

---

**Training Instrument 6-1****Characteristics of and Leader Actions for Each Phase in the Change Journey**

---

**Characteristics of Each Phase of the Change Journey**

As people experience change they travel an emotional journey that moves them from “comfort and control” through “anger, fear, and resistance” and “exploration and discovery” into “learning and commitment.”

The emotional responses you are likely to observe in others as they respond to each phase of the journey through change are listed below in the left-hand column.

**Leader Actions to Guide People through the Change Journey**

What do people need from change leaders as they try to move people from “comfort and control” toward “learning and commitment”?

Identify specific actions that change leaders should take to deal with the issues, concerns, and emotional needs of people at each phase. For “learning and commitment,” identify actions that reinforce the change and sustain continuous learning and improvement.

PHASE OF THE JOURNEY THROUGH CHANGE	ACTIONS OF THE CHANGE LEADER
<b><i>Comfort and control</i></b> Comfortable Safe Everything’s fine Happy Satisfied No problems Positive Rewarding I’m okay, you’re okay!	
<b><i>Fear, anger, and resistance</i></b> Frustration Anger Fearful Betrayed Upset Confused Hostility Anxiety Self-Doubt Lost Dazed Challenged	

*continued on next page*

---

**Training Instrument 6–1, continued****Characteristics of and Leader Actions for Each Phase in the Change Journey**

---

PHASE OF THE JOURNEY THROUGH CHANGE	ACTIONS OF THE CHANGE LEADER
<b><i>Inquiry, experimentation, and discovery</i></b> Confused Questioning Hopeful Opportunity Frustrated Disappointed Challenged Half-way there! Making progress Going in all directions at once! Searching for solutions Exciting Innovation/creativity	
<b><i>Learning, acceptance, and commitment</i></b> Now I know Energized Success! We made it! Relief Wow! Self-confidence Satisfied Comfortable What's next?	

---

---

## **Training Instrument 7-1**

### **Reflections on Leading Change**

---

**Instructions:** Reflect on the results and outcomes from your change leadership efforts since the Leading Change Workshop for Managers and Supervisors as you answer the following questions:

1. **What has worked?** What about your efforts to introduce, lead, and sustain changes in your area has worked? What has gone well? What positive results are you seeing or experiencing?
  
  2. **What hasn't worked?** What about your efforts to introduce, lead, and sustain changes in your area has *not* worked? What has not gone as well as you had planned or hoped? What are some of the less than desirable results that you are seeing or experiencing?
  
  3. **Why has it worked or not worked?** What enabled you to achieve the change results you had hoped for? What prevented you from achieving positive results (if you didn't)?
  
  4. **What will you do differently in the near future?** What actions will you take to improve your successes at introducing and sustaining change? What will you do more or less of to increase employee and other stakeholder commitment to the change?
  
  5. **What still confuses and frustrates you about your role and responsibility for introducing change?** What isn't clear? What methods or models are still fuzzy?
-

---

**Training Instrument 7-2****Next Steps for Leading Change**

---

**Instructions:** What are the next steps you can take to help move yourself and others toward commitment to the change? Reflect on our discussions as you develop your plan for moving your team or workgroup out of Comfort and Control, and Fear, Anger, and Resistance; through Inquiry, Experimentation, and Discovery; and toward Learning, Acceptance, and Commitment.

*Specific actions I will take to sustain commitment to the change and other changes include*

1. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

---

---

**Training Instrument 9-1****Perceptions of Change**

---

**Instructions:** What are your negative and positive perceptions of the changes you have experienced or observed? Develop two lists of words or phrases that describe the negative and positive perceptions you have about change in your life or work.

**NEGATIVE PERCEPTIONS****POSITIVE PERCEPTIONS**

---

---

**Training Instrument 9-2****Experiencing Personal Change**

---

**Instructions:** Consider a change (personal or professional) that you have experienced from *start to finish* in the recent past. Imagine that you kept a journal throughout the change process—a place where you jotted down your *feelings, reactions, and thoughts* at different times during the change.

The change I am thinking of is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now imagine that you have opened your change journal to read what you had written on specific pages . . .

1.

\_\_\_\_\_  
2.

\_\_\_\_\_  
3.

\_\_\_\_\_  
4.

---

## Training Instrument 9-3

### Characteristics of and Actions for Each Phase of the Change Journey

**Instructions:** Consider the characteristics of each of the four phases of change, listed below in the left-hand column. Then describe, in the right-hand column, actions that you can take to help yourself and others through each phase.

