
LESSON 3. FACILITATING CHANGE

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Lesson 3. Facilitating Change

Lesson Objectives

At the end of this lesson, the participants will be able to:

- Describe key components of the change process.
 - Identify methods for effectively communicating about change.
 - Identify strategies for facilitating change among employees and other stakeholders.
-

Scope

- Introduction
 - The Changing Environment
 - Self-Reflection Activity: How Have You Responded to Change?
 - What Is at Stake?
 - Facilitating Change
 - Activity: Change and the Leadership Paradigms
 - Communicating Change
 - Summary and Transition
-

Methodology

The instructor will begin the lesson by emphasizing the importance of adapting successfully to change in today's work environment. Participants will complete a self-reflection activity to think about how they have responded to change. They then will examine how four different managers react to the same change. The instructor will present guidance on facilitating change successfully in the workplace and participants will relate this back to the leadership paradigms discussed in Lesson 2. Finally, the instructor will provide strategies for communicating change successfully.

Materials

- PowerPoint visuals 3.1 – 3.14 and a computer display system
 - Instructor Guide
 - Student Manual
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Lesson 3. Facilitating Change

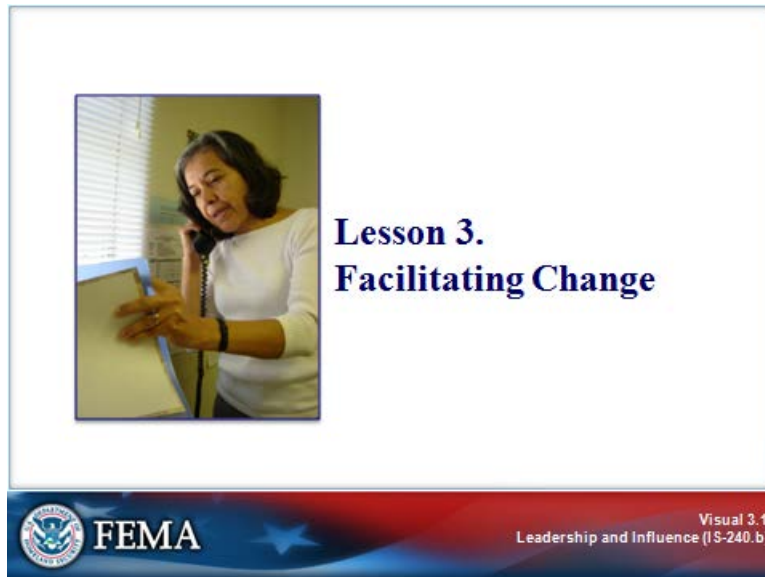
Time Plan

A suggested time plan for this lesson is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Introduction	3 minutes
The Changing Environment	10 minutes
What Is at Stake?	5 minutes
Facilitating Change	5 minutes
Activity: Change and the Leadership Paradigms	15 minutes
Communicating Change	5 minutes
Summary and Transition	2 minutes
Total Time	45 minutes

INTRODUCTION

Visual 3.1



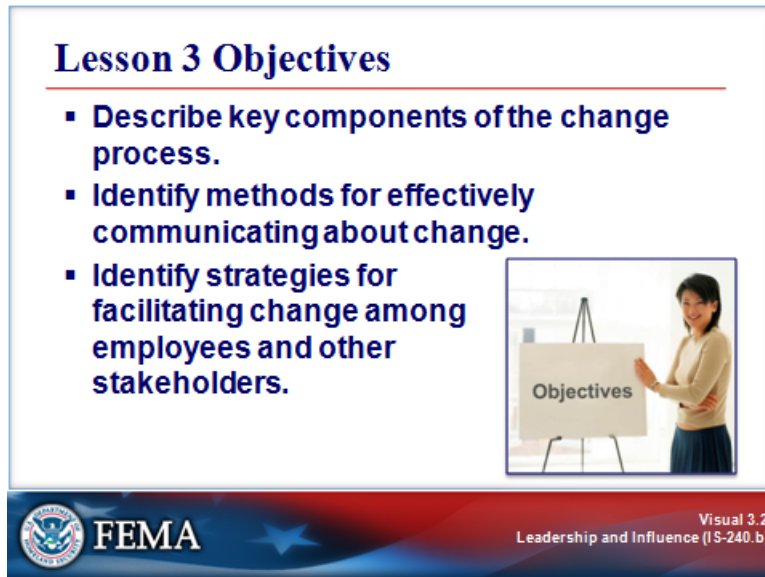
Key Points

The previous lessons defined a leader as someone who sets direction and influences people to follow that direction. Someone working out of the Leader paradigm is able to determine a course for change in the future, articulate it as a vision, and stimulate coworkers and himself or herself to challenge traditional ways of thinking. The process of becoming a more effective leader often involves personal change—leaving behind some old, comfortable behaviors and considering how to change behaviors that haven't served you well.

