Managing Change

Training Manual

August 2009

Table of Contents

Course Objectives

The course objective of this training module is to provide trainees with an overarching knowledge of, and tools for managing the transition of stakeholders to a green cleaning program.

Notes:

Introduction/Pre-Test

This section includes:
- ☆ Introduction
- ☆ Training Objectives of the Course
- ☆ Discussion of the Optional Pre-test

Introduction

The *Managing Change* training course is one of several green cleaning training modules developed by the New York State Office of General Services (OGS). OGS designed this training module primarily for management and supervisory staff. The idea for the training course came about because change of any kind can often be difficult for the people involved. For example, custodial staff may have used specific cleaning products for years and have developed a comfort level in using them. With the introduction of Green Cleaning, staff can no longer use products they know and trust, and will need to develop a proficiency with new cleaning products. Change is not easy for everyone, but it can be less disruptive and easier to implement if managers have some basic understanding of change management concepts. This course will present information on the following:

- Process and Dynamics of Change on Individuals and Stakeholders;
- Strategies for Managing Change;
- Leadership;
- Building Trust;
- Effectively Communicating Information;
- Tips for Communicating Information;
- Dealing with Resistance to Change; and
- Summary of Suggestions for Managing Change.

The goal of this course is for participants to establish a basic understanding of, and requirements for, successfully transitioning to a green cleaning program through stakeholder buy-in.

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Training Objectives

Terminal Objective

The terminal objective of this training module is to provide trainees with an overarching knowledge of, and tools for, managing the transition to a green cleaning program.

Enabling Objectives

Upon training completion, participants will be able to:

- List the three stages individuals go through during the process of change;
- List seven dynamics of change that occur in individuals;
- List the seven components for effective change management and identify at least two activities that occur in each component;
- Describe three main strategies for managing changes;
- Define leadership and the characteristics of a good leader;
- List several trust-building attributes;
- List attributes that diminish trust;
- List the "Four Ps" for effectively communicating information;
- List four tips that will help to communicate information; and
- Describe at least ten ways to deal with resistance to change.

Pre-Test

- The pre-test is designed to assess the participants' current level of knowledge of the content of this course.
- At the end of the course, participants will take a multiple choice post-test. The score of the post-test will be compared to the score of the pre-test to quantify the level of understanding that was gained.
- OGS will use the results of tests to determine and implement modifications to the training to better serve its customers.

Training Module Reference Card

If you have not done so already, please download the Managing Change quick reference card from the Customizable Templates and Documents section of the New York State Green Cleaning Program website. The quick reference card will be a helpful resource as you progress through the course, and will help reinforce the training's key points.

Notes:

Review of Section 1

- This module presented an introduction of what the course will cover.
- Course objectives were stated.
- Pre- and post-tests were explained.

Notes:

Managing the Transition to a Green Cleaning Program

This section will address:

☆ Introduction

☆ Process and Dynamics of Change on Individuals and Stakeholders

☆ Strategies for Managing Change

☆ Leadership

☆ Building Trust

☆ Effectively Communicating Information

☆ Additional Tips for Communicating Information

☆ Dealing with Resistance to Change

☆ Summary of Suggestions for Managing Change

Introduction

This course specifically describes managing change as it relates to the process of transitioning to a green cleaning program and draws from various resources found on the New York State Green Cleaning Program website. However, leaders and managers can apply the information and strategies presented in this course for managing change during many types of organizational transition. The course presents information on the effects and dynamics of change on individuals and stakeholders, steps taken in transitioning to a green cleaning program, and tips and strategies to effectively keep the transition progressing in a positive and well-accepted direction.

The Introduction to Green Cleaning and Green Cleaning Programs training course and the Green Cleaning Implementation Guidance document are resources available from the New York State Green Cleaning Program website and include discussions on the Five Steps to a Green Cleaning Program implementation toolkit. Within the materials, the steps for implementation are described. This training course addresses managing the impacts that implementing these steps might have on program stakeholders. Specifically, this course helps prepare managers for the implementation of new ideas, processes and procedures in a way that can promote acceptance.

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Process and Dynamics of Change on Individuals and Stakeholders

Change and Transition Defined

The book *Managing Transitions* (2nd edition) by William Bridges describes *change* as a situation. In the context of a green cleaning program, the change is the switch to new cleaning products and equipment, and new procedures. On the other hand, the author defines *transition* as a psychological process whereby individuals come to terms with the details brought about by change. In order to be successful in making changes, **leaders must consider <u>the transition</u> of the individuals/stakeholders** within the context of the change. Leading stakeholders through transitions requires knowledge of the process and dynamics of change.

