when it becomes “the way we do things around here.” Understand why performance increases and ensure the next generation of top management really does personify the new approach.	

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Hopkins One Background for Managers and Supervisors

SWOT Analysis

Future/Current State Analysis

Case for Change

Stakeholder Analysis

Frequently Asked Questions Concerning Hopkins One

Force Field Analysis

Working Through Where You are Now

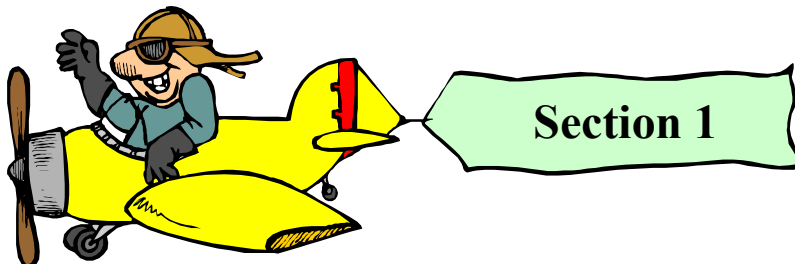
Identifying Your Real & Imagine Fears

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Managing the Process

- **Tools For Change: SWOT Analysis**
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MANAGING THE PROCESS

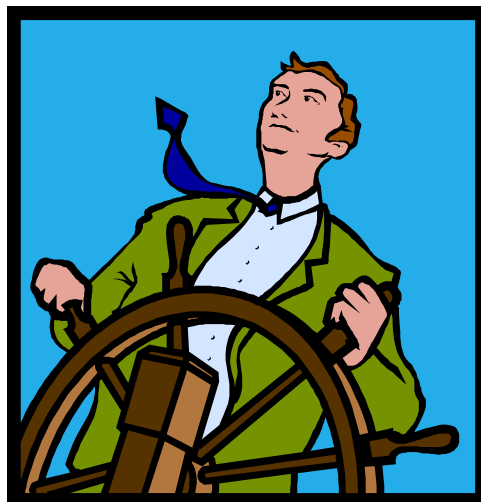
Step	Tool	When to Use	Page
1	SWOT Analysis	<p>Conduct a SWOT analysis when you are beginning a change or planning process and you want to think about the organization in a broader context. A SWOT analysis considers the strengths, weaknesses, opportunities and threats for the organization.</p> <p>For most internal changes that are driven from a higher authority, you may only need to look at their analysis and apply it to your organization. If the higher authority's analysis is complete and accurate for your organization, go to Step 2.</p> <p>If you are conducting a change independent from a higher authority, you may want to do an in-depth SWOT analysis.</p>	
2	Future State Analysis	<p>Envisioning the future is the start of moving your organization to the next level. After conducting a SWOT analysis, consider the change possibilities that will help your organization to do things better, faster, and cheaper.</p> <p>For most internal changes that are driven from a higher authority, a little tweaking is all you need for this stage. If you find that is the case, go to Step 3.</p> <p>If you are conducting a change independent from a higher authority, you want to invest a good amount of time to determine the future state and develop your vision for the organization.</p>	
3	Current State Analysis	<p>Comparing the Current State with the Future State is the first step in goal setting. Goals will provide the action steps for taking your organization from the Current State to the Future State.</p> <p>For most internal changes that are driven from a higher authority, you'll either be a part of that process or the current state will already be determined and handed to you. If you find that is the case, go to Step 4.</p> <p>If you are conducting a change independent from a higher authority, you will want to determine your current state. In process changes this may include process diagrams and in other changes it may involve a written description of the current situation. Don't spend too much time on this since it is based on how you "used to" do business.</p>	

MANAGING THE PROCESS

Step	Tool	When to Use	Page
4	Case for Change	<p>The Case for Change helps you to clarify what you're hoping to accomplish with a change initiative and helps provide speaking points when others (including your employees) ask why the change is necessary.</p> <p>For internal changes that are driven from a higher authority, you may be provided a Case for Change. The higher authority's Case for Change may need anything from a little tweaking to major changes to an overall rewrite to fit the needs of your organization.</p> <p>If you are conducting a change independent from a higher authority, you will want to create your own Case for Change. This is also called a "burning platform" since it is created to get people to "jump" from a place of comfort into the new environment. Spend time on this since this will play a major part in motivating employees to follow through on the change.</p>	
5	Stakeholder Analysis	<p>The Stakeholder Analysis, developed by Rick Maurer, helps managers consider all the individuals and groups who may be affected by a change and quantifies both their need for—and likelihood of—their support.</p> <p>For all changes affecting your organization, you need to determine how much resistance you will have to work through. Completing a Stakeholder Analysis is an effective method of determining where resistance may occur.</p>	
6	Goal Setting	<p>The result of Goal Setting shows how you go from where you are now to where you want to be. It also provides alignment for your organization and identifiable steps to get things started.</p>	
7	Force Field Analysis	<p>A force-field analysis encourages broad thought about the forces that currently exist in your organization and whether they will help or hinder progress toward your goals.</p>	

MANAGING THE PROCESS

Step	Tool	When to Use	Page
8	Change Success Assessment	<p>The Change Success Assessment is a brief survey designed to help measure the perceived likelihood of success for your change initiative. By distributing this to affected individuals, you can quickly and anonymously receive feedback on their understanding of the initiative and their role in it, your level of communication, and the possibility of resistance developing.</p> <p>For all changes, you will need to measure the employees' perception of how things are going. You can use the Change Success Assessment throughout the project.</p>	



TOOLS FOR CHANGE: SWOT ANALYSIS



A SWOT analysis focuses on the Strengths, Weaknesses, Opportunities, and Threats facing an organization. Strengths and Weaknesses usually exist internally within an organization while Opportunities and Threats develop externally usually through competitive or market forces. The following questions will help guide you when conducting your analysis.

Strengths

- What does your department/organization do well?
- What advantages do you have?
- What do other people see as your strengths?
- What relevant resources do you have access to?

Weaknesses

- What are some areas that your department/organization needs to improve?
- What should you avoid?
- Do other people perceive weaknesses that you don't see?
- What weaknesses, if eliminated, would provide additional opportunities?

Opportunities

- What specific activities and projects could benefit your department and/or organization?
- What are the interesting trends you are aware of?
- Does your strengths provide any additional opportunities?
- If you eliminated specific weaknesses, would that provide any additional opportunities?

Threats

- What developments could negatively affect the future of your department and/or the organization?
- What obstacles do you face?
- What is your competition doing?

Guidelines When Developing a SWOT Analysis

- Be realistic about your organization's strengths and weaknesses.
- Be specific and avoid gray areas.
- Distinguish between where your organization is at currently and where it can be in the future.
- Analyze in relation to your competition.
- Keep it short and simple.
- Remember it is subjective.

TOOLS FOR CHANGE: SWOT ANALYSIS



Is changing technology threatening the way you do business?
Could any of your weaknesses seriously threaten your organization?

Further analysis can include how an organization could use its strengths to pursue opportunities that are a good fit for the organization or to reduce its vulnerability to external threats. In addition, an organization can develop strategies to overcome weaknesses to pursue opportunities or develop a plan to prevent the organiza-

I N T E R N A L	STRENGTHS	WEAKNESSES
E X T E R N A L	OPPORTUNITIES	THREATS

TOOLS FOR CHANGE: FUTURE/CURRENT STATE ANALYSIS



Developing your Future State is where you DREAM about how it could be. When developing your idea, lay it out like a lawyer lays out their case in court. Present your ideas and the reasons why these ideas would benefit the organization, customers, and employees.

Hints for developing a Future State:

- How do you see it in the future?
- What needs to change?
- What is the change?
- How does the change fit into the overall business strategy?
- What will the future state look like?
 - For the organization as a whole?
 - From the perspective of the customers?
- What are the key changes to process?

You develop the Future State first and then your Current State. This is to ensure that reality does not intrude on your dream...if you have a outstanding idea of how to streamline processes, you surely don't want it budget concerns to prevent it from even being considered. If an idea is good enough, organizations will find money for it.

In developing your Current State, provide the reasons why the way things are done now hold the organization back. In some cases, mapping the current process is quite helpful in illustrating the challenges with current operations. However, don't spend a lost of time on the Current State since it is based on how you "use to" do business.

Hints for developing a Current State:

- What does it look like now?
- What would happen if we did not change?
- What change forces are internal? External?
- How much time do we have to change?
- Who has to change?
- What is going right?
- What is going wrong?
- What needs are not being met?
- What resources are unused or under utilized?
- What opportunities are not being exploited?
- What challenges are not being met?
- What do competitors do better?

TOOLS FOR CHANGE: FUTURE/CURRENT STATE ANALYSIS



Future State

Current State

TOOLS FOR CHANGE: FUTURE/CURRENT STATE ANALYSIS



Action Steps

List the tasks that need to be completed to transform the organization from its current state to its future state:

TOOLS FOR CHANGE: BUILDING A CASE FOR CHANGE

Question: What is the first question staff members involved in a change want answered?

Answer: Why? Why do we have to do this?

To motivate supervisors and staff to lend their effort, talent, and resolve to make a change successful, the first step is to ensure they believe in the change. Any change, large or small, has to answer the question “Why?” and you do this by developing a “case for change.” Obtaining “buy-in” by building a well-thought out case for change is critical.

Consider these questions when building your case for change (these parallel the “Three Levels of Resistance”):

Level 1

Information

What information do people need in order to see what’s going on?

1. What is changing? What isn’t changing?
2. Why is this change necessary in this organization at this time?
3. What is at stake if we do not change or are unsuccessful in our attempts?
4. What’s in it for you?
5. Where are we going?



TOOLS FOR CHANGE: BUILDING A CASE FOR CHANGE

Level 2

Emotional Reaction

What will help people feel a sense of urgency?

Level 3

Trust and Confidence

Who should deliver the message?

Is there something we should do so people trust what we say?



LEADERSHIP TIPS: THREE LEVELS OF RESISTANCE



There are three levels of resistance that change agents can experience when moving employees through a change process. The first results from a lack of understanding and may be a result of not having enough or any information. The second is the emotional reactions employees experience when faced with a perceived loss (power, job, respect, etc.). The third level, the most threatening to the successful completion of the change effort, results from a lack of trust and confidence in management. Depending on how well your organization handles the change and the impact the change will have, you may see all, some or none of these levels of resistance.

Level 3: Trust and Confidence

- Personal experience with past change failure
- Who you represent (culture, race, gender)
- Disagreement over values
- Lack of rapport

Level 2: Emotional Reaction Against the Change

- Loss of power, control or status
- Loss of face or respect
- Made to seem incompetent
- Fear of isolation or abandonment
- Burned out from too much change

Level 1: Lack of Understanding

- Lack of information
- Disagreement with the idea itself
- Lack of exposure

The Antidote To Resistance

Determine the level of resistance. A survey, your history with the other person/group, or conversation with those in opposition can reveal the severity of the resistance.

If Level 1: explain the idea using the language and examples that the other person or group will understand.

If Level 2: you must engage in conversation and not presentation. Only by finding the true resistance can you hope to transform it into support for the change.

If Level 3: begin by repairing burned bridges and building relationships.

TOOLS FOR CHANGE: STAKEHOLDER ANALYSIS

Staff and collegial support for change is essential to a manager's successful change efforts. Where people stand can't be assumed, and certainly can't be left to chance; especially when those people are needed to make change successful. A manager needs to gauge the level of support of those key people who can be referred to as stakeholders.

The Stakeholder Analysis, developed by Rick Maurer, is a simple tool that identifies:

1. **Who the major stakeholders are** (who do you need to support successful change)
2. The **level of support you need** from each
3. The **likely level of support** that each person exhibits

Who completes the Stakeholder Analysis?

Answer: A manager—alone, or in consultation with supervisory staff.

Follow-up: If there is a question, ask a stakeholder for their level of support.

Tips for “Managing the Process”

- Move quickly
- Focus on your critical priorities
- Increase communication
- Encourage risk-taking and initiative
- Search for resistance
- Delegate
- Protect the product quality and customer service
- Create short-term wins
- Establish clear priorities



“ When one door closes, another opens; but we often look so long and so regretfully at the closed door that we do not see the one which has opened for us.”

- Alexander Graham Bell

TOOLS FOR CHANGE: STAKEHOLDER ANALYSIS



Need for Support: Rate on a 3 to 5 Scale

5 = You must have them take an active part in the development and they must be vocal champions for the change.

4 = They must take part in the development.

3 = They need to go along with whatever is decided.

Likelihood of Support: Rate on a 1 to 5 Scale:

5 = They will fully support and champion the change.

4 = They will help develop the new initiative.

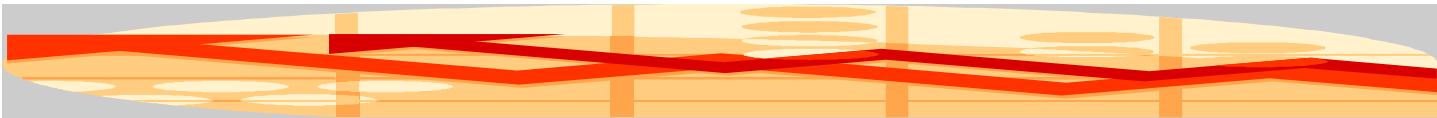
3 = They will go along with whatever is decided.

