**End-of-Chapter Exercises**

**Toolkit Exercise 7.1**

**Critical Thinking Questions**

Consider the following:

Travelink Solutions describes an organization that is experiencing change initiatives that are producing negative outcomes for both the organization and the recipients of change. William, a young staff member, sees multiple problems within this 24/7 travel business. As a low level, sixteen month employee, William has documented and discussed the situation with his friend, Robert, a marketing manager who has been with the organization for three years. William and Robert both must decide if they will shift from being recipients of change to becoming change agents. They must decide if and how they might bring the organizational problems and possible solutions, to the attention of management.

* If you found yourself in William or Robert’s situation, what would you do?
* Have you ever been in a situation where you were a recipient of change and things were going poorly? How did it affect you and others in the organization?
* What is you assessment of the situation at Travelink and the underlying causes?
* If you found yourself in William or Robert’s situation, what would you do?

View Pray the Devil Back to Hell (documentary available on Netflix).

This is the story of how Liberian women who were recipients of a harsh political regime and leader became leaders of change within their country.

* Why did the women dress in white and sit in the marketplace for days on end? What did they hope to accomplish? Why were they successful in reaching their goal of petitioning the dictator, Charles Taylor?
* How did the Liberian women, who were not a formal part of the negotiating teams in Ghana, impact the negotiation processes? Who were the important allies of the Liberian women during the negotiations?
* Would you agree that the Liberian women went from being recipients of change to being leaders of change? Which of their strategies and tactics do you think other powerless groups can use to become powerful and lead change?

[The 'X' model of employee engagement: Maximum Satisfaction meets Maximum Contribution](https://www.youtube.com/watch?v=gZ3wxgog4nc) – Video of 7:43

* How can you engage employees in each area to increase their engagement to the organization and an organizational change effort?
* Which group are your greatest allies within the change and how can you use them?
* Think about jobs in the past describe your engagement using this model.

**Toolkit Exercise 7.2**

**Working Through the Phases of Change**

1. Consider a significant and disruptive change situation that you know about (or talk to a friend or relative about such a change situation). Identify the different phases of change.

2. Can you identify strategies that people used or could have used to help them work their way through the different phases?

3. Can you identify strategies that change leaders used or could have used to help people work their way through the different phases?

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|  | *Awareness Yes/No recipients* | *Strategies people can use to help them work through stage* | *Strategies change leaders can use to help recipients work through stage* |
| Prechange anxiety |  |  |  |
| Shock |  |  |  |
| Defensive retreat |  |  |  |
| Bargaining |  |  |  |
| Depression, guilt, and alienation |  |  |  |
| Acknowledgment |  |  |  |
| Adaptation and change |  |  |  |

Does the model hold? Why or why not?

What other consequences of change can you identify?

**Toolkit Exercise 7.3**

**Personal Reactions to Change**

1. Think through your organizational experiences at school and at work when you have been a recipient of change. How have you typically responded to these changes? What were the factors that led to those responses?

To help you think about these questions, ask yourself the following concerning three to four such changes:

1. What was the change and how was it introduced?
2. What was the impact on you?
3. What was your initial reaction? Enthusiasm? “Wait and see” attitude? Ambivalence, due to conflicting reactions? Cynicism?
4. Did your attitudes change over time? Why or why not?

2. Was there a pattern to your response?

a. Under what circumstances did you support the change? When did you resist? What can you generalize from these experiences?

b. If you experienced ambivalence, how did you resolve it and what happened to your attitudes toward the change once the ambivalent feelings were resolved?

3. Overall, have your earlier experiences with change been largely positive, largely negative, or mixed?

Have these experiences colored your expectations and feelings toward change in the future?

**Toolkit Exercise 7.4**

**Your Normal Reaction to Innovation and Change**

When you find yourself dealing with matters of innovation and change, how do you typically react?

1. Do you find that you fall into the category of innovator or early adopter, readily considering and often adopting new approaches, well in advance of most people?
2. Or do you generally fall into the category of the early majority? If the initial responses and experiences of the early adopters are generally positive, you are willing to take the risk and adopt the new approach.
3. Or are you generally in the category of the late majority? You wait until the innovation or new approach has been tried and tested by many people before you commit to adopt.
4. Or are you a person who typically does not adopt the innovation or new approach until the vast majority of people have done so? In other words, are you a late adopter or even a nonadopter until forced to do so?
5. What is your tolerance for change? What level of turbulence and ambiguity in a work situation do you find most stimulating and satisfying?
6. How do you react when the rate of change is quite low and is likely to remain there?
7. How do you react when the rate of change is at a moderate level? What constitutes a moderate level for you? Are your tolerance levels lower or higher than those of others you know?
8. What price do you find you pay personally when the rate of turbulence and ambiguity exceeds what you are comfortable with? When it is either too low or too high?
9. Have you had to cope with prolonged periods of serious upheaval or periods of extreme turbulence? Have these experiences affected your acceptance of change?