The Process of Change

One key to managing change is understanding the actual process of change in the individual, realizing that organizations are made up of individuals. Therefore, the amount of change felt by an organization is directly related to the amount of change in each individual that makes up the organization.

The five steps for implementing a green cleaning program are:
1. Groundwork
2. Assessment
3. Planning
4. Implementation
5. Evaluation

As an organization progresses through the five steps of implementation, so does the individual. At each <u>step</u> of implementation, the individual goes through a series of internal <u>stages</u> to process the change. The stages of individual change that occur during successful transitions are:
1. Understanding – Individuals must first develop a level of understanding for the basis for change, and its intent. This relates to the Step One—Groundwork portion of the Five Steps to a Green Cleaning Program toolkit.
2. Acceptance – After understanding, the individual can decide whether or not to accept the change. To help ensure acceptance, the changes should demonstrate a positive benefit to the individual and stakeholder groups. This relates to Steps One through Three—Groundwork, Assessment, and Planning.
3. Commitment – Lastly, it is clear that change has been successfully implemented when the changes are incorporated and the individual is committed to the change. The individual realized the change impacts them in a positive way and is integral to their interests and goals. This relates to Steps Four and Five—Implementation and Evaluation.

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Note: This is a generalized description of the phases through which an individual may pass when facing change. Managers should understand that everyone is different and should expect variations among individual reactions.

Dynamics of Changing

A typical reaction many people have to change is emotional. Because of this, it is important that managers understand and proactively address the potential impact that change may have on an individual's emotions. By understanding emotional impacts, a manager or supervisor can prepare for problems and offer valuable assistance as issues arise. Ken Blanchard, a well-known management consultant, identifies seven dynamics to change that can help managers mitigate negative reactions. They include:

1. **A feeling of awkwardness and uneasiness with the change.** People want to do things correctly and may fear they might be inadequate at performing new tasks. No one wants to look dumb.

2. **Nervousness and obsession on what they will have to give up**. With a green cleaning program, custodians may obsess on giving up the judicial use of bleach and disinfectants. In these instances, managers have to acknowledge the individual's sense of loss and should not become frustrated at stubborn or irrational behavior. It is better to reassure them that the benefits of green cleaning will outweigh the concessions.

3. **The individual will feel alone even though others will be going through the same changes.** In times of change, the individual wants to feel that specific changes and situations are unique only to them. The manager should be proactive with these individuals by reassuring them that they understand their unique situation and is working with them to overcome their fears.

4. **Individuals have different limits to the amount of change they can handle at one time.** Each person is unique and has different tolerances for the amount of change they can handle. During the planning stage of program development, it is important to identify and differentiate quick and easy changes (low-hanging fruit) versus long-term changes and then introduce them over a defined period. A green cleaning team that represents all stakeholder groups should provide enough insight to the acceptable timing and order of changes for the program.

5. **Each individual is at a different level of readiness for change.** As with the amount of change, each person will have varying levels of readiness for the change. For instance, a custodian close to retirement may not have the ambition or motivation for embracing change compared to a newly hired custodian.

6. **Individuals may be concerned that they might not have enough resources available to adapt to the change.** As with any change, people may perceive that the change will require an additional level of effort or resource to complete the transition. Managers should acknowledge

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there maybe an increase in time and effort for the transition and offer appropriate support, and reinforcing that the additional efforts are temporary for the transition.

7. **Not applying enough pressure on individuals to make the change will result in the return of behaviors previous to the implementation of change**. If an individual within an organization does not take change seriously, then they are more apt to revert to their old ways. Managers should always take the changes being made seriously, and promote and communicate to the stakeholders that changes are required.

Components for Effective Change Management

According to the book *Change Process Guide* by Linda Ackerman, there are seven components within the change "management" process. As the components are described, consider how each may be important to managers when planning and implementing a green cleaning program. Consider how various stakeholders might react and how these leadership tools can be applied to promote a successful implementation of the green cleaning program.

Note: The seven components are neither sequential nor linear—program leaders may apply them in various orders depending upon specific situations and changing goals.

1. **Leadership Mindset about change** involves creating conditions of success and demonstrating continuous sponsorship for and support of the change effort. The essence of a leadership mindset is **advocacy**. In other words, the leader must be able to:
   - Explain the drivers for change, i.e. what is happening and why it is important;
   - Advocate the change;
   - Convey a sense of urgency;
   - Leverage opportunities to move forward; and
   - Be visible and involved.