In this lesson, we will explore the topic of change and how to lead change effectively.

INTRODUCTION

Visual 3.2

A presentation slide titled "Lesson 3 Objectives" with a red horizontal line underneath. It lists three bullet points: "Describe key components of the change process.", "Identify methods for effectively communicating about change.", and "Identify strategies for facilitating change among employees and other stakeholders." To the right of the text is a photograph of a woman in a beige sweater and blue skirt standing next to a flip chart that says "Objectives". The slide has a blue and red footer with the FEMA logo on the left and the text "Visual 3.2 Leadership and Influence (IS-240.b)" on the right.

Lesson 3 Objectives

- Describe key components of the change process.
- Identify methods for effectively communicating about change.
- Identify strategies for facilitating change among employees and other stakeholders.

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Visual 3.2
Leadership and Influence (IS-240.b)

Key Points

After completing this lesson, you should be able to:


- Describe key components of the change process.
- Identify methods for effectively communicating about change.
- Identify strategies for facilitating change among employees and other stakeholders.


THE CHANGING ENVIRONMENT

Visual 3.3

The Changing Environment

- A crucial skill that employees must learn to succeed in today's environment is the ability to respond quickly and effectively to change.
- An effective leader is able to motivate and inspire others to embrace change.



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Visual 3.3
Leadership and Influence (IS-240.b)

Key Points

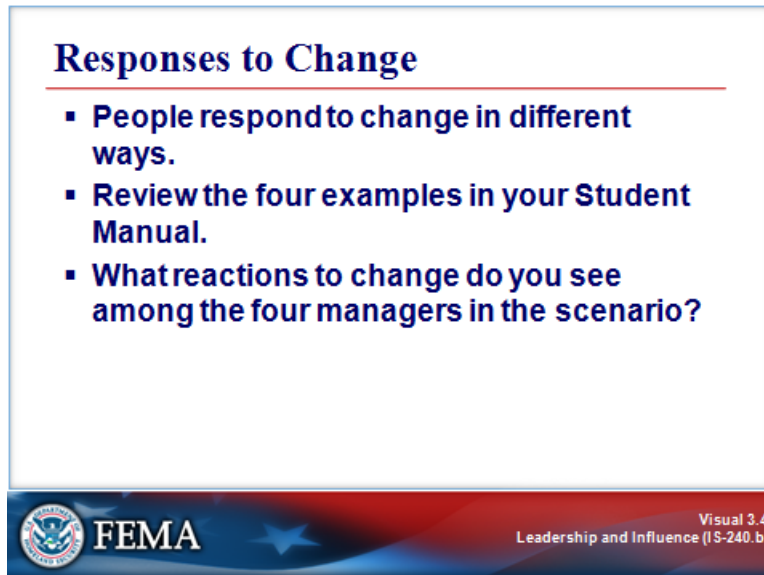
A challenge throughout business, industry, and government today is learning to adapt to the nonstop, rapid changes that are commonplace in every aspect of our lives.

In emergency management, change may come in many forms: new policies and procedures, evolving technology and equipment, shifting priorities and issues, increasing community emphasis on mitigation and prevention, new methodologies, and many others. In fact, the whole concept of emergency management implies response to sudden change—often with little warning, but ideally with adequate preparation.

A crucial skill that employees and community members must learn if they are to succeed in today's environment is the ability to respond quickly and effectively to change. An effective leader is able to motivate and inspire others to embrace change.

THE CHANGING ENVIRONMENT

Visual 3.4



Key Points

Instructor Note: Facilitate a discussion around the different responses to change in the scenario.

Scenario: Four Responses to Change

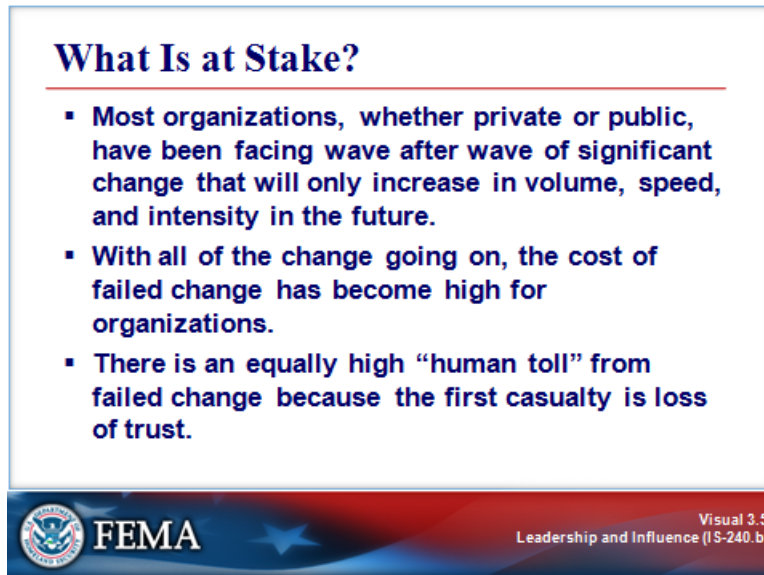
John, Sarah, Sunil, and Eileen all manage different departments in the Springfield City Government. Budget cuts have just been announced, and the city commissioners want to understand what each of their departments does and have these managers explain why they should continue to receive funding.

Each of these managers' responses captures how they feel about change.

- John was angered at yet another round of budget cuts, and instead of providing the requested information, set up a meeting with the city commissioners to argue against them.
- Sarah got to work the moment she received the county commissioners' request, convinced that she would make a convincing case.
- Sunil was initially shocked to hear the news, and spent 2 days thinking of other possible solutions to the problem before finally settling down and working on the commissioners' request.
- Eileen rationalized that since the city commissioners terms would end within 6 months, she could stall for time until they, and their request, were hopefully gone.

WHAT IS AT STAKE?

Visual 3.5



Key Points

Most organizations, whether private or public, have been facing wave after wave of significant change that will only increase in volume, speed, and intensity in the future. With the constant change going on, the cost of failed change has become high for organizations. There is an equally high “human toll” from failed change because the first casualty is loss of trust. Compound that loss with the emergency management goal of protecting life and property in the face of disasters, and the potential loss is great indeed.

Of crucial importance is not **what** change happens, but **how** change happens. In the late 1990s, a study for managing change in the government singled out leadership as the most critical factor in the successful implementation of change. Clearly, organizations that are most successful are those that:

- Have learned how to respond to changes that impact them.
- Have leaders who know how to plan for and implement change well.
- Attend to people’s reactions and feelings associated with the change.

Use the Self-Reflection on the following page to think about how you respond to change.

Self-Reflection: How Have You Responded to Change? (1 of 2)

Part 1 Instructions: Think of an instance when you were faced with a major change in the workplace. Then answer the following questions.

1. How did you prepare yourself to make the change?
2. What challenges did you meet along the way?
3. Who or what drove you, or supported you, in making the change?

Self-Reflection: How Have You Responded to Change? (2 of 2)

Part 2 Instructions: Now think about the most significant internal (personal) change that you have ever made. Then answer the following questions.

1. How did you know that you needed to make the change?
2. How did you prepare yourself to make the change?
3. What challenges did you face?
4. Who or what drove you, or supported you, in making the change?

FACILITATING CHANGE

Visual 3.6



Key Points

It is helpful to understand the stages of any change process and what is needed for each stage to make the process successful.

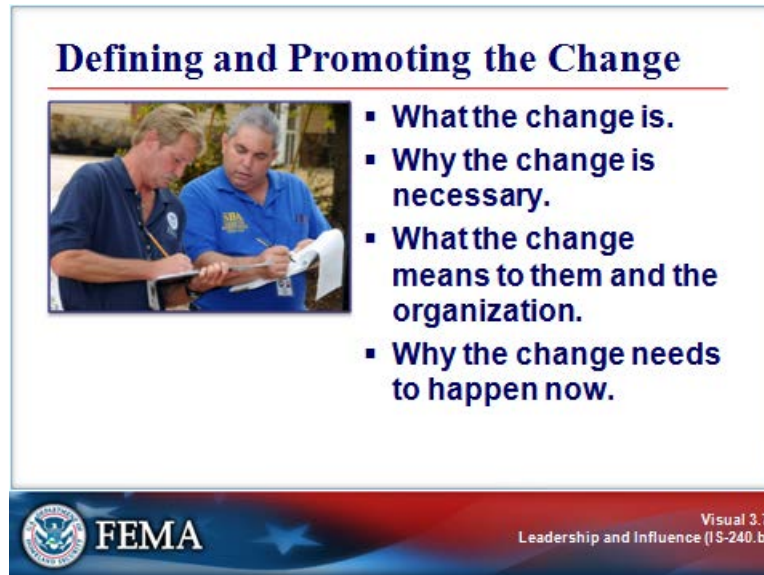
The stages we will discuss are:

- Defining and Promoting the Change
- Planning and Implementing the Change
- Maintaining the Change
- Engaging People in the Change

These stages are described on the following pages. Note that change is not a linear process. You will often find yourself working in many stages of the process simultaneously.

FACILITATING CHANGE

Visual 3.7



Key Points

Implementing and managing change is a difficult process. Without a strong, sensible rationale for making the change it will be a struggle to engage staff in the process. People involved need to understand:

- What the change is.
- Why the change is necessary.
- What the change means to them and the organization.
- Why the change needs to happen now.

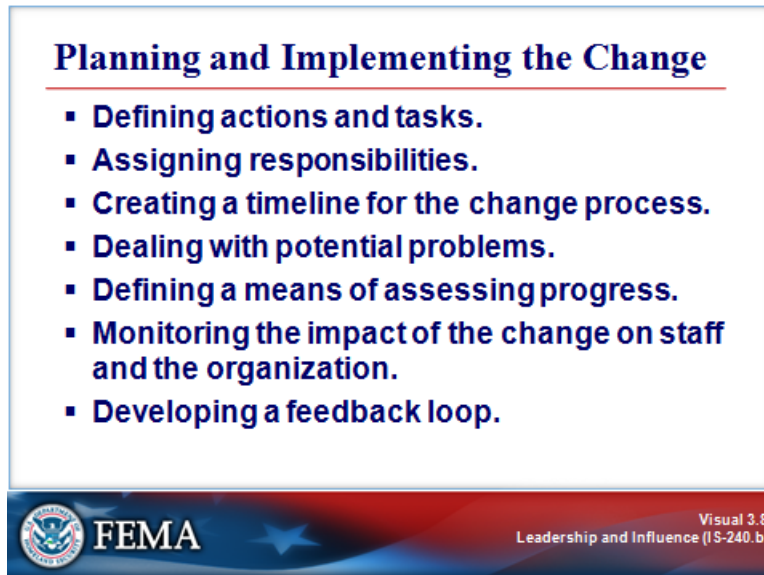
Defining and promoting the change will help overcome resistance to change and engage people in the process.

The person to successfully lead change needs to have certain characteristics. That leader needs to:

- Be trustworthy, reliable, and influential.
- Initiate change but not micromanage or control it.
- Listen to and advocate for both organizational and individual needs.
- Communicate that opportunities are available in the change.
- Maintain public visibility and accessibility during the process.

FACILITATING CHANGE

Visual 3.8



Key Points

It is critical to understand the change process, how to effectively manage it, and how to address any problems that could arise.

Planning and implementing the change includes:

- Defining actions and tasks that need to take place to advance the change.
- Assigning responsibilities for these actions and tasks.
- Creating a timeline for the change process.
- Dealing with potential problems that may arise along the way, including staff resistance and how to address it.
- Defining a means of assessing progress.
- Monitoring the impact of the change on staff and the organization.
- Developing a feedback loop that can provide information to fine-tune the change process as it develops.

Critical tools that will be needed for this stage include:

- Clearly defined policies.
- Action and communication plans.
- Resources, such as staff training and communications channels.


It is vital to include staff with key administrative and organizational authority, as well as those with expertise or technical capacity in these processes to ensure successful adoption by the largest number of staff.


FACILITATING CHANGE

Visual 3.9

Maintaining the Change

- Continually engaging those whose support of the process is critical.
- Listening to staff concerns and responding to staff needs.
- Providing staff what they need, both physical and mental, to support the change.



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Visual 3.9
Leadership and Influence (IS-240.b)

Key Points

It seems odd that change, which is itself an active process, needs to be maintained. However, inertia, resistance, and burnout can all slow, and even stall, the change process.

Maintaining the change means:


- Continually engaging those whose support of the process is critical.
- Listening to staff concerns and responding to staff needs.
- Providing staff what they need, both physical and mental, to support the change.


FACILITATING CHANGE

Visual 3.10

Engaging People in the Change

- Asking for feedback during the process.
- Accepting a wide range of responses to the change.
- Effectively and sincerely responding to the staff feedback and requests.



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Visual 3.10
Leadership and Influence (IS-240.b)

Key Points

Engaging people in the change is largely about maintaining relationships with people during the change process. This stage includes:

- Asking for feedback during the process.
- Accepting a wide range of responses to the change.
- Effectively and sincerely responding to the staff feedback and requests.

The job aid on the next page provides a list of questions that relate to each of the four stages of the change process. When applying the process to a change situation that you face, you can use these questions to analyze the situation and develop strategies for effecting change.

Job Aid: Change Process Questions

The following questions relate to each stage of the change process. When applying the process to a change situation that you face, you can use these questions to analyze the situation and develop strategies for effecting change.

Defining and Promoting the Change

- What must happen for this change to be successful? How should this change be communicated to employees or other stakeholders?
- What are the opportunities associated with the change? How can the fear be taken out of the change?
- How can you demonstrate continuous support for, and sponsorship of, this change initiative?
- In what specific ways can you be a catalyst, rather than a controller, of the change?
- What challenges might you encounter in balancing the needs of the organization and those of individuals? How can you manage these challenges?
- How can you “walk the talk” during this change initiative? What pitfalls will you need to avoid?
- What is the rationale for this change? That is, what are we trying to accomplish with the change? How should this rationale be communicated to employees or other stakeholders?
- How can the change initiative be linked to the organization’s or the community’s strategy, mission, and environment?
- What mechanisms can be used to keep lines of communication with employees and/or stakeholders open and to inform them of progress being made?

Planning and Implementing the Change

- What is the vision for this change—i.e., what would you like to see happen as a result of this change? What do you see as the benefits of the change?
- What are the major components of a plan for this change?
- How can you keep employees and/or stakeholders involved in the process?
- What potential problems and opportunities are associated with this change?
- What existing systems might need to be modified to reinforce needed changes?
- What mechanisms should be put in place for monitoring and evaluating the implementation of the change?
- What potential resistance points might you encounter? How can you manage this resistance?
- How might production be impacted and how can you manage this?
- What resources will be needed to implement this change successfully? How can you secure these resources?
- What interim systems might you need to implement? How should they be implemented?

Maintaining the Change

- What formal and informal mechanisms can you use to communicate the change?
- How can you sustain energy and commitment to this change over time?
- Whose support will be critical to the successful implementation of this change? How will you gain this support?
- What might employees and/or stakeholders need to accept and support this change?
- What small successes can you celebrate? How?

Job Aid: Change Process Questions (Continued)

Engaging People in the Change

- What reactions to this change initiative do you anticipate from employees and/or stakeholders?
- What pitfalls should you avoid when responding to these reactions?
- What mechanisms can you use to solicit employee and/or stakeholder concerns? How can you demonstrate that you are listening to their concerns about the change?
- In what ways can you monitor their comments and feedback?


DISCUSSION: CHANGE AND THE LEADERSHIP PARADIGMS

Visual 3.11

Discussion: Change & the Leadership Paradigms

Consider the following questions:

- Which of the change process stages just discussed are most associated with the Leader paradigm?
- Which are most associated with the Broker and Hired Hand paradigms?

The slide features a blue and red footer banner. On the left is the FEMA logo, which includes a circular seal with an eagle and the text 'FEDERAL EMERGENCY MANAGEMENT AGENCY' and 'FEMA' in large letters. On the right, the text 'Visual 3.11' and 'Leadership and Influence (IS-240.b)' is displayed.

Key Points

Instructor Note: Facilitate a discussion around the questions on the visual.

- Which of the change process stages just discussed are most associated with the Leader paradigm?

Answers:

- *Defining and Promoting the Change*
- *Maintaining the Change*
- *Engaging People in the Change*

- Which are most associated with the Broker and Hired Hand paradigms?

Answers:

- *Planning and Implementing the Change*
- *Maintaining the Change*

COMMUNICATING CHANGE

Visual 3.12



Key Points

Communication is the common thread that is woven throughout all of the change process components. The ability to communicate effectively about change is a critical aspect of a leader's success at facilitating change.

Many of us have heard of the 5 Ws and 1 H of writing a news story (Who, What, When, Where, Why, How). Leaders must effectively communicate the story of change using a reworked version of this framework. They must explain:

- Why?
- What?
- How?
- Who?

Why? People need to understand the purpose for the change, and how it relates to the organization's bigger picture.

Key questions might be, "What problem are we addressing with this change?" and "What opportunity are we trying to capitalize on?"

What? A leader must communicate what the future will look like. What will the organization look like? Where will they fit in? The more detailed the information, the better.

COMMUNICATING CHANGE

Visual 3.12 (Continued)

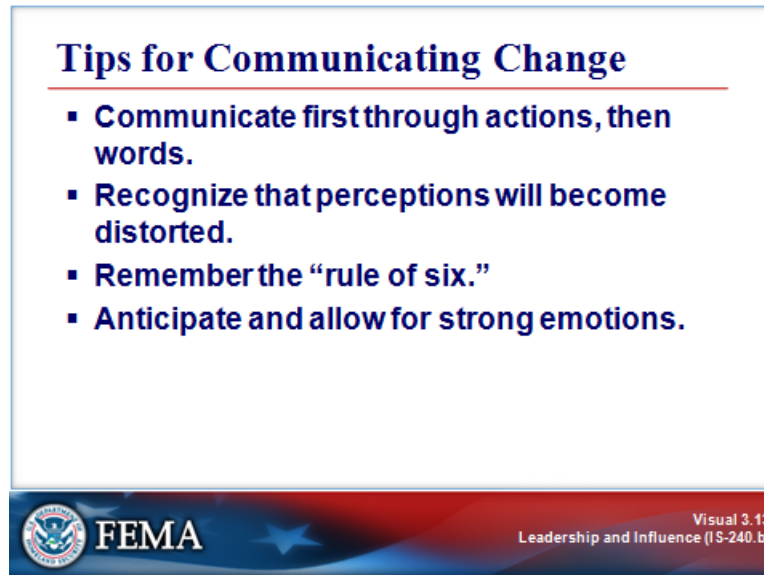
How? Staff must understand what will happen as the plan unfolds. This communication takes the form of a step-by-step plan of how the change will be carried out, and how and when training and resources to facilitate the change will be distributed.

Who? Each person involved in the process must understand what their part in the change process will be: how their jobs will change, how they will contribute to the change process, and how they will help define the change process itself.

You may not always have all the information required to communicate the 3 Ws and the H. However, it is your responsibility as a leader to get the information needed by those involved in or impacted by change.

COMMUNICATING CHANGE

Visual 3.13



Key Points

Communicate first through action, then words. 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 the Leader paradigm, is of utmost importance when communicating change. As a leader, you are expected to walk the talk and to operate with integrity. If you twist the truth or spin the facts, people will become distrustful and you will lose their respect.

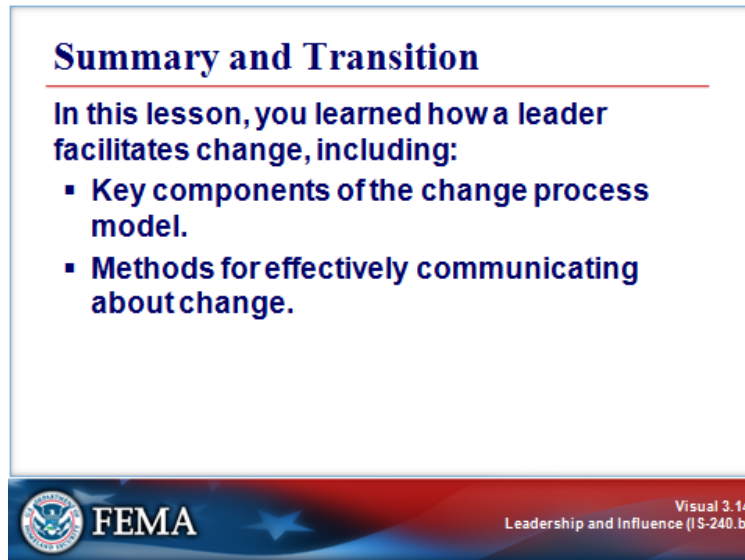
Recognize that perceptions will become distorted. During times of change, perceptions become distorted. Employees will read underlying messages into what they see and hear, inferring messages behind actions and statements—even when no message is intended. Keeping people informed and being honest with them 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 have. That’s why it’s 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 are 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.

SUMMARY AND TRANSITION

Visual 3.14



Key Points

In this lesson, you learned how a leader facilitates change, including:

- Key components of the change process model.
- Methods for effectively communicating about change.

For change to take place effectively in an organization requires mutual trust between the leader and those who are being encouraged to embrace change.

In the next lesson, you will learn ways to build trust.

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