2 = They are likely to complain.

1 = They are likely to resist this change openly and strongly.

Stakeholder Analysis

Name of Individual or Group	Need for Support	Likelihood for Support	Action Steps

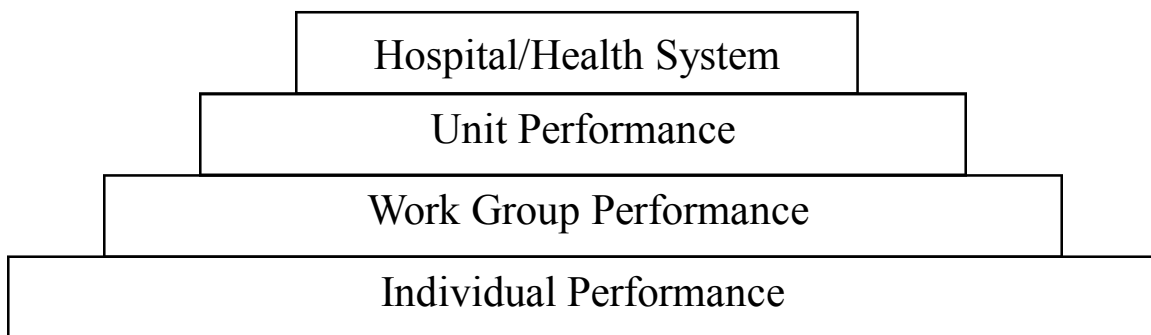


THE BUILDING BLOCKS: ESTABLISHING SMART GOALS



Individual Goals are the Foundation of the Organization

The saying “what gets measured gets done” is more than a theory of business—it is a law. For you and your organization to be successful, you must help each employee not only set their goals, but achieve their goals. This starts with constantly communicating expectations and the employee’s progress in meeting those expectations. ***The more successful individuals a leader can piece together, the better the organization’s performance will be.*** On the flip side, the more individuals not achieving their goals, the greater the chance for the organization’s failure. The most important job of a leader is to communicate those expectations and be a barometer on how well those expectations are being met.



The diagram above illustrates how individual performance provides the foundation for organizational success. Unless you have a clear picture in your mind of the level of the individual performance required from your employees to reach the organization’s goals and objectives, you will be hard pressed to communicate those expectations. An organization must identify key success factors and measure those factors using its performance management system.

Goal setting at the individual level is important in achieving the goals of the organization. Specifically, goals provide focus for the employee’s efforts. By having established goals, the employee and manager have a benchmark to measure success.

In any organization, each level has a different set of goals. In a successful organization, all the different goals align to create a thriving business.

Before individual goals can be established, the organization’s values must be taken into account. Values are the principles an organization considers inherently important to how it does business. Examples of an organization’s values include quality customer service, treating employees customer well and doing business with honesty and integrity. Once the organization has communicated its values and its goals have been determined, employees then have a sense of purpose and know where to focus their efforts.

Johns Hopkins Core Values

- Quality
- Charity
- Humanity
- Service
- Dignity
- Partnership
- Innovation
- Leadership
- Collegiality
- Diversity
- Stewardship

TOOLS FOR CHANGE: ESTABLISHING SMART GOALS



To be meaningful, goals must be **SMART**.

S	Specific
M	Measurable
A	Attainable
R	Results-Oriented
T	Time-Oriented

Goals can be broken down into sub-goals or objectives. Attainment of individual objectives will lead to accomplishment of the overall goal. Specific goals state exactly what the organization intends to accomplish. The following is an example of a non-specific goal:

Non-Specific: We will improve customer service.

This could be better written as:

Specific: We will increase our customer service scores by 5% over the next 12 months by increasing training for front-line staff and monitoring performance via customer satisfaction surveys.

Each specific goal must be evaluated to determine if it is measurable. The above example is a measurable goal since the organization can track it. The following is a non-measurable goal:

Non-Measurable: We should talk to the employees about reducing expenses.

It could be better written as:

Measurable: We will reduce expenses by 10% by January 1st.

Goals must be attainable and realistic. Employees will lose their motivation in attempting to attain goals that are set too high. On the other hand, goals set too low will not provide a challenge. The following is an example of a non-attainable goal:

Non-Attainable: We will improve our Employee Satisfaction Survey to 100% for all questions.

A related and attainable goal would be:

Attainable: We will increase our Employee Satisfaction Survey scores to 5% above the present organization average.

Goals that are result-oriented will create standards of performance for each job that impact the overall business objective. An example of a non-result oriented goal would be:

Non-Results Oriented: We will improve our leadership ability.

TOOLS FOR CHANGE: ESTABLISHING SMART GOALS



A results-oriented goal would be:

Results Oriented: We will conduct leadership training two hours per month until we raise our Employee Satisfaction Survey scores above the existing organization average.

In addition, goals must be time-oriented to keep employees focused and avoid procrastination. An ineffective time-oriented goal would be:

Not-Time Oriented: We will try to conduct safety training in the fall.

A better goal would be:

Time-Oriented: We will complete safety training of all employees by November 1st.

Develop goals for yourself and your employees using the SMART criteria.

1.

2.

3.

4.

TOOLS FOR CHANGE: FORCE FIELD ANALYSIS



How do you do a Force Field Analysis? Simple. Follow these 5 steps at a staff meeting.

Step One: Introduction

Note: Use a white board or flip chart. Draw lines as shown in the sample on page 24.

Tell the group you want to ask three questions to test where we stand as a team in making the change successful.

The three questions are:

1. What supports our being successful with this change?
2. What impedes us from being successful?
3. What are we going to do about those negatives that can hurt us?

Step Two: Ask #1 – What supports our being successful with this change?

1. Write down positive comments in left column.
2. Ask group to score each item 1 to 5; 1 = weak, 5 = strong.

Step Three: Ask # 2 – What impedes us from being successful?

1. Write down comments.
2. Ask group to score each item 1 to 5; 1 = weak; 5 = strong
3. Add up scores for positive and negative.
4. Fill in the Overall Score.
5. If negative, tell group there is a lot to do to overcome the negatives.

Step Four: Ask #3 – What can we do about the negatives?

1. Review each negative item; ask group what can be done to reduce the impact or eliminate each negative.
2. Write down simple steps or ideas to address each negative.

Tip: Start with the easy ones:

Step Five: Post Meeting Follow-up and Report Back

1. Identify who will work on the negatives before the next staff meeting.
2. Follow up with staff to find out what support they need from you.
3. Prepare a simple report for next staff meeting.
4. Report on progress at next staff meeting.

TOOLS FOR CHANGE: FORCE FIELD ANALYSIS



Throughout your careers, you will be involved in helping make and manage changes where you work. Your careers are built on your ability to influence people to support and work for successful organization changes. In every case, there will be forces that support your success and forces that impede your success or cause resistance to successful change.

Force field analysis is a technique to use within a work team to identify what forces team members perceive as favoring successful change and what forces they perceive as impeding successful change.

What does it look like?

Forces Supporting Our Success	Rating (1 – 5)		Forces Impeding Our Success	Rating (1 – 5)
1.			1.	
2.			2.	
3.			3.	
Total Positive Score			Total Negative Score	

Rating Key: 1 = weak; 5 = strong

Total Positive Score	_____	minus	Total Negative Score	_____	=	Overall Score	_____
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Note: If Overall Score is NEGATIVE, we have a lot of work to do!

Why use Force Field Analysis?

You want to identify **for your team** what forces work against success and then determine a course of action to overcome those negative forces. Identifying the forces supporting your success is important too; know where your support is!

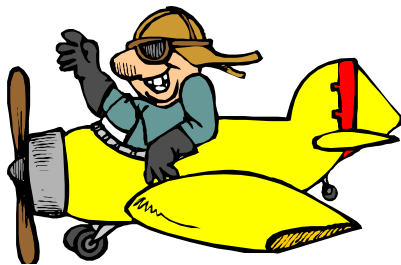
Why Involve Your Team in This?

You involve your team because their work and efforts determine if your change succeeds and to what magnitude. In addition, you want to know where everyone stands and whether they are supportive or resistant to the change.

Workgroup: _____ Date: _____

Tools For Change: Change Success Assessment	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
There is a sense of urgency regarding this project.	1	2	3	4	5
I understand what is expected of me during this change.	1	2	3	4	5
It appears that senior leadership is behind this project.	1	2	3	4	5
Information regarding this project is well-communicated.	1	2	3	4	5
I think there will be minimal resistance to this change.	1	2	3	4	5
Past changes have been successful.	1	2	3	4	5
I see the need for this change.	1	2	3	3	5
I think this project will be a success.	1	2	3	4	5

Comments:



Section 2

Managing Your People Through the Change

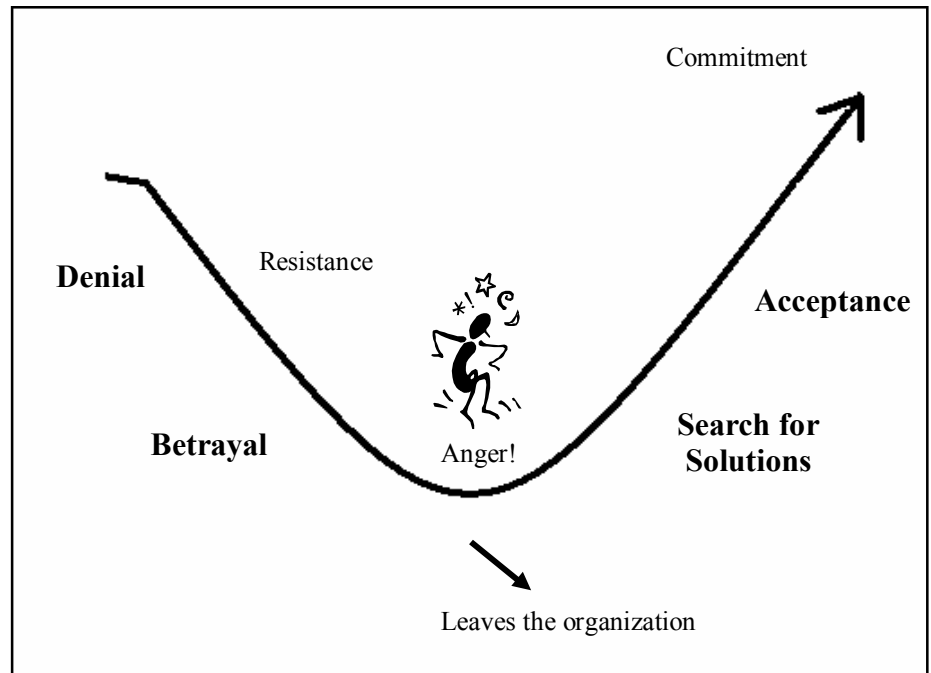
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- **Leadership Tips: Delegation Tips**
- **Tools For Change: Working Through Where You Are Now**
- **Tools For Change: Identifying Your Real & Imagined Fears**
- **Tools For Change: Eliminating Your Fears**

LEADERSHIP TIPS: THE PSYCHOLOGICAL PROCESS OF CHANGE

Every individual goes through the following 4-stage process when dealing with change:

- Stage 1: Denial
- Stage 2: Betrayal
- Stage 3: Search for Solutions
- Stage 4: Acceptance

The difference between individuals is the *length of time* it takes for them to go through the change. Some can move through the four stages in a matter of minutes and some take years to move through the same change. In fact, some people will get stuck in a stage. When a person gets stuck in a stage, there is a high probability it will be in the “betrayal” stage. They feel the organization has not only let them down but is working against them. This feeling can lead to anger, resistance, and depression. As you know, this is not good for the employee and those around them.



Ron Pound and Price Pritchett, authors of Business as Unusual, suggest the following tips to move all employees through the change process:

- Take care of the employee
- Provide your employees clear instructions and the direction you want them to go
- Make sure each employee understands their job; provide the necessary training
- Listen! Listen! Listen!
- Get resistance out in the open
- Rebuild morale
- Re-recruit your best employees
- Increase the standards and expectations
- Create a supportive work environment
- Motivate! Motivate! Motivate! - Pass out “psychological paychecks” - These are the kind that don’t involve money but are valuable all the same (thank you notes, verbal compliments, etc.)

LEADERSHIP TIPS: RECOGNITION IDEAS FOR MANAGERS



Question: How do you get anyone to try something different...something new?

Answer: You encourage them and recognize their efforts. You don't make the mistake of waiting for your desired outcome to happen.

Encourage and recognize! The following pages identify simple ways for managers to **encourage** desired performance to support change and to recognize desired performance as well.

Here are some great ideas that you can do yourself:

- Have someone in the chain of command deliver the paychecks and give every employee an opportunity to talk one-on-one with management. It gives them the time to voice any concerns they have.
- When paychecks are distributed, write a note on the envelope recognizing an employee's accomplishment.
- Start the day with a brief meeting and review positive things that happened the previous day.
- Write a thank you note for employees who do something outstanding. It means more when people take time to write their thoughts on paper.
- Send thank you notes to the employee's home.
- Buy lunch for an employee as a form of thanks.
- Arrange for the employee to have lunch with organization leadership.
- Give the employee time off for excellence: half or full day; Friday
- Personal phone calls from leadership
- Letters from leadership
- Candy bars
- Have informal chats with employees
- Use charts or posters to show how well an employee or group is performing.
- Send a thank-you note to a spouse for their support during the employee's overtime.
- Make up a special caps, T-shirts, or jacket for your team and give to deserving employees.
- Send each person, who went above-and-beyond the call of duty, a lottery ticket with a note sending, "I never gamble when I count on you."
- Provide lottery tickets when the team achieves an important goal.
- Laugh-a-Day challenge: each employee tries to make coworkers laugh every day with cartoons and jokes. Winners receive T-shirts and books containing the best jokes and cartoons.
- Issue a Laugh-a-Day challenge to the staff to bring in a joke or cartoon every day for a month.
- Throw victory parties for major accomplishments
- Thank people by giving chocolate kisses, balloons or other small items.
- Hold occasional fun contests like Nerf basketball or volleyball, bubble-blowing competitions. Play cooperative games such as charades and treasure hunts.
- Grill Your Boss cookout where managers dress up as chefs and cook hamburgers and hot dogs for all employees.

LEADERSHIP TIPS: RECOGNITION IDEAS FOR MANAGERS

- Hire a masseuse to massage employees during stressful days.
- Easy Morale Boosters:
 - Order pizza or a huge submarine sandwich for a communal lunch
 - Designate a bulletin board as a place for employees to post favorite jokes, cartoons, etc.
 - Attach cartoons or humorous anecdotes to the more mundane memos that need to be circulated.
 - Hold betting pools
 - During a lunch break, screen a funny film or television show
 - Bring a Polaroid camera to work. Take candid shots of employees and post the results throughout the office.
 - Make a point to smile and say hello to office mates.
 - Give everyone an opportunity to arrive an hour late or leave an hour early one day a week.
- Take employees to a ball game.
- Staff birthday bashes: once a month celebrate everyone's birthday that falls during that month.
- Develop monthly contests
- Provide picnic baskets to employees who stepped in and solved problems.
- Bring bagels and cream cheese to work
- Serve ice cream



*“People may take a job for more money,
but they often leave it for more recognition.”*

- Bob Nelson

LEADERSHIP TIPS: RESISTANCE

Organizations going through change can experience a multitude of effects that can be detrimental to ongoing operations. These include:

- Deteriorating communication
- Drops in productivity
- Less teamwork
- Less focus on customers and competitors
- Reduction in morale
- Turnover

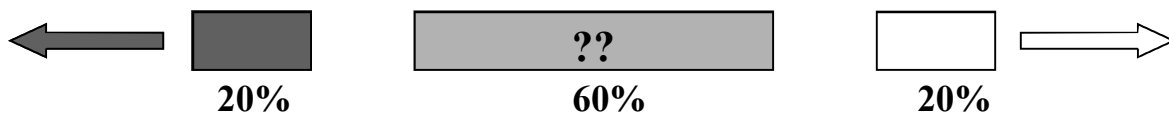
Many of these result from or result in resistance by employees to accept the change. Most view resistance negatively when it applies to change, however, to the savvy leader it is seen as part of the ongoing process and a metric on what is going well and what isn't. The successful leader uses the guidelines in the next section to improve their probability of success in implementing change.

Reasons Why Employees Resist Change

- Threat to job or income
- Fear of the unknown
- Threats to power
- Inconvenience
- Threats to relationships
- Fear that they will lose value in the organization

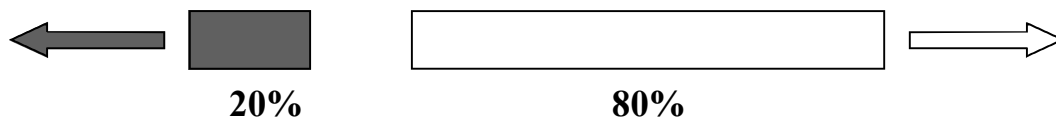
Moving the Masses

Most organizational change dynamics follow the 20-60-20 model...20% of the employees will move in the direction the leader points out with little question; 20% will dig their heels in no matter how good the change looks to others; and 60% of the people will sit on the fence waiting to see the direction the new change will go and then will follow the masses.

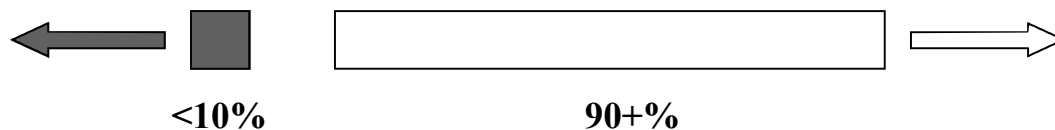


LEADERSHIP TIPS: RESISTANCE

Leaders must focus more on the groups that will move their organizations forward...the 20% moving in the right direction and the 60% in the middle. Too many managers spend too much time with the 20% resisting the change, hoping to change their attitudes. Little do the managers know, these poor attitudes are not just evident at work, they are present throughout all parts of the employee's life and are very difficult to change.



When leaders focus their energy on the two groups that will move their organization forward, they create momentum. With 80% of the people moving in the right direction, most of the resisters will “jump on the bandwagon” so as not to be left behind. Those who are left will more than likely self-select to leave providing the leader with the opportunity to hire new employees who are a better fit in the organization.



The Cost of Managing Change Poorly

Team size = 10 employees

Length of transition = 6 months

Average salary = \$30,000

Average daily distraction = 4 hours

Total Cost of Lost Productivity = \$75,000

Or 2.5 employees (25%)

“It must be considered that there is nothing more difficult to carry out nor more doubtful of success nor more dangerous to handle than to initiate a new order of things.”

- Machiavelli, 1446-1507

LEADERSHIP TIPS: HOW TO SPOT RESISTANCE IN ORGANIZATIONS



Resistance isn't always obvious. The better you are at spotting resistance in all its guises, the more options you will have as a manager and as an individual for overcoming it. The following are examples of what to look for:

- **Quick Criticism:** Even before people hear all the details, they express their disapproval. It is as if they have been there before and know exactly what to expect.
- **Malicious Compliance:** People smile and appear to go along with the decision. They tell you what you want to hear and do what they want behind the scenes.
- **Sabotage:** People take strong actions that are specifically intended to stop you from proceeding. The positive side of this is that the resistance is so transparent.
- **Easy Agreement:** People truly agree with you in the moment without much criticism. They have swallowed your message whole, only to later realize what the changes mean. Intentions are more “honorable” at the onset than “malicious compliance,” although the later actions may look similar.
- **Deflection:** People keep changing the subject. Meetings go from topic to topic without resolution. Like all other forms of resistance, this is a way people protect themselves.
- **Silence:** Silence is a difficult form of resistance to address because it gives you so little to work with. And, since sometimes silence indicates support, it is hard to know what to make of it. As a general guideline, never assume that silence means acceptance. Probing is helpful.
- **In-Your-Face-Criticism:** No holds barred—these people tell you exactly what's on their mind. They are telling you the truth as they see it. Often, they may express what others are afraid to say. Talking with them in private sends a message to others that it is safe to say what is on their minds.

Always keep three key questions in mind:

1. What's in it for me?
2. What's in it for you?
3. What's in it for us?

“Resistance is thought transformed into feeling. Change the thought that creates the resistance, and there is no more resistance.”

-Robert Conklin

LEADERSHIP TIPS: STRATEGIES FOR LEADERS TO REDUCE RESISTANCE TO CHANGE

Here are strategies and tips to reduce resistance:

- Create and communicate a clear vision of the change.
- Follow a realistic timeline.
- Demonstrate change is a priority.
- Be willing to modify elements of the organizational culture.
- Build trust everyday.
- Create a communication strategy that provides information early and often to employees. Communicate the what, why, whom, when, where, and how.
- Explain what will change and what will not change. Provide the reasons for the change.
- Involve the employees. Seek input as early as possible.
- Tell employees "what's in it for them."
- Provide the resources necessary to get the job done.
- Provide timely training necessary to help employees adapt to the change.
- Acknowledge the potential losses and address the needs of the people losing something.
- Link the old with the new but don't bad-mouth the past.
- Avoid threats. Threats have a negative impact on attitude and morale.
- Develop cascading commitment. Successful change needs employees at every level championing the change.
- Develop new performance measures to reinforce what helps the organization succeed.
- Reward the employees who carry the change.
- Lead by example.
- Pilot the initiative. This serves as a trial-run and an assurance to employees that an unproven concept will not be rolled out.
- Don't be afraid to acknowledge what is still unknown.
- Don't hesitate to acknowledge fears, including your own, when appropriate.
- Acknowledge small wins or successes throughout the change process.
- Be willing to replace key employees who do not have the competencies or skills needed to do the job or choose not to support the change. Be honest to confront them but assure them of your support.



“Management must guide the forces of change.”

- John W. Teets, former chairman, Greyhound

LEADERSHIP TIPS: DELEGATION TIPS



For every major change effort, leaders must delegate necessary tasks to others. In many cases, the more they delegate the greater the chance they have for success. The effectiveness of their delegation will have a direct impact on the final result. Follow these tips to enhance your delegation effectiveness:

A. Look for ways to involve staff to help you create successful change.

- Match assignments to the employee's skills.

B. Prepare for the assignment. Make delegation clear.

- Describe the desired results and the reason the task needs to be accomplished. Be specific and clear about what success will look like.
- Whenever possible, when delegating work give the person an entire task to complete and don't micromanage. Many employees will get energized if they think the delegated task is under their complete control. Build pride and ownership and give them a chance to build their skills and confidence.
- Make sure your employee understands the task by asking an effective, open-ended question such as "Can you explain to me how you would go about handling this task?"
- Get buy-in from the employee that they are up to the task. If your employee doesn't feel capable, you might consider coaching them.
- Make your expectations crystal clear and ensure the employee knows what they are accountable for.
- Identify the measurements/outcome you will use to determine that the project was successfully completed.

C. Follow-up

- Support your employee by asking what resources will be needed and provide them. In addition, provide them the authority to get the job done.
- Empower your employee -- let them do the work, but agree upon checkpoints along the way so both of you will know how it's going.
- Energize your employee -- when the task is complete, acknowledge your employee's effort and provide accurate and honest feedback.
- Determine, in advance, how you will thank and reward the staff person for their successful completion of the task or project you delegated.

TOOLS FOR CHANGE: WORKING THROUGH WHERE YOU ARE NOW



Let's face it. A major problem when facing change is **feelings**. More specifically, there are feelings of loss (we won't be doing things the old way), and feelings of fear (not understanding what challenges the new way brings or having all of the information). Getting people to talk about their feelings around change serves to diminish **negative** feelings.

Whenever any change happens, it is important to allow yourself to acknowledge your loss, and yet be aware of what you have not lost.

In the table below, write a few words in each quadrant describing the losses you must relinquish, the losses you must replace, acknowledge what you are not losing, and what losses you can rebuild.

<p><i>What am I losing?</i></p> <p>The way I've always done the processing.</p>	<p><i>What must I replace?</i></p> <p>My sense of safety.</p>
<p><i>What am I not losing?</i></p> <p>My talents, my skills and my abilities.</p>	<p><i>What can I rebuild?</i></p> <p>A better way to do my job.</p>

TOOLS FOR CHANGE: IDENTIFYING YOUR REAL & IMAGINED FEARS



Question: How do you help defuse someone’s emotions around any issue?

Answer: Acknowledge the emotion. “You seem angry.” (...or upset...or tense...or frustrated)

The answer can be explosive. “YES, I’M ANGRY!” Typically the person will then blurt out an explanation for their current feelings.

In this exercise, people are asked to first identify their fears in their own words and then whether each fear is real or imagined. The fears can be those expressed by an individual or by a group and this exercise can be conducted individually or as a group. If conducted in a group setting, the manager can direct the individual or the group to review each fear and identify ways and benefits to eliminating those fears.

Instructions: In the boxes below, list some of the fears you have about the change you are going through and determine if they are real or imagined. With every imagined fear you can discard, you will improve your perspective and increase your sense of safety.

Real Fears: There is evidence (facts, past experience) that suggests you should be afraid.

Imagined Fears: Contrary to what you are feeling, there is no evidence to suggest that there is anything of which to be afraid.

Fears	Real or Imagined?
Example: <i>My position will become unnecessary and I will lose my job.</i>	<i>Imagined. Even though I will not have to do as much, there will still be plenty for me to do.</i>
1.	
2.	
3.	
4.	

TOOLS FOR CHANGE: ELIMINATING YOUR FEARS

Eliminating your fears is a difficult thing to do. Doing so means you want to begin the process of acceptance and gain some control back in your life. Start eliminating your fears now, one at a time. Choose a fear you listed on the previous page to eliminate and answer the questions below.