2. **Purpose of Change** involves communicating what the organization wants to accomplish as a result of the change. This includes:
   - Developing a well thought-out and clearly articulated rationale for the change;
   - Understanding the problems that the change is expected to address and/or the forces compelling the organization to change;
   - Linking the change to the overall organizational or community strategy;
   - Communicating the change clearly by explaining why the change is needed, what it will look like when it is completed, what is expected of stakeholders, and any progress made;
   - Communicating with sensitivity and conviction; communicating frequently and through a variety of mediums, but most importantly, by face-to-face contact; and

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- Building a powerful case for change to help individuals overcome some of their natural resistance to change and generate a commitment to the change.

3. **Change Process** involves activities such as:
   - Articulating a vision (where we want to be and what the benefits will be) and soliciting ideas and contributions from the stakeholders throughout the process;
   - Creating an implementation plan. The plan should identify and assign responsibility for actions critical to success; anticipate and address potential obstacles; and outline measures for assessing progress;
   - Implementing the change;
   - Monitoring and analyzing the impact of the change such as workforce training and system modifications; and
   - Fine-tuning the change process by identifying and correcting problems early, learning from mistakes, and adjusting as needed.

4. **Predictable Forces Set in Motion** involves:
   - Identifying the potential resistance points to change;
   - Establishing ways to manage resistance;
   - Recognizing that performance may be temporarily impacted;
   - Becoming attuned to the politics of change (both internal and external); and
   - Acting as a catalyst for change by shifting the culture to accept the change.

5. **Structures for Managing Change** is the nuts and bolts of implementation and is the area where organizations most often fail when managing change. Managers must facilitate change by anticipating the necessary adjustments to structures such as:
   - Organization and systems, including interim systems during implementation of the change;
   - Policies;
   - Short- and long-term action plans and communication plans;
   - Resources such as training and development, personnel, budget; and
   - Managers who can serve as transition coaches.

   Note: It is important that the implementation structures include representatives of key stakeholder groups (Green Cleaning Team), as well as individuals selected for their specific expertise, and technical and/or functional authority.

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6. **Sustaining Energy for Change Over Time** relates to:
    - Creating a critical mass for change by identifying the stakeholders who will be affected by the change and whose support is critical;
    - Identifying the employees who need to accept and support the change; and
    - Being available to listen to employee concerns.

Leaders need to be highly visible and personally involved throughout the change process, and to continually validate that objectives are being met. Even small successes should be celebrated!

7. **Personal Response to Change** involves attending to the "people" part of change and being tuned in to how people respond to change (individual reactions were presented earlier in this course). It requires:
    - Soliciting employee feedback throughout the process;
    - Anticipating that individuals will have different reactions to the change;
    - Constructively responding to each employees' reactions and needs; and
    - Soliciting authentic feedback from stakeholders as a means of keeping tabs on personal responses to change.

Strategies for Managing Change

There are three main strategies for managing change:

1. **Leadership**: Without good leadership, implementing a green cleaning program will be difficult, if not impossible. Leadership influences people's behaviors and provides the necessary direction and motivation to successfully implement changes.
2. **Trust**: Building and maintaining trust is essential in encouraging employees to embrace change.
3. **Communication**: Communication affects every part of managing change and should never be one-sided. Information should be communicated freely between leadership and stakeholders.

Leadership

"It is a terrible thing to look over your shoulder when you are trying to lead and find no one there."
—Franklin Delano Roosevelt

The Federal Emergency Management Agency's course titled Leadership and Influence defines a leader as someone who sets direction and influences people to follow that direction. A Manager is someone who is in direct contact with employees, familiar with them as individuals, and familiar with the job tasks they perform. As such, managers are best positioned to influence employee behavior and address employee concerns.

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Therefore, the managers who implement a green cleaning program require good leadership skills. Someone with a leadership mindset about change should have the following characteristics and behaviors:

- Is credible and influential:
- Acts as a catalyst instead of controller:
- Balances organizational and individual needs:
- Removes fear of change by focusing on the opportunities presented:
- Is helpful, visible, and personally involved:
- Walks the talk by backing up words with consistent action; and
- Listens to employee concerns.

These characteristics highlight the importance of successful managers who develop a sense of trust and maintain communication during change.

Building Trust

Building and maintaining trust is essential in helping your employees embrace change. Managers that are trusted by their employees are much more likely to have employees who cooperate and comply with changes. The following are key attributes that build or degrade trust. Managers who are leaders build trust!