CHARACTERISTICS OF EACH CHANGE PHASE	ACTIONS PEOPLE CAN TAKE TO HELP THEMSELVES (A) AND OTHERS (B) THROUGH THIS PHASE OF CHANGE
<b>Comfort and Control:</b> <ul style="list-style-type: none"> <li>♦ Comfortable</li> <li>♦ Safe</li> <li>♦ Everything's fine</li> <li>♦ Happy</li> <li>♦ Satisfied</li> <li>♦ No problems</li> <li>♦ Positive</li> <li>♦ Rewarding</li> <li>♦ In control . . .</li> <li>♦ I'm okay, you're okay!</li> </ul>	<p>(a) Self:</p> <p>(b) Others:</p>

<b>Fear, Anger, and Resistance:</b> <ul style="list-style-type: none"> <li>♦ Frustration</li> <li>♦ Anger</li> <li>♦ Fearful</li> <li>♦ Betrayed</li> <li>♦ Upset</li> <li>♦ Confused</li> <li>♦ Challenged</li> <li>♦ Hostility</li> <li>♦ Anxiety</li> <li>♦ Self-doubt</li> <li>♦ Lost</li> <li>♦ Dazed</li> </ul>	<p>(a) Self:</p> <p>(b) Others:</p>
---	-------------------------------------

*continued on next page*

---

### ***Training Instrument 9–3, continued***

#### ***Characteristics of and Actions for Each Phase of the Change Journey***

##### **Inquiry, Experimentation, and Discovery:**

- |                                    |             |
|------------------------------------|-------------|
| ◆ Confused                         | (a) Self:   |
| ◆ Questioning                      |             |
| ◆ Hopeful                          |             |
| ◆ Opportunity                      |             |
| ◆ Frustrated                       | (b) Others: |
| ◆ Disappointed                     |             |
| ◆ Challenged                       |             |
| ◆ Half-way there!                  |             |
| ◆ Making progress                  |             |
| ◆ Exciting!                        |             |
| ◆ Searching for solutions          |             |
| ◆ Going in all directions at once! |             |
| ◆ Innovation/creativity            |             |

---

##### **Learning, Acceptance, and Commitment:**

- |                   |             |
|-------------------|-------------|
| ◆ Now I know!     | (a) Self:   |
| ◆ Energized       |             |
| ◆ Success!        |             |
| ◆ We made it!     |             |
| ◆ Relief          | (b) Others: |
| ◆ Wow!            |             |
| ◆ Self-confidence |             |
| ◆ Satisfied       |             |
| ◆ Comfortable     |             |
| ◆ What's next?    |             |
-



---

**Training Instrument 9-4****Personal Plan for Helping Yourself and Others through Change**

---

**Instructions:** Reflect on where you and most of your team are located in the Journey through Change Model and check that phase below:

- |  |  |
|--|--|
| <input type="checkbox"/> Comfort and Control         | <input type="checkbox"/> Learning, Acceptance, and Commitment    |
| <input type="checkbox"/> Fear, Anger, and Resistance | <input type="checkbox"/> Inquiry, Experimentation, and Discovery |

Identify the specific actions that you can take to help yourself and others move into the next phase of the change journey and toward Learning and Commitment. If your team is already in Learning and Commitment, what actions can you take to sustain continuous learning and commitment?

**Actions to Help Yourself:**

**Actions to Help Others:**

1.

2.

3.

4.

5.

6.

---

---

**Training Instrument 9–5****Introducing, Leading, and Sustaining Commitment to a Change**

---

**Instructions:** Reflect on a specific change that your organization is implementing now or in the near future. Identify the specific actions that you and other change leaders can take to initiate the change, respond to the respective phase of the emotional journey, and meet the key challenge of each phase.

STAGE OF INTRODUCING AND LEADING CHANGE	ACTIONS LEADERS CAN TAKE TO INITIATE AND SUSTAIN CHANGE IN THIS ORGANIZATION
<b>Create a Felt Need</b> <ul style="list-style-type: none"><li>♦ <i>Phase of the Emotional Journey:</i> Comfort and Control</li><li>♦ <i>Key Challenge:</i> Moving people out of their comfortable complacency</li></ul>	
<b>Introduce the New Ideas</b> <ul style="list-style-type: none"><li>♦ <i>Phase of the Emotional Journey:</i> Anger, Fear, and Resistance</li><li>♦ <i>Key Challenge:</i> Dealing with anger, fear, and resistance while inviting involvement in creating a shared vision of the change</li></ul>	
<b>Revise and Finalize the Change Plan</b> <ul style="list-style-type: none"><li>♦ <i>Phase of the Emotional Journey:</i> Inquiry, Experimentation, and Discovery</li><li>♦ <i>Key Challenge:</i> Helping people deal with the anxiety and confusion, answering their questions, and integrating their ideas into the change plan</li></ul>	
<b>Stabilize and Sustain the Change</b> <ul style="list-style-type: none"><li>♦ <i>Phase of the Emotional Journey:</i> Learning, Acceptance, and Commitment</li><li>♦ <i>Key Challenge:</i> Sustaining ongoing commitment to the change while increasing readiness for the next change</li></ul>	

---

---

**Training Instrument 9–6****Personal Plan for Initiating and Sustaining a Change**

---

**Instructions:** Reflect on the inner circle of the Integrated Model for Leading Change (Handout 9–3) and the actions that change leaders should take to initiate and sustain an organizational change.

Based on the Integrated Model for Leading Change and the emotional responses people are demonstrating as the change is introduced, identify the actions that you can take at *each step* of the process to more effectively introduce and sustain change. Refer to your Personal Plan for Helping Yourself and Others through Change (Training Instrument 9–4) for additional ideas on actions you can take to successfully initiate and sustain the change.

**Create a Felt Need:**

**Introduce the Change:**

**Revise and Finalize the Change Plan:**

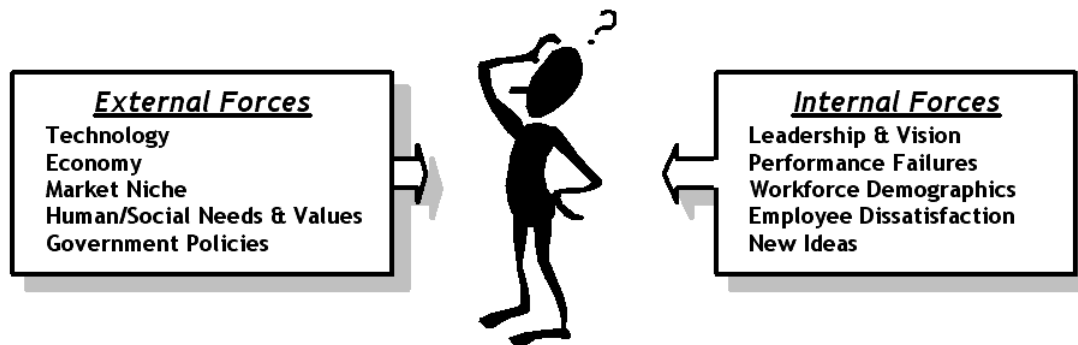
**Stabilize and Sustain the Change:**

---

---

**Training Instrument 9-7****The Forces Driving Change**

---



1. What are the external and internal forces driving change in this organization? Make a list of the external and internal forces that are putting pressure on the organization to be other than what it has been or is now.

**EXTERNAL FORCES****INTERNAL FORCES**

--	--

2. What are the consequences for the organization, employees, customers, and other stakeholders if the organization doesn't effectively respond to these forces for change?

**THE CONSEQUENCES IF WE DON'T EFFECTIVELY RESPOND TO THESE FORCES**

--	--

---

---

**Training Instrument 9-8****Responding to the Forces for Change**

---

**Instructions:** Based on our discussion of the most significant forces (external or internal) driving change in this organization, identify at least three constructive ways in which the organization (its leaders and staff) can effectively respond to this force for change.

KEY FORCES DRIVING CHANGE  
IN THIS ORGANIZATION

AT LEAST THREE CONSTRUCTIVE ACTIONS THAT THE  
ORGANIZATION'S LEADERS AND STAFF CAN TAKE


---

---

## **Training Instrument 9–9**

### **The Origins of Change Resistance**

---

Why do people tend to resist change? Here are some of the common reasons why someone might be hesitant to embrace a new way of thinking and acting.

**Instructions:** For each likely cause behind change resistance noted below on the left, identify actions that leaders and staffers can take to reduce the reasons behind the cause. Write these in the blank column on the right.

---

#### **1. They Fear Losing Something That They Value**

---

- ◆ The greater the expected loss, the greater the resistance.
- ◆ People's fear is based on their *perception* of the situation—it doesn't matter whether their beliefs are accurate.
- ◆ Common fears are *perceived* loss of status, power, social opportunities, a comfortable status quo, territory, future rewards or opportunities, sense of direction, established relationships, and competence.

---

#### **2. They Lack Trust in Leaders or Misunderstand Their Motives**

---

- ◆ People may believe that a specific change was designed to take advantage of them.
- ◆ People may be concerned about the unknown details and implications of the change.
- ◆ People may fear that if they let an acceptable change occur now, it will set a precedent for allowing later changes with which they don't agree.
- ◆ People are likely to resist change when the political or civil service leadership is not trusted or respected.

*continued on next page*

---

**Training Instrument 9–9, continued****The Origins of Change Resistance**

---

---

**3. They Disagree on the Merits of the Change**

---

- ◆ The people initiating the change and those affected by it may be operating with different sets of information or expectations about the reasons for change, the goals and desired outcomes of the change, and the implications of the change.
- ◆ People may think the proposed change not only won't resolve problems but is also likely to increase them.

---

**4. They have a Low Personal Tolerance for Change**

---

- ◆ Some people just don't tolerate change well.
- ◆ Attitudes can be difficult to change once they've been learned.
- ◆ People may feel the need to "save face" because they may have developed or strongly supported the behaviors, practices, or policies that are being changed.
- ◆ Pressure from friends, family, or neighbors can encourage people to resist change.

---

**Training Instrument 9–10****Personal Plan for Dealing with Change Resistance**

**Instructions:** What actions can you take to reduce change resistance in others? Reflect on the sources of resistance and the actions your small group explored in Training Instrument 9–9 as you develop your plan for reducing resistance to change for your team or workgroup.

**Specific actions I will take to reduce change resistance include**

1.

2.

3.

4.

5.

6.

---



---

## Training Instrument 9–11

### The Perceived Losses of Change

---

1. What are the most likely losses that people *perceive* they will experience from the changes the organization is undergoing?
2. How can we help ourselves and others overcome these perceived losses? Offset them with a gain or opportunity?

#### ① THE PERCEIVED LOSSES OF CHANGE

#### ② RESPONDING TO THE PERCEIVED LOSSES

1. <b>Job Security</b> —People may fear job loss or a loss of financial resources due to a reduction in their job or income level.	
2. <b>Psychological Comfort or Security</b> —People want to feel safe, secure, and comfortable. They may perceive that the change threatens their level of safety, comfort, security, and self-confidence by reducing their level of certainty about the world around them.	
3. <b>Control over One's Future</b> —Related to the perceived loss of psychological comfort or security, people may perceive that the change threatens their ability to control their future actions, decisions, and identity.	
4. <b>Purpose or Meaning</b> —People may perceive that their fundamental purpose and meaning in life is jeopardized. Change, they believe, threatens to take away the identities, hopes, and aspirations that make their lives meaningful.	
5. <b>Competence</b> —People may believe that the change will reduce their ability to do their work or jobs well. They may feel unprepared for new responsibilities and duties, which can lead to embarrassment and a reduction in self-confidence.	
6. <b>Social Connections</b> —People may believe that their social contacts with customers, co-workers, or managers will disappear. This can result in a loss in their sense of belonging to a team, group, or	

*continued on next page*

---

**Training Instrument 9–11, continued****The Perceived Losses of Change**

---

**1 THE PERCEIVED LOSSES OF CHANGE****2 RESPONDING TO THE PERCEIVED LOSSES**

the organization. Since so much of our sense of self evolves through our relationships to others, this perceived loss tends to be the most traumatic.	
7. <b>Territory</b> —People believe they may lose a sense of certainty about the territory or area that used to be theirs. This territory includes physical workspace, expertise, job titles, assignments, and psychological space.	
8. <b>Future Opportunities</b> —When a change threatens expected rewards and opportunities, people fear they may lose a deserved reward that they have worked hard to achieve.	
9. <b>Power</b> —Change can threaten a person’s sense of power and influence in their organization and life. People may perceive that the change takes away part of what enables them to feel effective.	
10. <b>Social Status</b> —People may perceive that the change will erode the status that they have achieved (through competence, influence, or hard work) compared to other people. They fear that what they have worked hard to accomplish may disappear.	
11. <b>Trust in Others</b> —People may lose their trust and faith in others—especially leaders and others whom they have admired in the past—when the impending change threatens to take away other things of value.	
12. <b>Independence and Autonomy</b> —When change is introduced, the perceived loss of competence creates a related secondary loss of independence and autonomy, in which people perceive that their ability to be self-directed and self-managed will be eroded.	

---

---

**Training Instrument 9-12****Personal Plan for Action: Dealing with the Perceived Losses**

---

**Instructions:** In the columns and spaces below, answer the following questions.

1. What are the greatest perceived losses that people may experience as a result of the changes facing the organization? How can you and others eliminate, reduce, or offset these perceived losses? How can you help yourself and others realize the "hidden opportunities" from the change?

THE GREATEST PERCEIVED LOSSES  
FOR MY TEAM/WORK AREA ...

ACTIONS TO ELIMINATE OR REDUCE THE LOSS OR OFFSET  
THE LOSS WITH A HIDDEN OPPORTUNITY...


2. What additional hidden opportunities are presented by the change? Identify at least one hidden opportunity and the actions that you and others can take to help realize this opportunity.

HIDDEN OPPORTUNITY...

ACTIONS TO REALIZE OR ACHIEVE THE OPPORTUNITY...


---

---

**Training Instrument 9–13****Characteristics of Resilience**

---

**Instructions:** Read and consider the descriptions of characteristics of resilience in the left-hand column below. In the right-hand column, list several ways you might develop each of the characteristics.

PERSONAL RESILIENCE DIMENSION	IDEAS TO DEVELOP THIS DIMENSION
1. <b>Self-assurance:</b> Display a sense of security and self-assurance that acknowledges that life is complex and challenging but filled with opportunity. Develop a positive outlook about yourself, your work unit or team, the organization, and life in general.	
2. <b>Clarity of personal vision:</b> Develop a clear vision of what you want to achieve, accomplish, or create and where you want to go in your job, career, and life.	
3. <b>Flexibility:</b> Demonstrate adaptability and flexibility in the face of uncertainty and stress. Accept the need to shift and redefine (if necessary) your direction, focus, and vision as you learn new information from the environment, peers, customers, family, and other sources.	
4. <b>Organizational skills:</b> Develop personalized methods, structures, and systems for organizing and managing confusion, chaos, and ambiguity. Develop stable structures to ride out a turbulent storm. If necessary, focus on one day, one week, or one project at a time.	
5. <b>Problem-solving skills:</b> Develop the capacity to effectively think through	

*continued on next page*

---

**Training Instrument 9–13, continued****Characteristics of Resilience**

---

PERSONAL RESILIENCE DIMENSION	IDEAS TO DEVELOP THIS DIMENSION
and resolve personal and professional problems. See problems as challenges and opportunities. Fine-tune your skills in collaborating with others and doing critical, systemic, and creative out-of-the-box thinking.	
<b>6. <i>Interpersonal competence:</i></b> Demonstrate responsiveness, empathy, and caring for others. This quality also involves communicating effectively with others and displaying a sense of humor—an ability to laugh at yourself.	
<b>7. <i>Social connections:</i></b> Build bridges and form partnerships with the people around you. Work with others to discover ways to make sense of the changing environment. Share ideas, solutions, problems, frustrations, opportunities, and accomplishments. Focus on discovering areas of common ground and answers to common problems.	
<b>8. <i>Proactive approach:</i></b> Engage change directly rather than denying, fighting, or working against it. Accept that change is inevitable, but growth is optional, and find a way to make change work <i>for</i> you. Focus on what <i>you</i> can do, not on what others are doing to you.	

---

**Training Instrument 9–14****Personal Plan for Strengthening Resilience in Others**

---

Developing resilience is a shared responsibility of the individual and the environment or organization. Because both have a role to play in developing and strengthening resilience, change leaders have a responsibility to support and reinforce others' efforts in becoming more resilient.

**Instructions:** Consider what actions you can take as a leader, manager, or supervisor to help develop and strengthen the resilience of those in your work area, and how you can reinforce and support their resilience-building efforts. Refer to the ideas and suggestions shared in this workshop during the discussion of Training Instrument 9–13 (Characteristics of Resilience). In the numbered spaces below, identify your plan for helping others develop and strengthen their resilience. Answer these questions: What actions will you take? Who needs the greatest assistance? Where can you be most helpful to others in building resilience?

1.

2.

3.

4.

5.

6.

---

---

**Training Instrument 9–15****Personal Plan for Strengthening Your Resilience**

---

**Instructions:** Reflect on the dimensions of resilience as noted in Training Instrument 9–13. Which dimensions are already well developed for you? Which dimensions could you work at strengthening? Identify the specific things you can do to develop and strengthen your own resilience. In the numbered spaces below, identify your next steps for developing and strengthening your resilience.

1.

2.

3.

4.

5.

6.

Now identify how your supervisor can help you develop and strengthen your resilience.

1.

2.

3.

4.

---