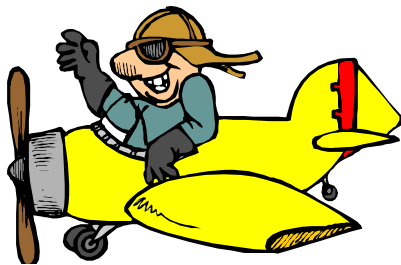
What fear did you choose to eliminate? (Example: *My position will become unnecessary and I will lose my job.*)

Why did you choose this fear to eliminate? (Example: *This will eliminate the most amount of stress.*)



How will eliminating this fear help you adapt to/ accept your current situation? (Example: *When I'm not worrying about losing my job, I can focus on what I need to learn regarding my "new job."*)

What do you need to do to eliminate this fear? What steps do you need to take? (Example: *Remind myself that I am a valuable person to the team. I know the ins and outs of the processing work and without me, this change will not be a smooth one.*)



Section 3

Managing the Change Team

- **Leadership Tips: Critical Success Factors for an Effective Team**
- **Tools for Change: Team Effectiveness Assessment**
- **Tools for Change: Identifying Change Agents**
- **Leadership Tips: Developing Team Operating Guidelines**
- **Tools for Change: Team Charter**
- **Tools for Change: Impact Analysis**
- **Leadership Tips: Managing Team Conflict**
- **Tools for Change: Conflict Style Assessment**
- **Leadership Tips: Resolving Team Conflict**

LEADERSHIP TIPS: CRITICAL SUCCESS FACTORS FOR AN EFFECTIVE TEAM



A team consists of a group of individuals working together to achieve a set of common goals. In order for a team to function effectively, several specific criteria must be in place. If any of these elements are missing, the team may become a group of disparate individuals who spend their time debating with each other and having a negative impact of each other's work, rather than behaving as an integrated team that creates additional value through its work together.

In order for a team to achieve the synergistic results expected from effective teamwork, the team must...

1. Have an agreed-upon charter.

The team charter is represented through a set of common goals, measures and rules known, understood and agreed by all team members.

2. Have members committed to the goals required.

If a task has been allocated 50 hours of work, then the individual assigned to fulfill that task must agree that it can be done in that time frame, and be personally committed to achieving that result. Lack of commitment to the tasks and goals will lead to failure.

3. Have members committed to each other.

This means that team members accept each other, and are committed to working together and ensuring each other's success, regardless of how they may feel about each other. For example, if one member's professional expertise is not fully trusted by another team member, then that team member has the responsibility to help – not criticize or pick on – that person's work to ensure success for both the individual and the team.

4. Have members that are interdependent.

That is, they must need each other to be successful. If any one team member can successfully do their job without any support or integration from the other team members, then that person can well argue the team is unimportant to them. For this reason, each person's work must be linked to the work of the other team members and the overall team goals if teamwork is to be achieved.

5. Have both collective and individual accountability.

The team result must be clearly related to each person's success. If the team fails to achieve its goals, then each team member must have some responsibility for the overall lack of results – regardless of who did or did not do the work. Similarly, each individual team member's goals must be clearly identified and accepted, and that person must be singularly responsible for those results. The accountability for every team member must be endorsed by the entire project team. This accountability should be tied into both the team and individual performance reviews.

6. Demonstrate acceptable team behavior.

There are a number of key personal and interpersonal behaviors that are essential for a team to perform well when it is together. These behaviors are described below.

The team leader and/or team members should use the Team Effectiveness Assessment to assess the critical factors necessary for success as early in the process as practical. If any gaps result, a plan should be developed to resolve those gaps to improve the effectiveness of the team.

LEADERSHIP TIPS: CRITICAL SUCCESS FACTORS FOR AN EFFECTIVE TEAM



Interpersonal Behaviors Essential for Team Success

In order for a team to achieve synergistic results, there are some 'rules of conduct' that must be followed. If these rules are violated they can both create disruptive behavior and cause the team to become dysfunctional. For this reason, a team should examine these behaviors, modify or add to them as appropriate for its circumstances, and then monitor its behavior against these behavioral rules. After analyzing their behavior against these rules, team members should give and receive individual and team feedback for continuous improvement.

1. Team goals are the highest priority – not individual or personal goals.

A core agreement is that the team goals are of a higher order than individual goals in the team environment. If individuals place their own values, needs or goals above the team goals in a way that causes conflict or inhibits the attainment of the team goals, the team has the responsibility to confront this behavior. Commitment to the team goal over personal agendas is critical to team success.

2. Check your job at the door – no 'positional' behavior.

As a team member, each individual represents the team's interest and brings the highest level of personal knowledge and expertise to that team. This means that 'positional' behavior is not accepted. Each team member's job or position outside of the team is secondary while that person is functioning as a team member.

3. Decisions are based on what's right – not who's right.

Position, status, deference to experience or historical experience, seniority or authority are unacceptable reasons for a team to make a decision based on any individual's recommendation. If the team is using consensus decision-making, it must look at each circumstance uniquely, get the best decision from all parties, build the best understanding based on all the information available, and then make the best decisions based on the information and analyses – not based on who made the recommendation.

4. Everyone has the responsibility to both contribute and listen to the contributions of others – there is no inequality on the team.

Teams are based on mutual commitment and respect. These criteria require that everyone make a contribution. They also require that every contribution be heard. If some members of the team are shut out – either by their own actions or the actions of others – their potential is reduced by their lack of contribution.

5. Contribute with flexibility – no fixed positions.

If any team members arrive with a point of view or perspective that is fixed – inflexible and not subject to change – then synergy is virtually impossible. Team acceptance of one person's position without any modification or additional value misses the opportunity for synergy. Rejection of any possible modifications creates conflict, or lack of commitment to the decisions by the individual whose idea was rejected or modified. Fixed positions are among the worst problems that teams can face because they typically end in ongoing conflict between two team members, with others standing by and watching the scenario play out.

LEADERSHIP TIPS: CRITICAL SUCCESS FACTORS FOR AN EFFECTIVE TEAM

6. Consensus prevails – the ‘right of infinite refusal’ is not acceptable.

Individual positions are solicited when the team begins to study or deliberate. As the discussion ensues, positions should be melded through sharing and analysis. As conclusions draw near, every team member must move toward consensus while they continue to shape and influence the decisions being made. If the team is moving in one direction but one individual continues to remain steadfast in a particular position based on personal preference, then that person is exercising the ‘right of infinite refusal.’ Unchecked, this can block a team forever, and is unacceptable. The right of infinite refusal is relinquished through team membership and the group process.

7. Decisions are based on facts and analysis – not opinion management.

Ideas, thoughts, data, information and analysis all contribute to the decision-making process. The final decision, however is based on the data available as analyzed by the team. Unsubstantiated personal preference based on opinions are subordinated to fact-based decision-making processes.

8. Decisions are made in real time, not during “off-line.”

Everyone participates in the team process, and both decisions and commitments made at the meeting are expected to be upheld by all team members. If any team members have reservations or issues, they are responsible for bringing them up at the meeting, or accepting the team decisions without further off-line discussions after the meeting.

9. Perfection can be the enemy of the good – the 80/20 rule prevails.

There are very few things that can only be done one way. Similarly, there are very few things that require perfection for implementation or success. The team should be careful not to get stuck in seeking the perfect solution. The “80/20” rule enables the team to move forward rapidly. An 80 percent solution well implemented will have a far greater impact than the continued search for the holy grail without any action.

10. The team should strive for consensus – not unanimity.

Consensus is sufficient agreement by all the member of the team that everyone can endorse and support through implementation. It may not be the single most preferred decision by every team member, but it is acceptable to all the members. If the team allows one member to exercise the right of infinite refusal, consensus has been reinterpreted as unanimity and the team can become hopelessly deadlocked. All team members are responsible for both contributing and for retaining the personal flexibility to let go of personal preferences if the team decision will indeed solve the problem or achieve the desired goal.



Department: _____

Tools for Change: Team Effectiveness Assessment

Directions: Use this assessment to assess your team’s strengths and weaknesses. This can be used at any time, but the sooner the better. This can be completed by the leader and/or by all team members. Once completed, develop action steps to using the SMART goal guidelines.

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Capability	Hiring decisions are made very selectively resulting in employees who stay and who are highly productive.	1	2	3	4	5
	We have the right mix of knowledge, skills, and abilities for achieving the team's goals.	1	2	3	4	5
	Team members carry out their roles and responsibilities.	1	2	3	4	5
	The team uses its skills and abilities to effectively work together to accomplish its goals.	1	2	3	4	5

Clarity	Our team has a common goal that is understood by each team member.	1	2	3	4	5
	Every team member understands the vision of the team leader.	1	2	3	4	5
	All goals are written using the SMART guidelines.	1	2	3	4	5
	The leader clearly communicates performance expectations and expected outcomes.	1	2	3	4	5
	Each team member understands their role and responsibilities.	1	2	3	4	5
	The work of each team member is aligned with the team’s goals.	1	2	3	4	5

Creativity	Team members encourage, support, and reinforce one another to develop innovative ideas.	1	2	3	4	5
	The leader promotes training and education to stimulate thinking.	1	2	3	4	5
	The team is willing to try new methods and approaches to work.	1	2	3	4	5

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Collaboration	Team members understand the roles and responsibilities of others.	1	2	3	4	5
	The team works well together.	1	2	3	4	5
	Team members address problems effectively.	1	2	3	4	5
	Team members make decisions effectively.	1	2	3	4	5

Communication	The team shares ideas and information with one another.	1	2	3	4	5
	Our team has regular meetings to share information.	1	2	3	4	5
	The team has established methods for members to receive honest performance feedback.	1	2	3	4	5
	The team examines team and individual errors and weaknesses without making personal attacks.	1	2	3	4	5
	Our team has effective methods of dealing with conflict.	1	2	3	4	5
	The team shares ideas and information with those outside of the team.	1	2	3	4	5
	Team members effectively listen to one another.	1	2	3	4	5

Commitment	Team members follow through on their job responsibilities.	1	2	3	4	5
	Team members follow through on their commitments to others.	1	2	3	4	5
	Team members feel mutually responsible for achieving the team's goals.	1	2	3	4	5

Continuous Improvement	The team actively looks for ways to improve its performance.	1	2	3	4	5
	The team treats mistakes as a source of learning.	1	2	3	4	5
	Training and education is important to this team.	1	2	3	4	5
	The team frequently measures and evaluates its performance.	1	2	3	4	5

Action Steps

Develop your action steps for improving your Team Effectiveness Assessment by using the SMART criteria.

S Specific
M Measurable
A Attainable
R Results-Oriented
T Time-Oriented

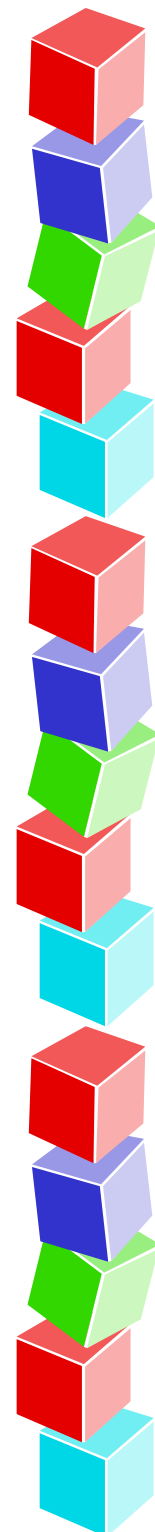
1.

2.

3.

4.

5.



TOOLS FOR CHANGE: IDENTIFYING CHANGE AGENTS (ASSESSING CHANGE AGENT CANDIDATES, TEAM MEMBERS OR YOURSELF)



To be successful in creating change, you and your team members must demonstrate those characteristics of change agents. Selecting the right change agents is a huge step towards being successful. Use this tool to assess change agent candidates, team members, or yourself on the characteristics below. For yourself or current team members, list the areas for development and action steps on the next page.

Rate each characteristic on a scale of 1 to 5. Use the following rating descriptions in determining your assessment:

- 1—Has great difficulty in exhibiting this characteristic
- 3—Often exhibits this characteristic, but not always (80% of the time)
- 5—Is an exemplary employee in this characteristic

Characteristic	Description	Rating
<p>Positive</p> <p><i>Views life as challenging and opportunity filled</i></p>	<ul style="list-style-type: none"> • Views disruptions as the natural result of a changing world • Finds opportunities in times of change • Believes there are important lessons to be learned from challenges • Sees life as generally rewarding • Has a “can-do” attitude • High self-esteem 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Focused</p> <p><i>Clear vision of what is to be achieved</i></p>	<ul style="list-style-type: none"> • Strong sense of purpose • Able to set goals and prioritize actions • Uses personal objectives to drive daily actions • Uses a strong vision that serves both as a source of purpose and guidance during times of change 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Flexible</p> <p><i>Adapts during times of uncertainty</i></p>	<ul style="list-style-type: none"> • Believes change is a manageable process • Has a high tolerance for ambiguity • Recovers quickly from adversity or disappointment • Feels empowered during change • Recognizes one’s own strengths and weaknesses and knows when to accept internal and external limits • Is open-minded • Displays patience, understanding, and humor when dealing with change • Values the ideas of others • Is a good team player 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

TOOLS FOR CHANGE: IDENTIFYING CHANGE AGENTS (ASSESSING CHANGE AGENT CANDIDATES, TEAM MEMBERS OR YOURSELF)



Characteristic	Description	Rating
Organized <i>Applies structures to help manage ambiguity</i>	<ul style="list-style-type: none"> • Sorts information quickly • Builds structure in chaos • Is a good planner • Sets and, when necessary, renegotiates priorities during change • Manages multiple tasks successfully • Manages stress well • Recognizes when to ask for help 	1 2 3 4 5
Proactive <i>Engages change instead of evading it</i>	<ul style="list-style-type: none"> • Actively engages change • Takes reasonable risks • Uses resources to creatively reframe a changing situation, improvise new approaches, and maneuver to gain an advantage • Is able to generalize important lessons from change-related experiences to other similar situations • Influences others and resolves conflicts 	1 2 3 4 5

Area of Development	Action Plan

LEADERSHIP TIPS: DEVELOPING TEAM OPERATING GUIDELINES



A team could spend days identifying every conceivable set of circumstances it might encounter or situation it might face and determine how it should behave under those circumstances. That is not the intent of operating guidelines nor is it an appropriate use of the team's time.

Rather, the team should identify the regular functions that it will perform most commonly, and then establish the guidelines that will guide it in those functions. Some of the more common areas for which guidelines are typically created are as follows:

1. Setting goals

- Who sets the team goals?
- How does the team deal with conflicting goal priorities?
- How does the team change its goals?
- How does the team respond to changing requirements that come from outside the team?

2. Defining roles and responsibilities

- How are responsibilities agreed upon?
- How are roles defined?
- How does the group address an individual who is unwilling or unable to perform a role designated by the team?
- What are the defined roles of the team leader and facilitator?

3. Communications

- How will the team ensure internal communications?
- How will the team ensure external communications?

4. Team meetings

- What are acceptable purposes for team meetings?
- How often will the team meet? When? Where? For how long?
- Does it have some standing agenda items?
- Who can call a team meeting? How?
- What are the legitimate topics for team meetings? Who sets the agenda and how is it set and prioritized?
- How does the team manage task and process at the meeting – ensuring task focus on the agenda but full process appropriate to the topic under discussion?
- How will the team address consistent lateness or absentee behavior among team members?
- How will the team ensure that absentees are informed of the outcomes of team meetings?
- What is the follow-up system for commitments made at team meetings?

Nine Basic Values of Successful Changers:

1. Commitment
2. Creativity
3. Focus
4. Responsibility
5. Truthfulness
6. Discipline
7. Courage
8. Humor
9. Perspective

LEADERSHIP TIPS: DEVELOPING TEAM OPERATING GUIDELINES

5. Team Decision Making

- What is the primary decision making process?
- What is the fallback decision making process?

6. Measuring Team Performance

- What are the key measures – task and process – that the team needs to assess?
- How will it assess these measures? How will it gather data? In what format? Created by whom? How often?
- How will the team determine when corrective action is required?
- What is the process for agreeing on and taking corrective action?

7. Issue Resolution

- What are the types of issues that require team versus individual resolution?
- What is the process of issue resolution among team members?
- What is the process of issue resolution with individuals or groups outside the team? For customers/clients? For suppliers?

8. Managing Change

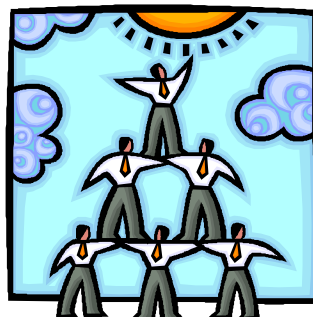
- What are the categories and scope of change that require team attention?
- What is the change management process?

9. Addressing Inappropriate Interpersonal Behavior

- What are desired and inappropriate team behaviors?
- What are inappropriate individual behaviors among team members?
- What are inappropriate behaviors outside the team that require a team response?
- How will such behavior be identified and brought to the team?
- How will such behavior be addressed to ensure resolution while maintaining a strong and cohesive team?

10. Avoiding Group Think

- How will the team institute preventative measures to avoid groupthink?
- How will the team recognize when it is being influenced by groupthink?
- How will the team address groupthink when it does exist?



TOOLS FOR CHANGE: TEAM CHARTER



Use the Team Charter to set boundaries and identify key information and goals for the team members. Here is where you establish your major goals and how they will be measured. In addition, the process of completing the Team Charter lays out the boundaries for the team and the time table for the project.

Team Sponsor :	
Scope of Work :	
Team Authority:	
Resource Limitations:	
Time Table :	
Goal	Measure

TOOLS FOR CHANGE: TEAM CHARTER



Goal	Measure

TOOLS FOR CHANGE: IMPACT ANALYSIS



It can be overwhelming in times of change to know which project is most important. This impact analysis can help you identify the impact that each project/task will have as well as the degree of difficulty to complete each project/task. Using this knowledge you can then prioritize those projects and begin them in a way that will enable you some quick successes.

<p>High Impact</p> <p>↑</p> <p>Low Impact</p>	<p>I. High Impact / Easy to Do</p> <p>Start with these projects for quick successes.</p>	<p>II. High Impact / Hard to Do</p> <p>Start these projects next. Realize these projects will take a little longer but will be well worth it in the end.</p>
	<p>III. Low Impact / Easy to Do</p> <p>Start these projects after you accomplished the ones that will have a high impact. You may choose to not even do these projects since they won't have much of an impact.</p>	<p>IV. Low Impact / Hard to Do</p> <p>Don't even try these. They will just frustrate you and your team because of the degree of difficulty.</p>

Not Difficult → **Very Difficult**

An example of this matrix is on the following page.

To use this matrix, first list all the projects/tasks or changes that you need to accomplish. Don't worry about prioritizing at this point, just do a "brain dump" and list everything you need to do. After all the projects are listed, you will want to determine the impact and the degree of difficulty of each project. Use the following sections to help you.

TOOLS FOR CHANGE: IMPACT ANALYSIS



<p>High Impact</p> <p>↑</p> <p>Low Impact</p>	<ul style="list-style-type: none"> • Strategic Planning for Senior Leadership • Recognize employees who have taken the lead on a difficult task • Combine redundant forms 	<ul style="list-style-type: none"> • Business case simulations • Analyze organization policies • Develop a measurement to gauge success of your initiative
	<ul style="list-style-type: none"> • Schedule monthly change meetings • Review monthly minutes 	<ul style="list-style-type: none"> • Customized kick-off meetings
	Not Difficult	Very Difficult

Determining Impact

Look at the list of projects you need to accomplish. Consider these questions when placing this project on the impact continuum.

- Will it have significant impact on your unit?
- Will it significantly change the way you do business?
- How many people on your unit will the change impact?
- Will it impact other units (other people, groups)? How many?
- Will it positively or negatively impact patients? If it will have a negative impact, is it something that must be done?

Determining Difficulty

Again look at the list of projects you need to accomplish and consider the following questions as you determine the degree of difficulty.

- How long will this project take?
- How many people will it take to accomplish this project?
- Are all the people from the same unit or will it take people from several units / departments to accomplish this project?
- Do you currently have the non-people resources you need to complete this project?

LEADERSHIP TIPS: MANAGING CONFLICT WITHIN YOUR TEAM

Conflict is a daily reality for all team members. Team members' needs and values inevitably come into conflict with the needs and values of others. Some of the conflicts are minor and can be managed easily while others have a greater intensity and require a strategy for effective resolution. The ability to resolve team conflict is the most important skill that managers and team members can develop. Evidence suggests conflict can improve the quality of decision making by allowing different points of view to be examined.

An Overview of Conflict Management Styles

Conflict occurs when the needs, wants, or values of team members clash. As a result, team members will react to the conflict using one of the five basic styles. Depending on the situation, you may use different styles at different times.

- 1. Competition:** Competition is characterized by the need to win at all costs. It is a win-lose situation with the need to dominate. Appropriate when . . .
 - a quick decision is needed and there is not time to debate the issues.
 - a difficult or unpopular course of action must be taken.
 - you know for certain that your position is correct and to do something else could be costly for the organization.
- 2. Collaboration:** Collaboration is characterized by a desire to satisfy all team members in a win-win situation. Appropriate when . . .
 - issues are interdependent and an integrative solution is needed.
 - you are seeking to learn or understand another position.
 - you are seeking to find an innovative solution to a complex problem.
 - you are seeking buy-in or commitment from others.
 - you want to build rapport or improve a difficult relationship.

Constructive Outcomes from Properly Managed Conflict

- New approaches or solutions
- Long-standing problems brought out in the open
- Clarified thoughts and feelings
- Stimulation of interest and creativity
- Stretched personal capabilities



Con-flict (kən flikt')
To strike to be antagonistic, incompatible; a fight or war; sharp disagreement, as of interests or ideas; emotional disturbance.

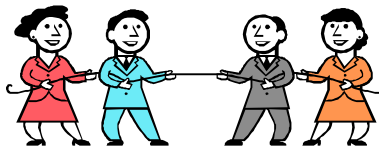


LEADERSHIP TIPS: MANAGING CONFLICT WITHIN YOUR TEAM

3. **Avoidance:** Avoidance is characterized by attempts to distract attention from the issue or ignore it completely. Appropriate when . . .
 - the issue is trivial and it makes sense to leave it alone.
 - tensions between parties are such that the dangers of engaging in conflict outweigh the benefits.
 - you need to delay in making a decision or taking action until you have had time to gather more information.
 - you are in a position of little power, or in a situation over which you have little control.

4. **Accommodation:** Accommodation is characterized by the desire to please others at the expense of a person's own needs. Appropriate when . . .
 - you realize that you are wrong about something, or when you want to allow another position to be heard.
 - you are allowing to experiment and learn from the other person's mistakes as part of their development.
 - you are building favors that will pay off when the issue is of greater importance to you.
 - you are attempting to preserve harmony and avoid disruptions.

5. **Compromise:** Compromise is described by meeting the conflict at midpoint. Both parties in a dispute achieve moderate but incomplete satisfaction. Appropriate when . . .
 - issues are not critical enough to warrant the time or energy you would use in competing or collaborating.
 - both parties involved are equally powerful and equally committed to opposing views.
 - one is seeking a temporary solution to buy the time needed to find the best course of action.
 - time pressure makes it prudent to find an expedient solution that at least somewhat satisfies both parties.



*“Change means movement. Movement means friction.
Only in the frictionless vacuum of a nonexistent abstract world can movement or
change occur without that abrasive friction of conflict.”*

- Saul Alinsky

TOOLS FOR CHANGE: CONFLICT STYLE ASSESSMENT



Directions: The following questions are an inexpensive (i.e. FREE!) way of assessing your conflict resolution style. If you can afford it, the Thomas-Kilmann Instrument is the best way of finding out your conflict resolution style and it also has a lot of good information.

Situation 1a

You and a colleague are jointly responsible for developing a presentation. She has a very difficult way of approaching the project, waiting until the last minute, leaving much more to “see what the situation brings.” You prefer to attend to details, practice the presentation several times, etc., but your meetings are being canceled due to conflicts in his/her schedule. When the presentation day arrives, everything is a disaster! Equipment is set up wrong, handouts are missing, and in the middle of the presentation, s/he digresses with a story that uses up time you needed to make some key points. As you are leaving, s/he says, “Well, this could have gone better. But I think people liked it.

Circle the behavioral response you would most likely use in this conflict.

- A. You are a little angry and declare that the entire presentation was a failure and inform your colleague what they did wrong. Then you go directly to your immediate supervisor and tell them of the disastrous presentation. You refuse to work with him/her ever again.
- B. You nod in agreement with your colleague, while inside you wish you had the nerve to tell him/her that you think it could have gone much better and that you are concerned about working with him/her again in the future.
- C. You busy yourself with clean up and leave quickly, saying you have another appointment. You try to escape seeing that colleague whenever possible in the future.
- D. You voice your disagreement, but acknowledge the fact that if you work together again, s/he will likely handle it in a similar fashion. Therefore, you would split any future responsibilities exactly in half.
- E. You disagree with your colleague, telling him/her you are worried about how other people in the department perceive your ability to handle responsibility. You discuss his/her busy schedule and agree that on your next project together, you’ll swap child care to help him/her deal with stress and get things done on time.

Situation 1b

You and a colleague are responsible for developing a presentation. S/he has a very different style of approaching the project, planning everything done to the last detail and insisting that everything be written down on index cards. You prefer to have a general idea of how the presentation will go, but want to leave room for audience participation, including a question and answer period. The request for this presentation came only two weeks ago, and with three children at home, it has been difficult for you to squeeze in meetings with your colleague on top of the regular work day. Yesterday you had to miss a meeting because your babysitter canceled at the last minute. When the presentation day arrives, there are some equipment mix-ups and several handouts are missing, but the audience doesn’t seem to mind. Towards the end, one attendee asks a particularly thought-provoking question, which necessitates a fairly lengthy response from you. Before you know it, it’s time to finish up—where did the time go? You leave the presentation feeling that, al-

TOOLS FOR CHANGE: CONFLICT STYLE ASSESSMENT



though everything didn't go exactly as planned, there was genuine interest in the material and appreciation of your knowledge. As you are leaving, you say to your colleague, "Well, this could have gone better. But I think people liked it." S/he stares at you, shocked. "This was a disaster," says, "I can't believe you wasted so much time on that last question. They'll never come back again.

Circle the behavioral response you would most likely use in this conflict.

- A. You feel your blood rising and say: "The only part of the presentation they didn't like was yours. Well, you won't have to work with me again, anyway." That same day, you go to your immediate supervisor and demand to be removed from future projects with this colleague. Who needs to work with such a control freak?
- B. You shake your head, feigning agreement with your colleague, while inside you wish you had the nerve to tell him/her that you really thought the presentation went okay. Furthermore, you thought it was totally appropriate to spend so much time answering audience questions.
- C. You busy yourself with clean up and leave quickly, saying you have another appointment. You try to escape seeing that colleague whenever possible in the future.
- D. You assert your disagreement with your colleague. You suggest that in the future, you split the presentation exactly in half. S/he can control the first half of the agenda, while you take the second. This will ensure him/her all the time needed to get his/her points in, in whatever manner s/he chooses.
- E. You assert your disagreement with your colleague and indicate your interest in maintaining a healthy work relationship with him/her. You learn that s/he is concerned about others' perceptions of his/her ability to handle a heavy workload, especially since s/he has made incredible efforts at improving his/her organizational skills. You emphasize, telling him/her about your child care dilemmas. You agree to try to be more organized next time, and s/he offers to help by swapping child care in the future. You both tell your supervisor that you need more lead time for future presentations.

Situation 2a

You have Johnny Jones as a student in your class this semester, and he is not doing very well. He is often late and unprepared, and he doesn't seem especially interested in class. You arrange a meeting with his father. Mr. Jones initially pleased to hear of your concerns, later becomes defensive. His voice growing louder, he says that you make unreasonable expectations of your students. Kids Johnny's age have other things on their minds, he contends. You are at fault for not being more flexible or helpful when Johnny has struggled.

TOOLS FOR CHANGE: CONFLICT STYLE ASSESSMENT

Circle the behavioral response you would most likely use in this conflict.

- A. You tell Mr. Jones that you are not being unreasonable. Other kids in the class manage to get their work done, despite outside interests. Rules are rules, and you can't make exceptions for one student. If Johnny doesn't get his act together, you will have no choice but to fail him.
- B. You listen to Mr. Jones rant and rave for half an hour, which makes you late for an important meeting. At the end of the conversation, you tell Mr. Jones that you will "see what you can do," but after you leave, you still have no idea how to help Johnny do better in class.
- C. You cut your conversation with Mr. Jones short, saying you have to get to a meeting soon. You tell him you will have to talk about it at another time but do not schedule anything with him or make any definite plans for dealing with Johnny in the future.
- D. You assert that you do not feel you are being unreasonable. Mr. Jones agrees to get Johnny to school on time and make sure he is completing all of his homework assignments. Several weeks later, you find Johnny is abiding by the rules, but only doing the bare minimum with no real enthusiasm for learning. You feel compelled to agree when his father says, "You can lead a horse to water, but you can't make him drink."
- E. You arrange a meeting in person with both Johnny and his father. At the meeting, you and Johnny come to an agreement that if, with his father's guidance, he can make it to school on time and complete his homework assignments to the best of his ability, you will work out a more interesting reading list for the class. You will even include publications with articles about some of Johnny's favorite activities, such as mountain biking and skateboarding. You make sure both Johnny and Mr. Jones are aware that a lifelong enjoyment of reading and open lines of communication are far more important to you than simply enforcing the rules.

Situation 2b

Your son Johnny is a student in Ms. Smith's sophomore English class, and you know he is not doing very well. You are a divorced single parent with sole custody of Johnny. You usually work third shift and sometimes don't come home from work until after Johnny has left for school in the morning. When he comes home from school, you are usually still asleep. He is frequently on his own and has to cook his own meals, but you can't afford to leave your job. You are actually a little proud of how self-sufficient Johnny has become over the last few years, especially when he helps out by going to the grocery store or cleaning the apartment. Recently Johnny brought home a note from Ms. Smith, which said he is in danger of failing, due to tardiness, incomplete assignments, and a bad attitude in class. You appreciate her concerns, but when you meet with her, you feel a growing resentment over her lack of flexibility and helpfulness. She doesn't have any idea how much of a struggle it has been for you to raise Johnny alone or for Johnny to grow up in a broken home. She offers only criticisms of Johnny, who is really a great kid. When she asks your opinion, you volunteer that you think she is placing unreasonable expectation on her students. She takes offense at this comment and says, "If Johnny wants to succeed in the real world, he's going to have to meet high expectations. The other kids are able to get their work done and participate in extracurricular activities. Johnny is just going to have to keep up."

TOOLS FOR CHANGE: CONFLICT STYLE ASSESSMENT

Circle the behavioral response you would most likely use in this conflict.

- A. You yell that Johnny has been out in the real world more than most of the other kids in the class. What he needs is a better teacher who understands kids. You leave the meeting angry and go directly to the principal's office, where you insist that Johnny be transferred to another English class.
- B. You listen to the teacher, nodding your head in agreement, but you are convinced that she needs a better grasp of the situation. You are afraid that if you voice any further disagreement, Johnny's grade will suffer, so you leave the meeting resigned that there is nothing to be done.
- C. You cut your meeting with the teacher short, saying you have to get to work. You tell her you'll have to talk about it later, but you don't schedule anything or make plans for the future.
- D. You disagree with Ms. Smith, but promise you will make sure Johnny gets to school on time and completes all his homework. You can't however, make him love school. As long as he's not talking out of turn or smart mouthing the teacher, there's not much you can do about his attitude.
- E. You assert your disagreement and ask if you can arrange a meeting that includes Johnny, since his needs are an important factor. At the next meeting, you allow Johnny to explain the difficulties he has getting to school on time and getting his work done. You make arrangements to have a tutor help him twice a week, until you can get moved from third to first shift. You learn that Ms. Smith is more concerned with helping Johnny to enjoy reading than with enforcing rules, and you successfully encourage her to add some bicycling and skateboarding periodicals to her reading list, to motivate Johnny to read more.

Situation 3a

You are an administrator who feels overloaded with projects and paperwork. You work hard to keep things balanced, trying to provide your secretary with clear information and adequate lead time. But you are often unavailable, tied up in meetings. You recently gave him a report to type that you need today, as part of a large project to be done with other administrators. But when you arrived at the office this morning, you saw the report sitting on his desk, in a stack of work to be done, not looking anywhere near completion. Shortly before 10:00 a.m., he tells you he has a 2:00 dental appointment.

TOOLS FOR CHANGE: CONFLICT STYLE ASSESSMENT



Circle the behavioral response you would most likely use in this conflict.

- A. You take the report from his pile and announce you are taking over the project. At the meeting, you present what you can, then approach your supervisor about having your secretary transferred to another department. The day after the meeting, you blame him for your poor performance and threaten him with the loss of his job. At this stage, you don't want to hear any more of his excuses.
- B. You take the report from his pile and with a sigh of resignation, tell him he is no longer responsible for it. You spend the next four hours in your office, completing the report yourself, even though it means missing two other meetings and canceling lunch with a colleague.
- C. You shrug your shoulders and shut yourself in the office all morning. At noon, you decide to make an excuse not to attend the administrators' meeting. You ask your secretary to file the report when he is finished with it, but you don't ever read it.
- D. You ask your secretary about the status of the report. When he responds that he has worked on part of it, but it's not yet finished, you agree to complete a portion of it yourself, so he can make his dental appointment. You are still concerned about his completing future projects on time.
- E. You ask your secretary to take a break over coffee to go over the day's agenda. You learn he is confused about completing the report, because you have also given him some statistics to run by the end of the day. You learn, too, that the dental appointment is an emergency to correct a broken filling. You agree to devise a system for assigning priorities to future deadlines. In the meantime, you give him permission to give top priority to the administrator's report, so it will be finished by the time he needs to leave for his dental appointment.

Situation 3b

You are the secretary to an overworked administrator. She is often unavailable, due to a heavy meeting schedule, but you try to keep up and meet all of her deadlines. She recently gave you a report to prepare for an administrators' meeting today, but you have a stack of statistics to compile by the end of the day. To make matters worse, you broke a filling in your tooth yesterday, and you can't get in to see the dentist until 2:00. You leave a memo on your boss' desk to that effect. As the morning wears on, you find the pain from the tooth evermore distracting, but you keep plugging away at the statistics, knowing that you also need to complete the report by the end of the day. Later that morning, your boss spies the incomplete report on your desk and takes it without saying anything, leaving right away for a meeting. When she returns at noon, she announces you'll have to cancel your dental appointment in order to finish the report.

TOOLS FOR CHANGE: CONFLICT STYLE ASSESSMENT



Circle the behavioral response you would most likely use in this conflict.

- A. You refuse to cancel the appointment and tell her she's impossible to work for. You tell her you have to go to the men's room, but actually you go to your supervisor's office and complain that your boss is denying you important medical leave. You threaten to file a grievance with you union, unless something is done about your boss. The best solution would be to transfer to a more reasonable administrator.
- B. Even though your tooth is throbbing, and you don't think it's fair that your boss took the report away without asking, you cancel the appointment and stay until the report is finished.
- C. You wait until your boss is at lunch, then take the rest of the day off sick, calling in a temp to finish the report.
- D. You call your dentist's office and get your appointment postponed until later in the day, so you can complete the report. You are rushing around so much that you never find out why your boss took the report away from you in the first place.
- E. You tell your boss you could both use a break to go over the list of assignments for the day. You learn that not only did she forget that she gave you the statistics to complete, but she didn't read all of your memo about the dental appointment and had no idea it was an emergency. She's really concerned about getting the administrators' report done, which is why she took it off your desk in the first place; she thought she could finish it herself, but her noon meeting ran late. Together you come up with a system for prioritizing your future workload. You offer to move your dental appointment to later that afternoon, so that both the report and the statistics can be completed on time.

Go to the next page to interpret your results.

TOOLS FOR CHANGE: CONFLICT STYLE ASSESSMENT



Conflict Styles Key

Use the key below to assess your personal conflict style. Bear in mind that each different type of situation may evoke a different conflict style. This assessment may help you realize what kind of situations provoke conflict styles that are less productive and allow you to think about alternative responses.

Every time you answered A, you are using a competing conflict style. You move directly to meet your needs in the situation, with less regard for the needs of others. This conflict style is often characterized by aggressive communication and little listening. (Win/Loss)

Every time you answered B, you are using an accommodating conflict style. You yield to the needs of the other person or group, feeling that they are more important in the situation. Often characterized by submissive communication, accommodating conflict styles generally do not allow the other person to be aware of your concerns. (Lose/Win)

Every time you answered C, you are using an avoidance conflict style. You avoid bringing up possible differences, or perhaps deny that a conflict even exists. There is often limited communication or avoidance of contact, the issue fester unresolved. (Lose/Lose)

Every time you answered D, you are using compromising conflict style. You assert your position, but are willing to trade off possible solutions through negotiation with the other party. Communication is assertive and respectful, though limited by presenting positions. (Win Some/Lose Some)

Every time you answered E, you are using a collaborating conflict style. You assert your needs and interests clearly and specifically, while hearing and respecting those of the other person. You try to consider the big picture and maximize relationships, as well as substantive issues. (Win/Win¹)

¹ In this situation, the outcome may not necessarily be Win/Win. What is important is the agreement to engage in a process to try to resolve the conflict, in which underlying issues from all parties can be explored. The Win/Win aspect is derived from the fact that each participant's interests or needs (rather than just positions) are discussed. That in its own right makes no one a loser.

LEADERSHIP TIPS: RESOLVING CONFLICT WITHIN YOUR TEAM



The following eight steps comprise a problem-solving approach to conflict resolution.

Establish Ground Rules

Have team members agree on the ground rules for the meeting (e.g., One person speaks at a time, we will listen with an open mind, etc.).

Identify the Problem

In this second step, it is important that team members clearly identify the problem that they want to resolve. Working on an ill defined problem can be a waste of time and team resources.

- What is the actual problem?
- What is the impact of the problem on the team?
- What impact does the team have on the problem?
- Has anyone tried to solve the problem before?
- Why weren't the previous attempts successful?
- What did work?

Identify the Future State

In the third step, it is important that team members describe the outcome or the situation as they would like to see it. If the team's statement of the desired future state can be identified by both quantitative and qualitative information, it will be easier to reach the goal.

Identify forces driving toward change and forces restraining change.

Once the desired future state has been defined, the forces that are working for change (driving forces) and those working against change (restraining forces) must be identified.

Analyze forces that can be changed.

Once the targeted change and the driving and restraining forces have been identified, identify which forces are more easily changeable.

Create an Action Plan

In step six, the team must design an action plan that will affect the forces working either for or against the conflict resolution. The plan should include identifying team members who will be accountable for following through with the problem solving.

- Develop a detailed plan: who, what, when, where, how.
- Develop the sequence of steps and time lines.
- Identify the needed resources: human, material, financial.

Implement

Put your plan into action.

Evaluate

In this final step, team members must evaluate the effectiveness of their plan. The objective is to determine if the plan has achieved the desired team outcome. If the team's actions did not product the desired results, they should reevaluate so that other action can be considered.

LEADERSHIP TIPS: RESOLVING CONFLICT WITHIN YOUR TEAM

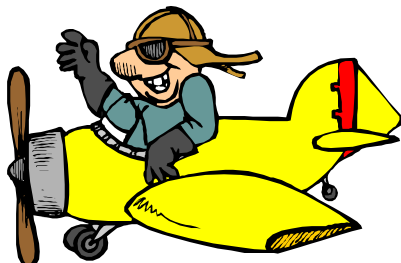


More Conflict Resolution Tips

- Always use “I” messages. “You” messages are guaranteed to make the situation worse.
- Use an even, conversational tone. Maintain a neutral expression and a neutral tone. Show confidence.
- Use *active listening* until you really understand the other person’s needs, wants and feelings. If *you* listen, the other person will be more likely to listen to *you*.
 - Don’t interrupt.
 - Acknowledge the person’s viewpoint. Empathy builds relationships.
 - Paraphrase: Restate what you’ve heard to avoid misunderstanding.
- Indicate your willingness to help resolve the problem. You must have a concern for mutual gain/strategic concern: Understand that helping others meet their interests can help you meet your interests.
- Do not label, accuse, or insult the other person. No zapping (name-calling, put downs, using words like “never,” “always,” “but,” and “you should have”).
- Treat the other person as you would want to be treated—with respect, courtesy and appreciation. Remember that, like you, they have deep needs for such things as security, a sense of belonging, recognition and control. Be soft on people and tough on the problem.
- Agree not to accuse the other person of past wrongdoing—stay in the present and future.

Afraid of confronting someone? There is something you can do!

- Think “power with,” not “power over”—it will guarantee your attitude will be one that invites resolution.
- Realize that what’s happening now isn’t meeting your interests. It’s worth trying something new.
- Plan your discussion.
- Keep your goal in mind. Have notes on hand, if needed.



Section 4

A large, irregular black border that looks like torn paper, framing the central text.

Managing Yourself

- **Leadership Tips: Getting Yourself Through the Process**

LEADERSHIP TIPS: GETTING YOURSELF THROUGH THE PROCESS



According to Pritchett and Associates, authors of numerous change management books, to increase your chance of successfully enduring a change, a person should work on their abilities in the following areas:

- Flexibility
- Innovativeness
- Risk Tolerance
- Stress Tolerance

Increasing Flexibility: Challenge yourself and your general approach to your work. What would you do differently?

Change Your Vocabulary

- Eliminate words such as “should,” “shouldn’t,” “right,” and “wrong” and replace them with words like “meets objectives” and “solves problems.”
- Much can be done when you change the way you speak.

Change Your Focus

- Focus only on the things that concern you...don’t waste time complaining about things that don’t matter to you.
- Create a clear picture of the future and stay focused on short-term goals and objectives.
- Find small wins—yours and others—and celebrate those victories.

Forget Perfect

- Expect things to change.
- Plan and focus on the short-term.
- Realize that it is impossible to control things to be perfect in the future.
- Don’t be afraid of making mistakes...that is how you will get to the answer quicker.

Do the Right Things

- Multi-task...do more than one thing at a time.
- Take advantage of informal and impromptu methods of communication with employees.
- Expect changes in direction and that some avenues will not reach completion.
- Focus on finding the “new” right way to do the things.

Five Basic Attitudes of Successful Changers

1. I am eager to learn something in every situation.
2. I am grateful for what I have and where I am.
3. I have a clear picture of how I want this change to turn out.
4. It is important to me to continually take action toward my positive outcome.
5. I have something to learn from and offer this experience.

LEADERSHIP TIPS: GETTING YOURSELF THROUGH THE PROCESS



Increasing Your Innovativeness: Expand your influence—involve others. What would you do differently?

- Try to “Brainstorm”**
 - Ask others for their input.
 - Gather as many new ideas and approaches as possible.
- Think in Terms of “Options”**
 - Realize there are many “correct answers” and don’t be afraid to use new approaches to solve problems.
 - Work with people who think differently than you do to develop new ideas.
 - Always have an alternative plan ready.
- Evaluate Your Priorities**
 - During times of change, realize things (tasks, procedures, and responsibilities) are going to be in state of flux.
 - Continually improving is more important than finalizing the formal procedures or structure too quickly.
- Recheck Your Assumptions**
 - Spend time reevaluating your initial assumptions to determine if they have led you to improving your procedures, customer service, etc. Is it worth it?
- Encourage Others to Do the Same**
 - Usually, no one person has the time and creativity to develop all of the solutions.
 - Good leaders can stimulate others through their enthusiasm and unlock their capabilities.
 - Get others involved and keep them thinking by providing or circulating books, articles, etc.

Four Fundamental Beliefs of Successful Changers

1. I believe that change is a normal and necessary part of life.
2. I believe that I must take responsibility for what has happened, what is happening, and how I feel.
3. I believe that change can be an adventure and a challenge that ultimately brings out the best in me.
4. I believe that I can handle whatever happens in my life.

Increasing Your Risk Tolerance: Go against your own grain! Think and act outside the box of yourself and your work. What would you do differently?

- Stop Being Agreeable**
 - To develop the best ideas, conflict is necessary.

LEADERSHIP TIPS: GETTING YOURSELF THROUGH THE PROCESS



- Be the customer's advocate and critique the way you do business now.
- Practice Arguing**
 - Be a "devil's advocate."
 - To increase your understanding, try defending the view you do not support.
 - Work to create "win-win" results.
- Don't Believe Every Pronouncement**
 - Question authority and become your employees' advocate.
 - Try to understand what information "they" are trying to get across and what else you would like to know.
 - Question whether this is the best way to do things.
- Start Small, but Start**
 - Expand your thinking and take a risk.
 - If need be, test your ideas on a smaller scale and refine them before rolling them out on a larger scale.
- "Do It NOW!"**
 - Take the plunge and get started.
 - There will be many mistakes made during the change period, so your mistakes will not be as noticeable as not doing anything.

Increasing Your Stress Tolerance: Cut yourself a break. You can't create a good environment for others unless you take care of yourself. What would you do differently?

- Exercise, Exercise More, Exercise Still More**
 - This is the best way to increase your stress tolerance.
- Do More of the "Good Things"**
 - Take care of your body ... more sleep, better food, and schedule something fun to do.
- Relax**
 - Develop ways to take a break ... deep breathing, desk exercises, read, etc.
- Respond to Today**
 - Don't borrow trouble. Start imagining how good things will turn out and stop worrying about what might go wrong.
 - Look for opportunities to shine.

Appendix:
HopkinsOne
Background for
Managers and Supervisors

HOPKINS ONE BACKGROUND FOR MANAGERS AND SUPERVISORS



The Rationale for Moving to HopkinsOne

The purpose of this guide is to provide managers and supervisors with the basic information explaining why the university and health system are moving to enterprise-wide computer information system.

This information helps answer the basic “why” question asked by employees: “Why are we doing this?”

Page 2-6 show the results of interviews with some senior management from JHU and JHM. These pages provide the basic case for change.

The remaining pages are taken from the HopkinsOne website. Managers and supervisors should routinely check the website to stay current with the implementation of HopkinsOne.

The website is: www.jhu.edu/hopkinsone.

Topic	Page
HopkinsOne Examples:	
SWOT Analysis	
Future/Current State Analysis	
Case for Change	
Stakeholder Analysis	
Frequently Asked Questions Concerning HopkinsOne	
Force Field Analysis	
Working Through Where You are Now	
Identifying Your Real & Imagine Fears	
Eliminating Your Fears	
What You Need to Know About HopkinsOne	

TOOLS FOR CHANGE: SWOT ANALYSIS



Is changing technology threatening the way you do business?
Could any of your weaknesses seriously threaten your organization?

Further analysis can include how an organization could use its strengths to pursue opportunities that are a good fit for the organization or to reduce its vulnerability to external threats. In addition, an organization can develop strategies to overcome weaknesses to pursue opportunities or develop a plan to prevent the organization's weaknesses from making it highly vulnerable to external threats.

I N T E R N A L	STRENGTHS	WEAKNESSES
	<ul style="list-style-type: none"> Improved integration between JHU & JHHS in recent years Successful history of integrating administrative and support services such as real estate, audit and information systems management. Strong commitment to the Hopkins missions and to excellence that had produced A management team across JHHS and JHU that has worked together effectively and shares the same motivation to improve JH. 	<ul style="list-style-type: none"> Typically long time frames required to make decisions compounded by two organizational boundaries. Pat negative experiences with information technology projects, particularly with staffing JH personnel to projects. Lack of established processes across JH for issue resolution. Negative experiences with business process redesign that has left many at JH and with a jaundiced view of the potential for real change at the organization.
E X T E R N A L	OPPORTUNITIES	THREATS
	<ul style="list-style-type: none"> A centralized contracting database and integrated procurement process will allow JH to better manage vendors and to negotiate better prices. Improved collection of procurement contract award documentation will support procurement regulations compliance. Improved compliance capabilities for financial reporting requirements of government programs, bond reporting, HSCRL requirements, ERISA, and Medicare Cost Reports. 	<ul style="list-style-type: none"> ERP projects are notorious for being behind schedule and over budget Government regulations and expectations for compliance have increased placing additional demands on legacy systems. Inadequate business systems challenge administrative and support staff of management, faculty, employees, sponsors, donors, governmental and regulatory agencies, and other external agencies.

HOPKINSONE EXAMPLE: FUTURE/CURRENT STATE ANALYSIS



Future State

- Supply Chain - Procurement management, and distribution of good and services to support the education, research and patient care mission in the most efficient and cost effective way possible with all transactions implemented electronically.
- Finance - Maintain the financial records of JHU, JHM and JHHS with a common financial structure and infrastructure across the enterprise.
- Payroll- Ability to pay all employees in full compliance with federal, state, and local laws and statutes, collecting necessary time and labor reporting data required for Financial, budgetary, and regulatory requirement utilizing a standard, fully integrated, state-of-the-art payroll system with time and labor capability.
- Human Resources- Effective recruitment, retention and responsible personnel management of the Hopkins workforce through a fully integrated, state-of-the-art human resource management system
- Research- Research administration is an efficient, fully automated process for development of proposals, accepting and processing of awards, and effective tracking of all Financial transactions related to sponsored projects

Current State

- Supply Chain- No integrated ability to transact business electronically with vendors. No integrated ability to document the basis for procurement awards. No source of centralized information to better leverage JHH purchasing power
- Finance- Need for extensive manual intervention and on over reliance on institutional memory to support Johns Hopkins Medicine budgeting, financial reporting, and cost accounting. Lack of use of spending controls resulting in over expended programs and costly remediation. Incompatible financial data between JHU and JHHS requiring extensive manual processes of JHM reporting.
- Payroll- Inability to future data and perform effective data processing. Use of manual systems to track state and local tax changes. Large volume of manual retro paychecks at both JHHS and JHU due to processing errors.
- Research- Substantial manual intervention, retrieval, and reconciliation. Lack of automated workflow throughout the research lifecycle. Show systems throughout the organizations.

HOPKINSONE: CASE FOR CHANGE



The following represents explanations from members of Senior Management on why it is important that Hopkins make this change to an enterprise wide computer system. These answers provide a basis for managers and supervisors to answer the basic questions many employees will ask: **“Why do we have to do this?”**

1. What is changing?

- The environment we’re in has changed.
- Our core business has expectations on it by regulators, government, those we serve, and other customers; they expect that we will deliver and give evidence (not talk) to:
 - Patient safety on patients, human subjects, animal subjects, etc.
 - Compliance on all regulations - Medicare, HIPPA, etc.
 - Efficient business processes - cost, etc.
- Hopkins faces many changes internally - HopkinsOne, medical campus redevelopment, growth in research, demand for clinical practices, etc.
- HopkinsOne is a plan for improving our administrative services and taking advantage of two large organizations achieving some conformity and efficiency in processes.

A. What is important to preserve?

- We should preserve everything that is service oriented; but don’t preserve old systems for their own sake.
- We should preserve our core ethos: decentralized, entrepreneurship, autonomy, individualism, minimal bureaucracy, collaborating across departments.
- We need to be sensitive to people, their roles, responsibilities, careers, years at Hopkins.
- We need to show people they have value.

2. Why is this necessary in this organization at this time?

- The environment forces us to be or emulate best practice.
- Legacy systems are 30 years old and missing basic fundamental functions.
- We (JHU & JHM) either have to do it together, or separately, but it has to be done. We decided to do it together.
- HopkinsOne helps us do what we have to do in the most effective way on a day to day basis.
- We have to stop wasting money on back office operations like reducing multiple approvals.
- We need to recoup revenue appropriately owed; and not lose it
- Legacy systems can’t ensure compliance.
- We need one-time entry; one “book” of financial truth.
- Advantage for Faculty: stop patching existing system (forgone expenditures); improve compliance (160+ regulators), improve measurement results—high risk/low compliance, productivity
- Advantage for Administration: Improved service levels, compliance, productivity, reduced time spent locating and delivering information.

HOPKINSONE: CASE FOR CHANGE



3. What is at stake if we don't change, or are unsuccessful in our attempts?

- Can't afford to not be "best practice"
- Have already been told that we are not doing certain things right. Spending \$20 million/year to look over people's shoulder.
- In the end, ours is a history of innovation, integrity, independence, and meeting expectations of society, government, Maryland, Baltimore, and our communities
- If don't respond to the environment, will get shut down.
- Some legacy systems are old, don't communicate with other systems, cause inefficiencies, lose revenue, lose grants and lost money, don't track costs; we can't ensure newer expected compliant behavior with them.
- We must be compliant and provide reliable data.
- Greater exposure to Federal, state, and local regulations and rules of engagement.
- Potential for fines and penalties for non-compliance.
- No ROI.
- Loss of market.
- Unable to stay competitive with salaries.
- Would continue to waste money on "back-office" processes.
- Loss of productivity, quality of service.
- Financial losses in volume purchasing.

4. What's in it for you? (Faculty/manager/supervisor/employee)

- Ensures future livelihood (last year delay in salary increases for the hospital; this year brought back)
- For faculty: ease of purchasing, ease and quality of hiring, travel approvals
- For administration: consistency in processes, single service centers
- Responding to infrastructure and facility needs (HopkinsOne, medical campus redevelopment, etc.)
- Need these investments today to ensure Hopkins for the long term
- Puts managers, supervisors, and employees in a position to be more successful (career, salary, etc.)
- Pride/image of Johns Hopkins
- New set of skills that are current increase one's marketability and can translate into higher salary
- Some jobs change more than others; most change little
- Systems will do what they're supposed to do, freeing up people to do what they're supposed to do—reduce sneaker power & shadow systems
- It will help get your job done in a more efficient manner
- Provides accurate information around effort-reporting
- Ensures best cost in securing supplies in a timely manner

HOPKINSONE: CASE FOR CHANGE



5. Where are we going?

- We will continue our leadership role to society.
- We will improve our Hopkins culture to:
 - Be more compliant to those who oversee our work.
 - Do right by patients and other customers to provide total safety.
 - Provide services internally and externally in the most efficient and effective manner
 - Improve our internal communication linkages
 - Improve our internal processes to support our business need and support us in getting what we need in a more efficient manner.
 - Others will believe that finance have their best interest at heart.
- We will improve the way we do business; improve customer feedback.
- We will ensure highest-quality service.

HOPKINSONE EXAMPLE: STAKEHOLDER ANALYSIS



Need for Support: Rate on a 3 to 5 Scale

5 = You must have them take an active part in the development and they must be vocal champions for the change.

4 = They must take part in the development.

3 = They need to go along with whatever is decided.

Likelihood of Support: Rate on a 1 to 5 Scale:

5 = They will fully support and champion the change.

4 = They will help develop the new initiative.

3 = They will go along with whatever is decided.

2 = They are likely to complain.

1 = They are likely to resist this change openly and strongly.

Stakeholder Analysis

Name of Individual or Group	Need for Support	Likelihood for Support	Action Steps
<i>Bob</i>	<i>5</i>	<i>4</i>	<i>Get on-board first</i>
<i>Phyllis</i>	<i>4</i>	<i>1</i>	<i>Have Bob meet with Phyllis and I will follow-up</i>
<i>Joe</i>	<i>3</i>	<i>2</i>	<i>Have Bob meet with Joe</i>
<i>Ken</i>	<i>3</i>	<i>3</i>	<i>No Action Now</i>
<i>Barbie</i>	<i>3</i>	<i>3</i>	<i>No Action Now</i>
<i>Shelly</i>	<i>5</i>	<i>5</i>	<i>Get on-board first</i>
<i>Rick</i>	<i>4</i>	<i>3</i>	<i>Have Shelly meet with Bob</i>

HOPKINSONE: FREQUENTLY ASKED QUESTIONS CONCERNING HOPKINSONE



1. Why is change happening now?

You may feel like change is happening suddenly and that it is directed right at you. In reality, most changes begin outside the organization many months or even years before internal changes take place.

When Hopkins' leaders were asked why change is necessary at this time, they said:

- Current systems do not support highest levels of compliance, reporting and service that are at the core of our mission.
- There's a need to improve service levels and increase efficiency in support of day to day Effectiveness as an Institution.
- Currently, data must be entered numerous times. This duplication of effort may increase the risk Of errors.
- Integration of systems will allow the work to be more productive and profitable.

2. What is the risk of not changing?

When external changes become apparent inside the organization, managers suddenly realize the risks of not changing.

- Increased potential for fines and penalties for non-compliance.
- Risk of losing grant and contract dollars.
- Loss of ranking and image among our peer institutions and the larger academic research community.

3. What is the rush?

While it may appear that we are rushing towards change, in face the Institution has been laying the ground work for this project for more than two years in anticipation of the continued growth and expectations. In order to stay competitive, we need to bring our administrative systems in line with our world-class reputation.

This process will take many years to be fully complete, so we have to start now. We also have to prepare ourselves for the personal and professional changes that adapting to a new way of working requires.

HOPKINSONE: FREQUENTLY ASKED QUESTIONS CONCERNING HOPKINSONE



4. If I wait long enough, will the change just go away?

Because the future success of our organization depends on this change, it will happen with us and without us. Hopkins is committed to providing the necessary training and resources needed to be successful in this new future. Your success depends only on your commitment to take advantage of the training and other resources that are made available.

HopkinsOne will bring with it many good things, including: streamlined work processes; coordination and integration of systems; increased compliance and reporting; cutting-edge, web-based systems and increased data accessibility.

5. What will change mean to me?

- New ways of working
- New Systems and tools
- New job roles
- New services
- New ways of leveraging knowledge and experiences

When the change is implemented, each person will be effected differently. In the end, how you react to the change plays an important role in how the change will impact you.

6. What are my choices?

Your choices about how to respond to change will vary as the organization moves through the change process. Think about the change in these time periods: When the change is first announced, but before the change is implemented; during the change process, when the new solution is being deployed; and after the change is in place, following the implementation of the solution.

Those individuals who take advantage of the training and resources provided, and who stay positive, focused, flexible, organized and proactive throughout the change have the best opportunity for learning and growth.

7. What are the benefits of supporting the change?

The benefits of supporting HopkinsOne may include:

- Enhanced respect and reputation within your organization.
- Improved job growth opportunities.
- Increased job satisfaction.
- Increased job security as the organization moves through change.

HOPKINSONE: FREQUENTLY ASKED QUESTIONS CONCERNING HOPKINSONE



8. What if I disagree with the change? What if I feel they are fixing the wrong problem?

Be patient. Keep an open mind. Make sure you understand the business reasons for the change. However, don't be afraid to voice your specific objections or concerns. If your objections are valid, chances are good they will come to light and be resolved. If you feel strongly against a specific element of the change, let the right people know, and do it in an appropriate manner.

HopkinsOne has a hotline for questions and concerns—410-735-7411—and a website that explains the project areas, and includes a list of frequently asking questions.

9. What if they've tried before and failed?

Hopkins may have some previous change initiatives that were started and not completed, or not fully implemented. If we concentrate only on that failure it will be hard for us to all erase the past and embrace this new project. In order for HopkinsOne to be at its most successful, we must be prepared to face the past as history, and focus on what lies ahead.

10. What if I am forced to do more for the same pay?

When an organization is undergoing a change, this usually means that new processes, systems or skills are required. Your role in the changed environment may include learning these new processes or acquiring new skills. Indeed, some of your responsibilities may change.

HOPKINS ONE EXAMPLE: FORCE FIELD ANALYSIS



H-1 Toolkit - Force Field Analysis

Forces Supporting Our Success	Rating (1 – 5)		Forces Impeding Our Success	Rating (1 – 5)
HopkinsOne changes are supported by Dr. Brody, Dr. Miller, Mr. Peterson	5		In a sense, 100% of people think their world will change but it may be more like the 80-20 rule; 20% will experience some to significant change, while 80% will experience some to little change	1
People know it is coming	2		Fear of job loss	4
Bearing Point consulting support	3		Complex organization makes organization change difficult	4
There is commitment to making it happen	3		Hopkins is decentralized; leads to many decision makers	3
People know there is top-down support for this change.	3		Other changes are occurring for department and entities that compete with HopkinsOne changes	1
Very involved Finance staff at management levels	4		Limited resources—JHM made less than 1% profit last year	3
Steve Golding, HopkinsOne Executive Director, is a respected leader	5		Question of shared services and how that will work	1
JHU and JHM have been involved in significant financial changes	4		Fear of unknown	3
JHM has a business mentality	4			
Clinical people know of the need to manage the bottom line	4			
Total Positive Score	37		Total Negative Score	20

Rating Key: 1 = weak; 5 = strong

Total Positive Score **37** minus Total Negative Score **20** = Overall Score **+17**

HOPKINSONE EXAMPLE:WORKING THROUGH WHERE YOU ARE NOW



Let’s face it. A major problem when facing change is **feelings**. More specifically, there are feelings of loss (we won’t be doing things the old way), and feelings of fear (not understanding what challenges the new way brings or having all of the information). Getting people to talk about their feelings around change serves to diminish **negative** feelings.

Whenever any change happens, it is important to allow yourself to acknowledge your loss, and yet be aware of what you have not lost.

In the table below, write a few words in each quadrant describing the losses you must relinquish, the losses you must replace, acknowledge what you are not losing, and what losses you can rebuild.

<p><i>What am I losing?</i></p> <p><i>The way I've have done my job before HopkinsOne. Knowing exactly how to do my job and for the short term, knowing anybody can come to me to ask a question.</i></p>	<p><i>What must I replace?</i></p> <p><i>My sense of security and feeling I know everything about my job.</i></p>
<p><i>What am I not losing?</i></p> <p><i>My talents, my skills and my abilities. My good work ethic.</i></p>	<p><i>What can I rebuild?</i></p> <p><i>A better way to do my job. My knowledge base, but this time it will be dealing with HopkinsOne.</i></p>

TOOLS FOR CHANGE: IDENTIFYING YOUR REAL & IMAGINED FEARS



Question: How do you help defuse someone’s emotions around any issue?

Answer: Acknowledge the emotion. “You seem angry.” (...or upset...or tense...or frustrated)

The answer can be explosive. “YES, I’M ANGRY!” Typically the person will then blurt out an explanation for their current feelings.

In this exercise, people are asked to first identify their fears in their own words and then whether each fear is real or imagined. The fears can be those expressed by an individual or by a group and this exercise can be conducted individually or as a group. If conducted in a group setting, the manager can direct the individual or the group to review each fear and identify ways and benefits to eliminating those fears.

Instructions: In the boxes below, list some of the fears you have about the change you are going through and determine if they are real or imagined. With every imagined fear you can discard, you will improve your perspective and increase your sense of safety.

Real Fears: There is evidence (facts, past experience) that suggests you should be afraid.

Imagined Fears: Contrary to what you are feeling, there is no evidence to suggest that there is anything of which to be afraid.

Fears	Real or Imagined?
Example: <i>My position will become unnecessary and I will lose my job.</i>	Imagined. <i>Even though I will not have to do as much, there will still be plenty for me to do.</i>
1. <i>That I will lose my job.</i>	Imagined. <i>I have seen what my job duties will be in the future. My Manager would not have shared that with me if I wasn't going to have a job.</i>
2. <i>That I will not be able to learn the new system.</i>	Real. <i>Though I have been good at picking up new information, I need to make sure I am working on this so I can get up to speed quickly and become an expert.</i>
3. <i>That I will not be valued by the organization.</i>	Imagined. <i>I am a hard worker, conscientious, and someone that has always been valued. I just need to become valued in something new.</i>
4.	

TOOLS FOR CHANGE: ELIMINATING YOUR FEARS

Eliminating your fears is a difficult thing to do. Doing so means you want to begin the process of acceptance and gain some control back in your life. Start eliminating your fears now, one at a time. Choose a fear you listed on the previous page to eliminate and answer the questions below.

What fear did you choose to eliminate? (Example: *My position will become unnecessary and I will lose my job.*)

That I will not be able to learn the new system.

Why did you choose this fear to eliminate? (Example: *This will eliminate the most amount of stress.*)

This is the only real fear that I need to deal with.

How will eliminating this fear help you adapt to/ accept your current situation? (Example: *When I'm not worrying about losing my job, I can focus on what I need to learn regarding my "new job."*)

I won't be as anxious and I will feel less stressed about this change. In addition, it will help me focus on the proactive things I can do to learn this system.

What do you need to do to eliminate this fear? What steps do you need to take? (Example: *Remind myself that I am a valuable person to the team. I know the ins and outs of the processing work and without me, this change will not be a smooth one.*)

- 1. Find out what the scope of the new duties will be.***
- 2. Study the material available now (i.e. Momentums, website, etc.).***
- 3. Talk with my Manager to see if there is anything I can do to participate.***
- 4. Study any prep material that's available.***
- 5. Study hard in class.***
- 6. Ask questions.***



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