Trust-building attributes:

- Do what you say by:

  - Managing expectations;
  - Establishing boundaries;
  - Delegating appropriately;
  - Encouraging mutually serving intentions;
  - Honoring agreements;
  - Being consistent;
  - Meeting expectations; and
  - Communicating honestly.

- Respect other's knowledge, skills, and abilities by:

  - Acknowledging their abilities to do their jobs,
  - Allowing employees to use their talents to accomplish goals;
  - Being aware of your control needs and their impact on others;
  - Reducing controls by not micromanaging;
  - Involving others and seeking their input;
  - Helping people learn skills;

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> ➢ Giving employees the resources, authority, and responsibility needed to get their work done right;
> ➢ Trusting your own competence to assess each situation with open eyes and determine whom you can trust with what; and
> ➢ Maintaining confidentiality.

- ▪ Keep interactions unguarded by:

> ➢ Sharing information;
> ➢ Telling the truth;
> ➢ Admitting mistakes;
> ➢ Giving and receiving constructive feedback;
> ➢ Allowing for and clarifying mutual influence and expectations;
> ➢ Maintaining confidentiality; and
> ➢ Speaking with good purpose.

Trust-Reducing Attributes:

- ▪ Distorting, withholding, or concealing real motives;
- ▪ Falsifying relevant information;
- ▪ Attempting to control or dominate;
- ▪ Not discussing or meeting others' expectations of performance or behavior;
- ▪ Attempting to evade responsibility for behavior;
- ▪ Accepting credit for other people's work;
- ▪ Not honoring commitments; and
- ▪ Gossiping.

Bridges, William. *Managing Transitions: Making the Most of Change.* Reading, Massachusetts: Addison-Wesley, 1991.

Effectively Communicating Information

Many of the needs stakeholders may have related to transitioning to a green cleaning program are based on wanting or needing information. Information dissemination is key when stakeholders are expected to react to changes in the work environment. Managers can effective communicate critical information to stakeholders and help them embrace these changes by communicating the "Four Ps" outlined in *Managing Transitions,* by William Bridges. The "Four Ps" are:

1. Purpose

   Communicating the purpose of the change relates to the Purpose of Change component in the change model in section 2-5 above. It involves answering the questions, "What is the

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2-8

reason or idea behind the change initiative?" "What problem are we trying to fix?" or "What opportunity are we trying to capitalize on?"

Bridges suggests that leaders need to **sell** the problems before they begin communicating the solutions. It is important during the Groundwork step in implementing a green cleaning program to communicate to the stakeholders how changing to a green cleaning program will provide several benefits. The New York State Green Cleaning Program website has several tools that can be used to illustrate and explain the benefit of changing to a green cleaning program.

2. Picture

A leader must communicate a picture of what things will look like when the change is complete. People need to visualize the outcome of the change and how they will fit into it. The picture needs to be as **detailed** as possible.

3. Plan

A leader must communicate a plan for how change is going to happen. This communication is a step-by-step description of how the organization plans to move from its current state to the desired state. It also includes a description of how and when people will receive the training and resources necessary for a successful transition.

4. Part to Play

Finally, a leader must communicate the role each employee or stakeholder will play in the process and outcome. This relates to a personal response to change and to sustaining energy over time. Stakeholders in a green cleaning program will want to know how they will fit into the new scheme of things. Foremost in their mind is, "How will my job and/or life change?" and "Can I contribute to making this change a reality?" Some people may also want a role in helping to shape and guide the change process itself.

Remember: Managers may not always have all of the information required to communicate the Four Ps. However, it is the responsibility of a leader to get the information and communicate to those involved in or impacted by change.

Additional Tips for Communicating Information

Here are some additional tips for communicating change.

- **Communicate first through action, then words.**

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In other words, "walk the talk." Your statements, no matter how well crafted, will only deliver a conflicting and ultimately alienating message if your behavior is inconsistent with the underlying values or vision being expressed.

Behavioral integrity, the hallmark of a transformational leader, is of utmost importance when communicating change. As a leader, you are expected to participate in change and operate with integrity. Twisting the truth or spinning the facts will result in employee distrust and disrespect.

- **Recognize that perceptions will become distorted.**

    During times of change, perceptions become distorted as discussed previously in the Dynamics of Change section. Employees often read underlying messages into what they see and hear, inferring messages behind actions and statements, even when no message is intended. Honesty in communication will go a long way in countering unfounded perceptions.