**Toolkit Exercise 7.5**

**Disruption of the Psychological Contract**

Think about a change initiative that you are aware of. What happened or will likely happen to the psychological contracts of recipients?

1. What is the existing psychological contract? (If in the past, what was the contract?)

What were the explicit and implicit pieces?

1. In what ways did the change disrupt the existing psychological contract? To what extent was this perception real? (If in the past, in what ways did the change actually disrupt the psychological contract?)
2. Given the individuals and the context, what reactions to these disruptions to the psychological contract do you anticipate? (If in the past, what were the reactions?)
3. Are there steps that could be taken to reduce the negative effects stemming from the disruption? (If in the past, could anything have been done?)
4. How should a new psychological contract be developed with affected individuals? (If this is in the past, how could this have been done?)
5. If you are the recipient of change, what steps could you take to better manage your way through the development of a new contract? (If this is in the past, what could you have done?)

**Toolkit Exercise 7.6**

**Leadership and Change Recipients**

Think more specifically about an example of change leadership that you know.

 1. What was the nature of that leadership?

 2. Was the leader trusted?

 3. Did he/she deserve the trust given?

 4. What kind of power did the leader use?

 5. How were the messages about the change conveyed? Were they believable messages?

 6. Did organizational systems and processes support, or at minimum, not impair the change leader’s messages?

 7. Was there a sense of continuity between the past and the anticipated future? How was that sense of continuity developed and communicated? What was the impact?

 8. What can you learn about the impact of the leader on people and stakeholders as a result of your responses to the above questions?

 9. What can you learn about the impact of organizational systems and processes on the people and stakeholders?

10. Talk to others about their experiences. Can you generalize? In what way? What cannot be generalized?

**Toolkit Exercise 7.7**

**Assessing Recipient Openness to Change**

This exercise will provide you with a general sense of the openness of a person to a specific undertaking.[[1]](#footnote-1) Please use it to evaluate your own openness to the change.

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| Think about a change situation you know of or are involved with. Please rate the following factors. | Score |
| 1. Past experience with change, particularly changes similar to that advocated | Very *–10* *–5* *0* *+5* *+10* Very \_\_\_  Negative Positive |
| 2. Normal rate of change that has been experienced by the organization | Very *–10* *–5* *0* *+5* *+10* Moderate \_\_\_  Low to High |
| 3. Recipients’ general predisposition to change as reflected in their personalities | Late *–10* *–5* *0* *+5* *+10* Early \_\_\_  Adopter Adopter |
| 4. People believe they understand the nature of the proposed change and the reasons for it (i.e., the need for change) | Low *–10* *–5* *0* *+5* *+10* High \_\_\_ |
| 5. Recipients’ personal beliefs about the need for this particular change | Very *–10* *–5* *0* *+5* *+10* Very \_\_\_  Negative Positive |
| 6a. Reactions of coworkers to the change  6b. Strength of coworker relations (norms) | Very *–10* *–5* *0* *+5* *+10* Very  Negative Positive  Multiply #6a by #6b  Weak *0.1* *0.3* *0.5* *0.7* *1.0* Strong \_\_\_ |
| 7. Leader credibility | Low *–10* *–5* *0* *+5* *+10* High \_\_\_ |
| 8. Leader gains compliance through fear versus gains commitment through understanding and empathy | Fear *–10* *–5* *0* *+5* *+10* Support \_\_\_ |
| 9. Organizational credibility (i.e., will it follow through on commitments related to change) | Low *–10* *–5* *0* *+5* *+10* High \_\_\_ |
| 10. Congruence of systems and processes with the proposed change (or confidence that they will be brought into congruence) | Very *–10* *–5* *0* *+5* *+10* Very\_\_\_  Incongruent Congruent |
| Predisposition to Change Index:  Scores can range from –100 to +100 | Overall Score \_\_\_ |

If your scores are in the +50 or greater range, you will likely be quite open to change and ready to cope. Negative scores would suggest the opposite, while scores in the middle range (+50 to –50) point to increasing ambivalence. What do the scores tell you about what might be done to increase your openness to the change?

1. This index is not the product of empirical testing. It was created to provide you with food for thought concerning openness to change and what may be facilitating and impairing the receptiveness that you are experiencing. [↑](#footnote-ref-1)