- **Remember the "rule of six."**

    When people receive new information, they often don't "get it" the first time around, even though we think they should. That is why it is important to communicate new information related to the change _**six times**_, in _**six different ways**_.

- **Anticipate and allow for _strong_ emotions.**

    Allow people to "let off steam." Recognize and communicate that emotions are not only natural, but also a necessary part of the change and transition process. Find productive venues for people to express their anger, frustration, confusion, anxiety, and other emotions.

Dealing with Resistance to Change

It is normal for individuals to resist change especially when they have been doing the same task for years. By accepting that there will be resistance to the program, it will help to prepare for dealing with the resistance when it occurs. Consider resistance as being healthy for the program. Resistance provides managers the ability to:

- Reevaluate the change or changes being undertaken;
- Motivate managers to make possible improvements;
- Identify communication problems—lack of, wrong, or unclear messages; and
- Force leaders to clarify aspects of the program not clearly made.

Leaders should always look into the reasons for the resistance and find a solution to alleviate it before it sabotages the implementation of the program.

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2-10

OGS's Green Cleaning Program Guidance document provides several activities that will help organizations develop and implement a green cleaning program with less resistance. The Green Cleaning Program Guidance document is based on the Five Steps to a Green Cleaning Program toolkit, both located on the New York State Green Cleaning Program website. Managers and leaders can mitigate resistance to change in several ways during the groundwork, assessment, planning, implementation, and evaluation steps of a green cleaning program including:

- Involving representatives from all stakeholders at the facility in the planning and implementation process;
- Creating a representative team or committee to lead and guide the changes and act as voices for the stakeholders they represent (Groundwork);
- Addressing how it might affect individual stakeholders and backing the benefits the change with real world results (Groundwork and Assessment);
- Creating a consensus that all stakeholders can agree upon before implementing a change (Groundwork/Planning);
- Serving as a liaison to transmit suggestions from staff to the agency/organization's policy makers for improvements (Groundwork, Planning and Implementing);
- Defining the changes required in the program through verbal and written communication and allowing stakeholders to comment without repercussions (Planning/Implementing);
- Allowing constructive feedback from stakeholder groups before and during the implementation of change through suggestion boxes, surveys or other means (Planning/Implementing);
- Communicating the effectiveness of the program and celebrate its successes (Implementation and Evaluation);
- Providing staff development training to personnel—make them feel important and valued within the organization (Implementation);
- Identifying individuals who champion the changes and have them promote the benefits of change to their counterparts; and
- Being transparent and honest about the changes being made during the planning step of the program (Planning).

Summary of Suggestions for Managing Change

There is a wealth of additional information on the internet and in libraries on how to manage change in the work place. Common suggestions that are directly applicable to implementation of a green cleaning program include:

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- Creating a team of stakeholders that represent the various groups impacted by the change and can work together to create a green cleaning program that meets the expectations of all the stakeholders;
- Not excluding stakeholders from participating in planning and implementation of the change changes;
- Achieving an acceptable consensus on change that all parties' stakeholders can agree on;
- Allowing stakeholders to comment or provide constructive feedback on the changes to be implemented;
- Educating stakeholders continuously on the positive benefits of the change and progress being made;
- Taking the time to listen to people's ideas, complaints and issues regarding the changes being imposed;
- Building trust among stakeholder groups and their leaders;
- Seeking champions for change who are interested and enthusiastic to assist in promoting the change;
- Anticipating resistance and prepare to deal with it;
- Understanding the dynamics of change on people and how to appropriately handle it; and
- Allowing some flexibility with changes.

Remember: Autocratic decisions are easy to implement, but often difficult to gain staff buy-in or commitment. Consensus-based or consultative decisions may take longer to implement; however, the commitment or buy-in from staff is easier.

Review of Section 2

Section 2 presented:
- The three stages individuals go though during the process of change;
- Seven dynamics of change that occur to individuals (emotional);
- The seven components for effective change management along with actives that occur in each component;
- The three main strategies for managing change;
- A description of leadership and the characteristics of a good leader;
- Several trust building attributes as well as attributes the diminish trust;
- An effective tool for communicating information call the "Four Ps";
- Additional tips on communicating information; and
- Several ways to deal with resistance to change.

Notes:

Post-Test/Course Evaluation

This section addresses:

☆ Administration of the post-test

☆ Course evaluation

Please complete the post-test and course evaluation. All participants will receive a course "Certificate of Completion." The post-test and course evaluation are vital for fine-tuning future revisions of the course. **Please do not disregard the post-test and course evaluation!**

Notes: