Facing Change

1. Introduction

Change is everywhere, permanent, continuous. The **seasons change**. Time passes by. We are born, we grow up and grow old. In the economic and political world, we make reforms; **we restructure** things. In the scientific world, we make discoveries. In nature, species are born, die... Change is perhaps the only permanence in impermanence.

So why is it sometimes so difficult? Why does the word "change" itself sound like something difficult? This is what we will explore together in this ebook.

This ebook refers to the "Facing Change" training course in **EUSA's Key Skills catalogue** (http://europa.eu/eas/index_fr.htm). The objectives of this course are:

- Manage **your emotions** and your reactions to changes;
- Access your **inner motivation** to cope with change;
- Develop **your strategy to better** manage change.

Our reactions to change are the result of many things. This ebook offers to go deeper into the following points:

- **Types of changes**: The changes we are going through are creating emotions and mobilising different resources. Thus, being able to identify and recognise the change in the form that it takes and that it will take will be of great help to the person who will face it.
- **Change and our emotions**: "Resistance to change" is one of the first associations that comes to mind when faced to change, whether from a personal or organisational point of view. Resisting change but also fearing it, not finding any relevance to it, not understanding it, or being blind or angry, will be topics addressed in this chapter.
- **Responding to change**: When change is inevitable, we put conscious and / or unconscious strategies in place to deal with it. What are these strategies? Are they adapted to the situation? If they do not work, can we undergo these changes properly? We will discuss the theme of "minimal change" which is the starting point of the "virtuous circle" or the famous "butterfly effect". The power of habits and even the deconstruction of negative habits will also be explored. We will also treat the question of motivation.
- **Managing organisational change**: This chapter will be useful for people who must lead or accompany a change in the organisation (line managers, project managers, ...). Indeed, many steps and attention are needed to position ourselves as a "learning organisation" and to respond to internal and external challenges.

Self-learning exercise: Self-evaluation

Read the following sentences.

For each affirmation, assign in the right column a score from 1 to 5, 5 corresponding to "This represents me totally" and 1 "this does not apply to me".

At the end of the 21 questions, evaluate your result and receive your self-evaluation facing change profile!

Reset Exercise

	1 à 5
1. I think my professional success owes nothing to luck	1
2. It's hard to separate myself from my colleagues	1
3. My days are well-planned and very busy	1
4. I'm having trouble meeting deadlines	1
5. I ruminate about bad news	1
6. I am a real perfectionist	1
7. Telephoning people I do not know requires a lot of effort	1
8. My evaluation interviews give me a lot of security	1

	1 à 5
9. Doing the same thing every day is unbearable for me	1
10. New technologies do not interest me	1
11. I welcome the release of a new computer gadget	1
12. My habits are comfortable	1
13. I always have a specific roadmap for my work	1
14. I am the one people come to see in case of unexpected issues to solve	1
15. I do not like to delegate	1
16. The passing of time makes me wiser	1
17. I dread what needs to be done tomorrow	1
18. I rarely think about the future	1
19. The best is the enemy of good	1
20. One "you have it" is better than two "you'll get it"	1
21. Whoever tries nothing has nothing	1
Evaluate **Total**	21

Click on the button "Evaluate" to discover your results.

 Training module exercise: The tree of change

Carefully observe the tree of change below, choose the character that best fits your **current feeling**. Express **why** you chose this character and **what it evokes in you**. The exercise is debriefed in the group during the training course.
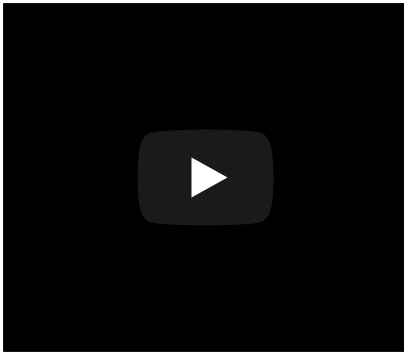
Image from Moutot et Autissier. 2016. _**La boîte à outil du changement**_
(https://www.dunod.com/entreprise-economie/boite-outils-conduite-du-changement-0). Dunod.
192 pages.

Going deeper...
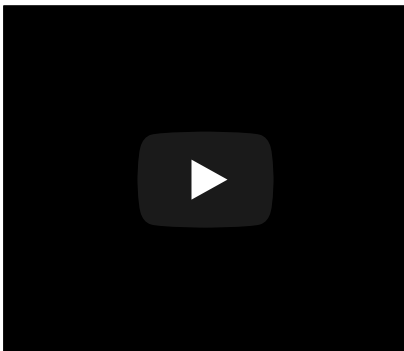
- In a TEDx Talk, Dr. Lara Boyd describes how **our neuroplasticity** gives
  us the power to shape the brain we want (EN).

- Françoise Kourilsky explains **three difficulties facing change** (FR).

- The Career Orientation site offers you **a free career test** (https://www.orientation-carriere.com/test.php) (FR).

Bibliography...

- Françoise Kourilsky. 2014. **_Du désir au plaisir de changer. Le coaching du changement_** (https://www.dunod.com/entreprise-economie/du-desir-au-plaisir-changer-coaching-du-changement). Dunod. (5th édition) (FR).

This reference work puts into question many pre-conceived ideas... With numerous examples, diagrams and references, the author illustrates how, with elegance, pleasure and humour, we can widen the field of possibilities and improve performance. It advocates a systemic approach to change, against solutions from the linear and binary mode of thought, which provoke and reinforce resistance.

This 5th edition focuses on the spiritual dimension of change, the sensitive intelligence, the art of exploiting resistances and the relevance of letting go to achieve the desired result.

This book will fascinate managers and coaches as well as anyone who wants to evolve as well as develop their professional and personal life, with serenity and efficiency.

- Spencer Johnson. 1998. **_Who moved my cheese?_** (https://en.wikipedia.org/wiki/Who_Moved_My_Cheese%3F) Putnam Adult, 32 pages (EN).

"The fear that is allowed to settle is always worse than the reality of things."

NOTES ✏️

2. Types of changes

2.1 Imposed, wanted, needed changes

Self-management is one of the great philosophical questions that man tries to answer all his life. Our reactions to change are sometimes **unexpected** or **surprising**.

Why has this much-awaited change become unbearable?

Why does this insignificant little change for my colleagues seem so insurmountable to me?

All combinations are possible. There are different types of changes:

- forced ones that are experienced in a constructive way,

- those that are wanted that may be disappointing,

- necessary changes that we are unable to make.

Here are some examples:

Imposed	Wanted	Needed
"I'm getting a new contract."	"I passed the certification with determination and now that I have to change roles and go from AST to AD, I do not sleep well at night anymore."	"I do not speak English well enough."
"I have to work with this new colleague."	"I decided to come to Belgium for this new job and now it's a nightmare..."	"I do not master the Excel programme."
"I am forced to use new software or change the procedure..."		"I stagnate in my career and I'm bored... It must change!"

To situate ourselves in relation to the change we are going through, recognising **our ambiguity** can be a way of identifying the **resources needed** to accompany it more easily.

📲 Training module exercise: The nature of change

Identify a recent professional change that you have experienced personally.

🧽 Reset Exercise

Write this change as a question that begins with "How".

Ex: "*How can I overcome this new workload due to sick leave of my main colleague?*"

Is this change already undergone? Is it wanted? Do I need it?

This exercise is debriefed collectively in the training course.

2.2 Changes and transitions (William Bridges)

It is William Bridges, consultant in the field of personal development, who proposes to approach the **distinction between "Change" and "Transition"**.

He considers "change" as a **concrete and objective reality** (e.g. *a change of position or team...*). It's something outside of you. On the other hand, "transition" refers to a **psychological, subjective reality** and applies to the internal adaptations that events imply. It is a natural process that certainly disorients us, but also allows us to **move from one stage to another**.

- Bridges identifies **3 stages** (sometimes difficult) to experience transition:
    1. the **end**: agree to give up an existing situation
    2. the **neutral zone**: undergo a phase marked by uncertainty
    3. the **new beginning**: to find its marks in a new situation
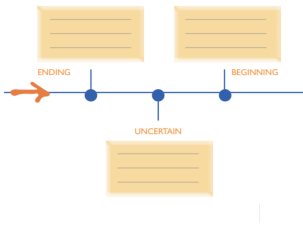
Rites of passage (e.g. *to be hired for an indefinite period*, *to become a team leader*) are all rituals that allow us to close one chapter and open another. The issue treated in this ebook is the transition component. We have the most influence on transition.

A. The end:

The transition begins with an end (what an epitome, right?). This situation is not new. We have seen many examples since we were very young: some will have developed "typical" reactions to change (e.g. *fear*, *anxiety*, *excitement*). Between the end of one phase and the beginning of another there is an important **empty period** and the necessity to mourn (from the previous phase).

Yet, beware, the impact of a transition is **not necessarily proportional** to the importance of change (e.g. "*I have to eliminate lactose in my diet but it paralyzes me in the canteen.*" "*I must change the working language in a meeting and that exhausts me.*").

For the author, each time we are in transition we can ask ourselves **two questions**:

1. "What can we give up at this time?"
2. "What is waiting to emerge from behind the scenes of my life?

For the author, there are **5 aspects** of the natural end process: Check on the internet if these 5 aspects are the ones that Bridges used.

- ✓ **Disengagement**: The awareness of the person of what they have lost as the result of an event.

- ✓ **Dismantling**: The unwinding of the bonds that the person had with the object of the loss and its former identity.

- ✓ **Disidentification**: Breaking the ties with the person who one believes to be in order to be able to move towards a new identity.

- ✓ **Disorientation**: The acceptance that the old world has ceased to exist. We are then willing to see and accept new things. The disenchanted but lucid being turns the page while the disillusioned being relives eternally the same chapter.

- ✓ **La désorientation** : The state of confusion or loss of reference, the moments when one says to oneself: "I do not know where I am"; before finding new landmarks you must cross a state of limbo.

Dustin Hofman in Tootsie: "Michael decides to become a women in order to prove that he can do it all".

B. The neutral zone:

This **area of uncertainty** would be an essential time for the new start.

It is a process of death and rebirth as well as a **source of renewal**. The passage in the **neutral zone** must allow us to question our true desires, with curiosity, detaching from our usual activities. It is an inner retreat necessary for the discovery of ourselves.

Sometimes our **resistance to change** is so strong that it prevents us from realising the change we desire. We may feel depressed, in conflict with others, or in limbo; it is, in fact, that any new start disrupts a well-anchored **security device**. Defensive reactions are an indirect means of perpetuating the old situation.

C. The new start:

This step is not the subject of this ebook because it is no longer part of the **change management process**.

However, remember that before launching any new start, it may be useful to:

✓ **Be realistic** in the face of the change we desire, to measure the **collateral effects** that can possibly be unpleasant.

✓ Take stock of what we had that we will no longer have and become aware of **what we keep**.

✓ Accept and **recognise the signs** that we are going through a time of uncertainty and remember that it is transitory.

🪧 Self-learning exercise: The Thirty-Day Challenge

Watch **this short presentation** (https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days?language=fr) (EN subtitled FR) by Matt Cutt during a TED Talk, where he suggests we **try something new for 30 days**:

Reset Exercise

Then answer the following questions.

What 30-day challenges could you undertake:

- **Professionally?**

    Ex: *"Read an article about your area of work every day for 30 days"*

- **With respect to learning something new?**

    Ex: *"Start learning a new language for 30 days"*

- **Within your network?**

    Ex: *"Talking with a new colleague every day for 30 days"*

- **Physically?**

    Ex: *"Avoid elevators or walk to the office for 30 days"*

- **Related to your hobbies?**

    Ex: *"Experimenting with a new recipe every day for 30 days"*

- **Dietetary?**

Ex: *"Do not drink alcohol or eat sugar for 30 days"*

📥   Link to an other ebook: "Developing your resilience" (http://aim-associes.com/eusa/ebook/resi-en/book.html#chapter00)

Going deeper...

(https://www.ted.com/talks/jim_hemerling_5_ways_to_lead_in_an_era_of_constant_change)

- Who says change
  that adapting your
  burnout. In his TE
 (https://www.ted.c
  he points out 5 imp
  reorganisation stir

(https://wmbridges.com/wp-content/uploads/2016/11/Video5_Processed.mp4?id=4?rel=0)

- William Bridges explains **7 principles of transition management** (https://wmbridges.com/wp-content/uploads/2016/11/Video5_Processed.mp4?id=4?rel=0) (EN).

Bibliography...

- **Paul Watzlawick**. 2003. _**The art of change Strategic therapy and hypnotherapy without trance.**_ (https://www.amazon.com/Art-Change-Strategic-Hypnotherapy-BEHAVIORAL/dp/1555424996). Jossey-Bass. 164 pages (EN).
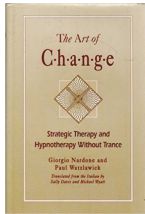
The School of Palo Alto, especially around Grégory Bateson and Paul Watzlawick, is today at the origin of a revival of psychology with systemic thinking, strategic therapies and, in the course of Milton Erickson, the "new hypnosis".

The Art of Change combines knowledge of the systemic approach and interpersonal relationships with innovation and the strategic solution of anxiety, phobia and obsessional problems.

"I believe," says Paul Watzlawick, "that this book is of fundamental importance to all professionals in systemic and Ericksonian psychotherapy, but also to all who are concerned with the understanding and resolution of human problems because the strategies we describe can be applied not only to psychotherapies, but also and more generally to interpersonal situations that are not part of the clinic."

- **Paul Watzlawick**. 1993. _**The Situation Is Hopeless But Not Serious (The Pursuit of Unhappiness)**_ (https://www.amazon.com/Situation-Hopeless-Serious-Pursuit-Unhappiness/dp/0393310213). W. W. Norton & Company (EN).
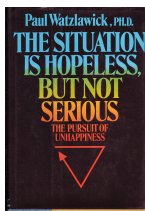
"An idea, as long as one clings to it with sufficient conviction, that one caresses and cradles it with care, will eventually produce its own reality."

Paul Watzlawick (1993:54).

NOTES 🖊

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3. Change and emotion

Why do we refuse change?

3.1 Resistance to change

The expression "**resistance to change**" is widespread. It is actually a shortcut that does not fully reflect the complexity of change management and a change management process. It is useful to analyze more deeply **what is putting us off** in the upcoming change because the **causes of the resistances** can be very varied. Is it fear? the lack of energy? insufficient knowledge? blindness?

The sentences we use when faced with change:
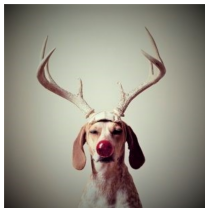
- I will not be able to…
- I do not understand what is expected of me
- I never did that
- I'm asked to botch my job
- My idea was not implemented
- They do not tell us everything

Thus, we can sometimes have a lot of **trouble giving up** what we are used to and have experienced as pleasant or comfortable. Change may be perceived as having to **step out of one's comfort zone**.

3.2 The stages of grief

Elisabeth Kübler-Ross, is a Swiss-American psychiatrist and pioneer of the **palliative care** approach for people at the end of life. She is known for her theory of the **different emotional stages** through which a person goes when faced with their impending death but also for the stages that **their loved ones** go through when dying. This grieving process also applies to **changes in our private and professional life**.

According to Elisabeth Kübler-Ross (1969), after a change, one observes "**Five Stages of Grief**". Kübler-Ross initially applied these steps to any form of significant loss (e.g. *employment, income, freedom*).
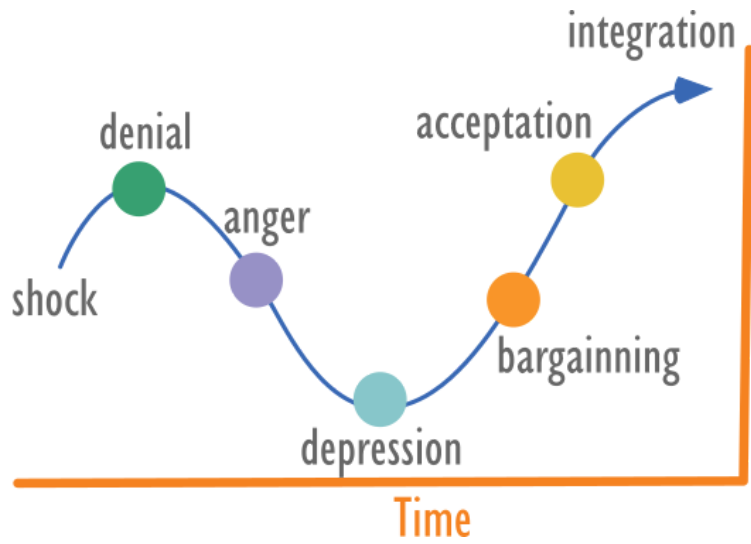
Kübler-Ross also emphasised that these steps are not necessarily experienced in the order listed below. The five steps will not necessarily be experienced by everyone. However, every actor of change will experience at least two of them.

1. **Denial**

    Example: "*It's not possible; they must have been wrong.*"

2. **Anger**

    Example: "*Why me and not someone else? It is not fair!*"

3. **Depression**

    Example: "*I'm so sad. Why worry about anything?*", "*I'm going to die ... so what?*"

4. **Bargaining**

    Example: "*Let me live to see my kids graduate.*", "*I'll do what you want. Just let me live a few more years.* "

5. **Acceptation**

    Example: "*Now, I'm ready, I'm waiting for my last breath with serenity.*"

📲 Training module exercise: Change emotional state

🧽 Reset Exercise

Remember a profesionnal change that was recently **imposed upon you**, notice the different emotions.

Write down what were the different difficult state were you got "stuck".

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Notice how you concretely did to leave this emotional state and to regain serenity.

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3.2 Immunity to change

WHAT PREVENTS ME FROM CHANGING?

Kegan and Lahey, in their book "**Immunity to change**", analyze the reasons for our profound difficulties to change, even when absolutely necessary (e.g. health issues). They invite us to ask ourselves the question: "**What would I lose if I had to change?**".

Self-learning exercise: Conflicting issues

Reset Exercise

This exercise helps you to identify your **conflicting issues**.

In the first box, identify personal goals that you consider important and hard to reach.

Your goal: What is the most important thing you need to improve or change to move towards your goal?

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Be sure to formulate this goal **positively**. Avoid "*I want to be less stressed.*" Say instead "*I want to be relaxed.*"

In the second box, list everything you do (or do not do) that **goes against your goal**. State guidelines for specific, observable behaviours. Avoid listing why you engage in these counterproductive behaviours. List only those behaviors that are detrimental to your purpose.

Your actions: Identify your counterproductive behaviors. What do you do or do not do that prevents you from achieving your goal.

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Example:

- *I re-read all that I write at least twice.*
- *I do not set a designated time limit for a job. I work on it until I am finished.*

You may feel inclined **to attack** this list of behaviours, but without further exploration, it will be very difficult to change them.

In the third box, identify your conflicting issues. Your fears stated should direct you to these. This issue may be quite new to you. Contrary to the purpose of the first box, which is the kind of commitment known to you, a conflicting issue is a kind of competing engagement that "holds you" without you necessarily being aware of it.

Your conflicting issues: Imagine what it would be like to do exactly the opposite of the behaviours you listed. What do you think would happen? What would be your fears?

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Under this list of fears, write what you think is your competing commitment. You could have more than one.

Criteria:

- This commitment should make you feel uncomfortable. In other words, it is not something you would like to announce in the open.
- It should be clear that this commitment is self-protective.
- This should show how much your conflicting issues make sense.

Once you're done, you can imagine two arrows that connect fears and competing commitments. These arrows represent the "contradictory issues" that cancel each other out, stall you and "immunize you against change" (Example: "*Not rereading something scares me because I lose control.*", "*To make me finish a task in an hour bothers me because it means I should move on to another task.*", "*I was not aware that staying in control was so important to me.* "*I was not aware that stopping a task and moving on to another was so difficult for me.*" etc.).

In the fourth box, identify the major hypothesis underlying your conflicting issue. Your big guess is a kind of rule or prediction about what will happen if you act in certain ways. To identify it, take your contradictory stake, reverse it and replace the words "*I commit to...*" by "*I guess if...*". Then add a "*then ...*" and complete the sentence.

My hypothesis on my contradictory issues:

Example: *I suppose if I lost control then I would feel vulnerable.*

The last step of the exercise is to determine the best way forward, that is, how to take steps to change in your life.

Example: *How could I accept my vulnerability? How could I protect myself?*

This is the basic process - limiting to the basic goal (Step 1) and behaviours that go against this goal (Step 2) is not enough to analyze resistance to change. It is desirable to go further by identifying the contradictory issue and the big hypothesis. Carrying out this process to the end will facilitate change.

📖 Link to an other ebook: "Developing your resilience" (http://aim-associes.com/eusa/ebook/resi-en/book.html#chapter06)

Going deeper...
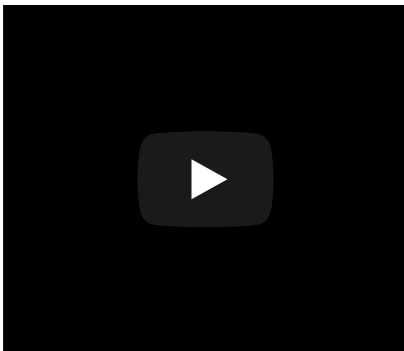
- In **this video** (http://www.bruno-jarrosson.com/emotion-et-changement/) and on his website, **Bruno Jarrosson** guides you on how to accept a "**negative change**" (FR).

"*Emotion intervenes in change, especially negative change. That can arouse anger and sadness: primary emotions. We must know how to take emotion into account and manage it over time.*"

Jarrosson Bruno

Renata Salecl *at* TEDGlobal 2013

Notre obsession malsaine avec le choix

(https://www.ted.com/talks/renata_salecl_our_unhealthy_obsession_with_choice/transcript?
language=fr&MixPanelId=15c1e00fc410-03f0b3f64-64220f54-100000-15c1e00fc430)

- Renata Salecl tal
  (https://www.ted
  language=fr&Mix
  (EN).

  "*People often as
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  others, or the ch
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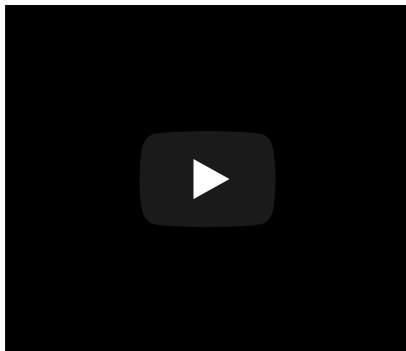
- The following clip is excerpted from the show "Oh My God" written,
  directed and produced by Louis CK, recorded during a performance in
  Phoenix, Arizona, in February 2013. He talks about our **changes in
  values and behaviours**... (EN).

- **But how to change?** (https://www.scienceshumaines.com/comment-
  changer_fr_23786.html) (FR).

"*Whether it's dieting, quitting, running a marathon, writing a
dissertation or carrying out a major project, personal change
techniques need to be put in place.*"

Bibliography...

- **Susan David**. 2017. *Emotional Agility* (https://www.amazon.com/Emotional-Agility-Unstuck-Embrace-Change/dp/1592409490). Avery. 288 pages (EN).

Discover your ability to welcome your emotions and transform them, to live better.

Every day we brew hundreds of thoughts, emotions, beliefs and experiences. What are we really doing? Are they profitable for us? While positive thinking and avoidance, often advocated, obscure these thoughts and emotions, emotional agility is the ability to understand our emotional states, especially the most negative ones, to take advantage of them and move forward.

For example: being stressed => feeling this stress => accepting it => detaching from it and then acting to overcome it, in accordance with our values and objectives. This emotional agility creates our adaptability, strengthens our ability to change and leads us to achieve our goals.
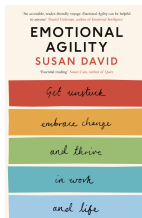
Emotional agility is the alternative to the model of positive thinking. Didactically sound and accessible, this book includes 4 parts with numerous steps to learn to move from a state of blocking emotions to an ultimate stage of personal fulfilment.

The point of view of the author is completely new: Susan David fiercely opposes positive thinking: erasing, hiding our negative emotions, disguising them in positive thoughts is a big mistake, because they are the signal of an important feeling, a strong basis on which to work on in order to advance oneself and succeed in life. Thus, feeling anger is the signal that a situation is close enough to us not to deny this emotion, to accept it, to transform it into action and to go beyond it.

Our path to greater well-being and fulfilment is not straight. Those who are emotionally agile manage to take the turns and overcome the many detours that life has in store for them.

- **Moutot et Autissier**. 2016. _The toolbox of change_ (https://www.dunod.com/entreprise-economie/boite-outils-conduite-du-changement-0). Dunod. 192 pages (FR).

Every business leader needs models and tools to analyze, organise, implement change within the structure for which they are responsible. This book proposes 50 operational tools, grouped in 8 files, which are essential for any professional wishing to lead the change. For each tool, there are explanatory models, grids for their production and examples.

NOTES ✏

1. INTRODUCTION

2. TYPES OF CHANGES

3. CHANGE AND EMOTION

4. RESPONDING TO CHANGE

5. ORGANISATIONAL CHANGE

4. Responding to change

In this chapter, we will tackle the following thematics and illustrate them with practical tools to face change:
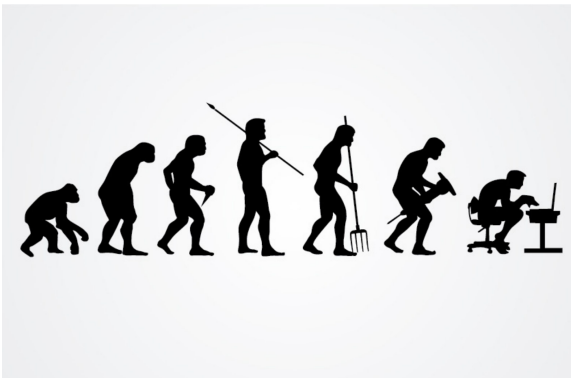
4.1 Adaptation strategies

One way to measure resilience is to observe **typical patterns** of responding to a stressful situation. Let us understand the term "stressful" by the **discrepancy between the stimulation of a situation and the resources that the individual perceives to have**.

Lazarus & Folkman's "Ways of Coping" Check List (WCC) is a questionnaire that explores the **adjustment strategies** we put in place to respond to these stressful situations. The authors point out that this is not a personality trait (where we would always react in the same way) but rather **a process**.

They distinguish between problem-centered and emotionally-focused strategies. These strategies can be both an activity and a thought process.

The strategy centered on the problem	The strategy focused on emotion
All efforts undertaken to confront the situation	All the attempts made to control the emotional tension induced by the situation
• information search • search for means of action • action plans research • effective actions	• avoidance • positive reassessment • emotional expression • self-accusation

Other authors have refined this classification by subdividing it. Here is the classification according to **Steptoe (1991)**:

|	The reaction centered on the problem		The reaction centered on emotion	
	Confronting mode	*Detachment mode*	*Confronting mode*	*Detachment mode*
Comportementally	- controling temptative - problem solving - information search - direct confrontation	- avoidance - escape - passive reaction	- seeking social support - looking for information	- move - distraction - avoidance of information
Cognitively	- redefinition of the situation - positive re-interpretation	- idealisation of the situation - self-accusation	expression of emotions	- inhibition of emotions - repression - refusal

Self-learning exercise: The behaviour scale

Link to an other ebook: "Developing your resilience" (http://aim-associes.com/eusa/ebook/resi-en/book.html#chapter02)

Reset Exercise

Pick a profesionnal change that you were confronted to.

In the column "my evaluation", describe the behavioural stage you went through.
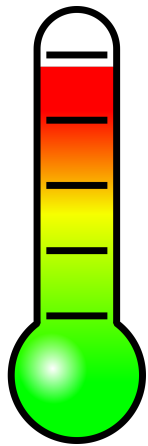
	Behaviour	My evaluation
Ignore	To not be aware of the issue	
Deny	Refuse to see reality	
Accuse	Attack, denunciate	
Justify	Draw in one's inner ressource to not take responsability	
Take responsability	Accept one part of the responsability to what is happening	
Compensate	Remedy in a temporary manner to the issue	
Analyse	Identify the causes and consequences	
Imagine	Invent solutions	

Overall, spot on the scale of behaviours (*) where you localize your self. What are the behaviours that you apply, and thus the path that you still have to travel to reach a **positive behaviour**.

In order to work on a difficulty, and to, maybe, grasp change differently, why not stop **blaming the others**? Why not start to take responsability for ones actions, recognitize that we are part of the things happening to us. Why not?

(Exercise designed by "Cabinet Galaxie Conseil")*

4.2 Type 1 and type 2 changes

There are a number of possible alternatives to a **situation that is feared** and which, in our opinion, must change.

One of them is obviously to **solve the problem**, which most people do when they have a possible solution to implement. This is called a **Type 1 change**.

...But what we would like to change does not always have a possible or ideal solution.

What will be considered then is no longer to solve the problem but to **change our perception of the problem**. We then talk about a type 2 change. In this case, we will also talk about "**cognitive restructuring**", that is, I do not change the reality, but I will change the meaning / **interpretation that I give to the problem** or issue.

Example:

"*I discover that my new colleague is not very collaborative and tends not to share information with me. Rather than trying to change my colleague's attitude by explaining what I expect from our work, I calmly continue my way of doing things and tell myself that this experience will teach me how to handle difficult people.*"

Fisch, Watzlawick et Weakland prennent également un exemple parlant, celui du **rêve**: en proie à un cauchemar, le rêveur a la possibilité de faire différentes choses: courir, se cacher, hurler, sauter d'une falaise. Mais aucun changement issu de ce rêve ne changera et ne mettra fin au cauchemar. La seule possibilité de changer ce cauchemar est simplement de se réveiller: de passer de **l'état du rêve** à l'**état d'éveil**. C'est là seulement un **changement complet**.

🏋 Training module exercise: Les changements de type 1 et de type 2

Participants identify a type 1 and a type 2 change. This exercise is debriefed during the training course.

📖 Link to an other ebook: "Day-to-day negotiation" - 4.2 Self-knowledge and negotiation (http://aim-associes.com/eusa/ebook/nego-en/book.html#chapter04)

📖 Link to an other ebook: "Developing your resilience" - 4. Tools for mental balance (http://aim-associes.com/eusa/ebook/resi-en/book.html#chapter04)

4.3 The minimal change

Often when we want to change something in our professional life, we assume that it will require a **lot of energy or time**.

The approach proposed here encourages the concept of *minimal change*, which, through a butterfly effect or a **virtuous circle**, will trigger a series of small improvements that will result in a decisive change.

Example

"I feel overwelmed in my profesionnal life. Deciding to come half an hour earlier for a month, I arrive before my colleagues and I have some times to plan, organise, order the things that are important to me."

4.4 Establish Habits (Signal-Routine-Reward) (Charles Duhigg)

According to the author of the "**Power of Habit**", Charles Duhigg, habits are choices and actions that we reproduce unconsciously, without thinking about them. The human brain is programmed to save energy. Shaping habits allows it to work less.

Almost 40% of what we do on a daily basis are habits; which is partly a good thing because it allows you to devote our energy to more interesting tasks.
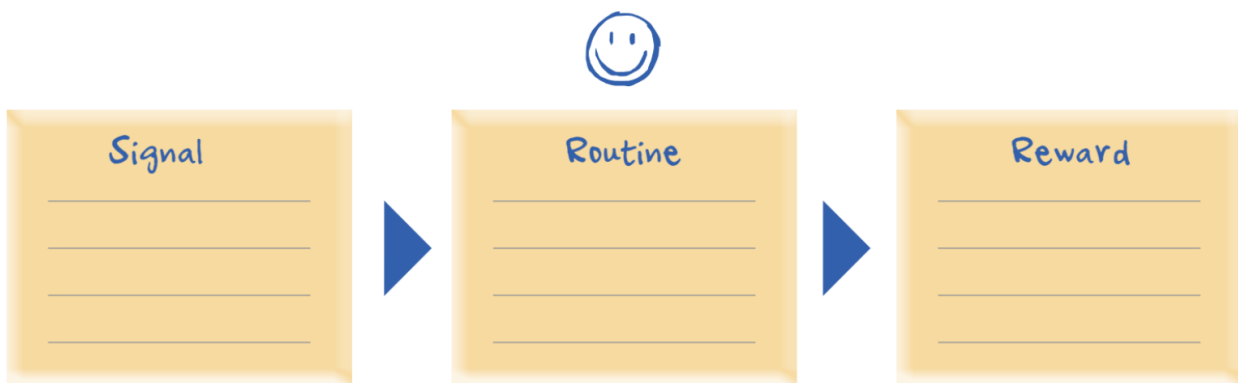
Each habit follows a neurological loop divided into three parts: a signal, a routine and a reward.

1. **The signal**: the least stimulus perceived by your brain can activate a routine (e.g. *place, time, emotional state, people, behaviour*).

   Ex: *I'm upset. I'm bored. I need to move.*

2. **La routine**: is the action triggered in **response to the signal**. It can be physical, mental or emotional.

   Ex: *I nibble chocolate cookies. I go on social networks. I'm going to smoke a cigarette.*

3. **La récompense** : which **reinforces the link** between the signal and the routine. If it finds satisfaction, your brain will keep it and assimilate it for the future. The formation of our habits is therefore an answer that your brain has found in response to the demands of your environment.

   Ex: *I'm happy. I am doing something for my mind. I'm outdoors.*

   Ex: *I'm upset + I'm going for a jog + I'm having fun.*

There are "harmful" routines and others that are quite positive.

	Example of negative routine	Example of positive routine
Signal	I pass by the door of my home after work	I pass by the door of my house
Routine	I collapse in front of the television	My running shoes are there prominently at the entrance, I put them on and go for a walk for an hour
Reward	I empty my head	I empty my head

Training module exercise: The power of habits

Identify your signal, your routine and your reward.

Reset Exercise

Identify your signal, routine and reward in a **positive routine**.

Signal	Routine	Reward

Identify your signal, routine and reward in a **negative routine**.

Signal	Routine	Reward

Link to an other ebook: "Personal effectiveness" - 1. Self-Management (http://aim-associes.com/eusa/ebook/peff-en/book.html#chapter01)

4.5 Motivation as a key to change

For Daniel Pink, **autonomy** is the first element of motivation, the ability for everyone to be autonomous in their activities, in relation to:

- time

- the choice of our teammates

- the techniques

In other words, "what do I do, who do I do it with, when and how?" Thus, the setting of **personal goals** can only be personal, in a clarified This is the translation, but sounds strange. Maybe well-defined?) framework with the organisation. The **objectives imposed** will not allow to develop the autonomy and will be **counterproductive** for the implication and the long-term results. For the author, autonomy means making choices in the **sense of interdependence**.

To illustrate his point, he gives us the example of companies that have put in place actions to **develop the autonomy of professionals**, for example those who use the ROWE (*Results Only Work Environment*) management concept, in which employees **do not have fixed schedules**, they go to the office when they wish, do not necessarily need to go there, the important thing is that the work is done: it's up to them how, when, where and under what conditions. In this context, employees are **considered partners and not resources**.

Mastery, i.e. becoming better in an important area for oneself, comes from the involvement that everyone can have in their work. A motivating work environment will therefore offer **tasks that are sufficiently complex** for the difficulties we encounter **in proportion to our abilities**. It is a question of aiming for the "flow", this notion highlighted by **Mihaly Csikszentmihaly**, allowing to live, in its activity, the present moment **with intensity**.

Three elements at the heart of mastery:

1. **clear objectives**
2. tasks requiring an **investment** to match our skills
3. **quick feedback** indicating the path of progress

For the author: "the progress that is made in a given field is a great source of renewable energy". Yet, mastering an activity requires **perseverance** and a **long-term orientation**. These two qualities are not always put forward by the management methods.

The finality is the meaning that we can give to our action, the implication in **a goal that exceeds our own condition**, the inscription in a realisation greater than ourselves according to the words of Daniel Pink. This search for meaning leads us to want to carry out **an activity in accordance with our values** and whose effect on others will be **measurable**.

Going deeper...

- Professor **Robert Kegan** highlights an investigation into the gap between **a person's intention** to change and **what that person actually does** (EN).
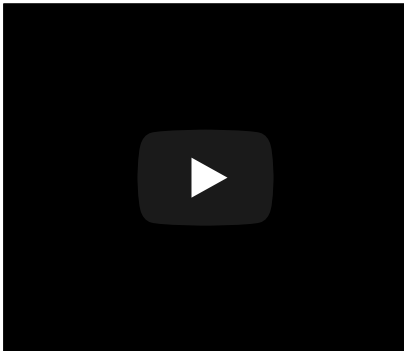
He remembers a situation in which cardiologists advise their patients to take their medications as prescribed or to die literally. The results of the research shows that only 1 in 7 patients take their medications. The other 6 have the same desire to stay alive, risk death and yet do not follow the prescriptions of their doctor. He insists on the need to think about what happens between a person's genuine intention and what it is really capable of provoking. What is this gap, this "immunity to change," and how can it be solved?

(https://references.lesoir.be/article/millenials-vont-tout-changer-/)

- Each generation would have its own way of dealing with change. **How will the Millenials change the world?** (https://references.lesoir.be/article/millenials-vont-tout-changer-/) (FR).

Matt Cutts *at* TED2011
Essayez quelque chose de nouveau pendant 30 jours

(https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days?language=fr)

- Why not set up something new for 3 have on your life? **Matt Cutts expla** (https://www.ted.com/talks/matt_cu language=fr) (EN).

(https://www.wikihow.com/Change-Behavior)

- Some simple tips for **changing behaviour** (https://www.wikihow.com/Change-Behavior) (EN).

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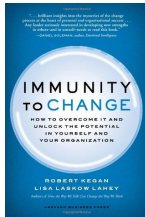
- **Robert Kegan et Lisa Laskow Lahey**. 2009. *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization* (https://www.amazon.com/Immunity-Change-Potential-Organization-Leadership/dp/1422117367). Leadership for the Common Good. Harvard Business Review Press. 340 pages (EN).

- **Charles Duhigg**. 2013. *The Power of Habit: Why We Do What We Do in Life and Business* (https://www.amazon.com/Power-Habit-What-Life-Business/dp/081298160X). Random House Trade Paperbacks. 371 pages (EN).

Lisa suffered from bulimia, alcoholism, smoking and severe debt. One day everything changed. By modifying a piece of the puzzle of her existence, she has left the vicious circle of her toxic habits.

The habit is the autopilot of our brain. This is how Eugene Pauly, the most famous amnesiac of the twentieth century, found his way home.

The habit. How did Michael Phelps, an Olympic multi-medalist, overcome the stress of competition? By repeating tirelessly, the same gestures, until the signal emitted by his brain becomes automatic. This is the "loop of habit".

Our life is made of loops, of these "key habits" which govern our conduct without our knowledge. It is enough to modify an element to create a new loop: a virtuous circle. How did Starbucks, Seattle's small business, become a juggernaut generating more than $10 million in annual revenue? By changing a management habit.

This is the difference between failure and success, happiness and misfortune. By changing keys, you open unsuspected doors.
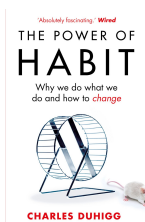
- **William Bridges**. 2014. _Transitions: Making Sense of Life's Changes._
  (https://www.amazon.com/Transitions-Making-Changes-Revised-
  Anniversary/dp/073820904X). Da Capo Lifelong Books.
  194 pages (EN).
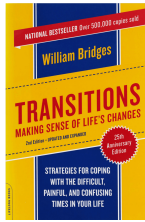
Released for the first time in 1980, Transitions is the first book to explore in detail the mechanisms of adaptation to change. A classic of the DP, he is one of the 50 best books in the world in this category. Faced with the inevitable changes in existence, the book accompanies the reader step by step in the process of reorientation.

Every process of transition follows three phases: - the profound recognition of an end - the neutral zone: time of reorientation, often difficult to experience, it is a critical time to experience, a necessary step – a renewal or new beginning.

- **Pink**. 2011. _Drive: The Surprising Truth About What Motivates Us_
  (https://www.amazon.fr/Drive-Surprising-Truth-About-
  Motivates/dp/1594484805). Riverhead Books. 288 pages (FR).
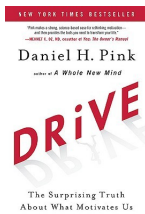
What really motivates us? When are we the most successful and fulfilled? Since the nineteenth century, Taylorism and the "scientific" organisation of work have made the principle of motivation of?? the reward / reward paradigm. With humour and scientific studies, Daniel Pink explains why this model is outdated. The secret of performance is the profoundly human need to learn, create and continually improve. Through concrete examples borrowed from the world of business, he deciphers the three key elements of motivation: autonomy, the desire to be good in what we do and the need to make sense of one's life. The carrot and the stick, it's old hat!

Filmography...

- ***Into the wild*** (https://en.wikipedia.org/wiki/Into_the_Wild), Sean Penn, 2007.

Christopher McCandless is a brilliant American student who has just graduated and is committed to a great future. Rejecting the principles of modern society, he decides to go on the road without telling his family. He burns his papers and drives to the south of the United States. He renounces the American dream to change his life.

- ***The best exotic Marigold hotel*** (https://fr.wikipedia.org/wiki/Indian_Palace), John Madden, 2011.

Seven retired persons leave Britain to live in a small town in India, tempted by the appeal of the Marigold Hotel, an enchanting palace. However, on arrival, it turns out to be outdated and devoid of the luxury advertised. Everyone will face this change with a variety of resources.

NOTES 🖊

1. INTRODUCTION

2. TYPES OF CHANGES

3. CHANGE AND EMOTION

4. RESPONDING TO CHANGE

5. ORGANISATIONAL CHANGE

5. Organisational change

Do you have to pilot or participate in the implementation of a change in your team, your unit, your department or your DG? If so, this chapter is for you. It will give you some indications and elements not to neglect.

For some time, there has been a lot of interest in the concept of the **Learning Organisation** (LO). What do we mean by that? The LO develops a permanent **capacity for adaptation**. Indeed, ensuring **adaptability** and change are crucial to the **sustainability** of the organisatio

According to **Peter Senje**, here are the characteristics of the LO:

1. There is a **common vision** shared by all.
2. People leave aside their **old intellectual patterns** and the mechanisms they usually apply to solve their problems or do their work.
3. Organisational members consider all processes, activities, functions and interactions with the environment as part of a **system of interrelationships**.
4. People communicate **frankly** (across vertical and horizontal boundaries) without fear of criticism or punishment.
5. People transcend their **personal interests** and the **fragmentary interests** of the department to work together to achieve their shared vision.
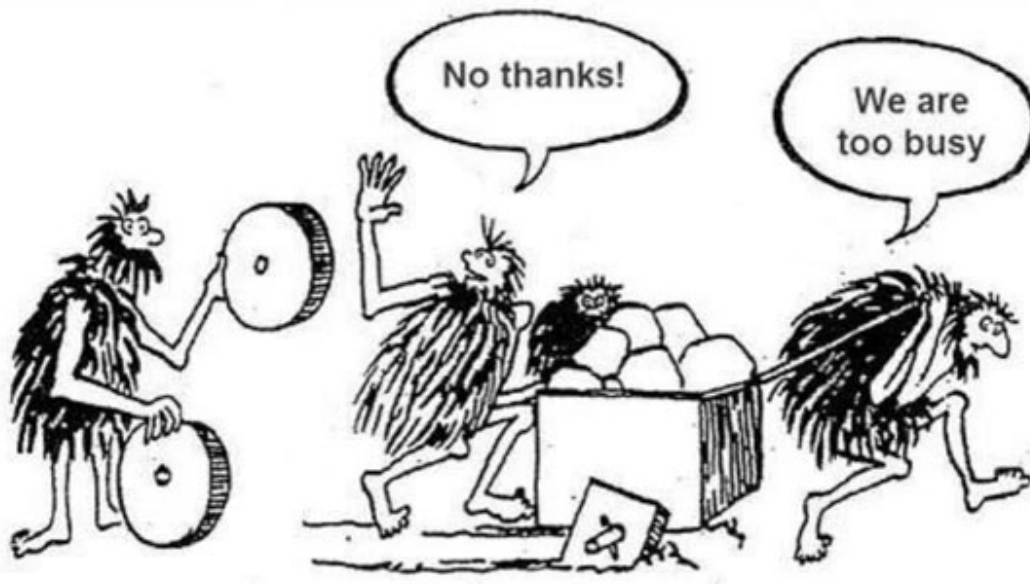
5.1 Organisational change according to Lewin and Kotter

It is Kurt Lewin who is one of the first to have addressed the issue of **organisational change**. He makes a distinction among **three phases** necessary to obtain the desired results:

Phase 1: Dismantling of reality	Phase 2 : Move	Phase 3 : Reconstruction of a new reality/identity
THAW DEMONSTRATION	**MODELISATION** ASSISTANCE	**FREEZEBACK** ENHANCEMENT
Awareness, abandonment of old beliefs, change of logic, overcoming blockages, new principles of action	*Action, learning, training, practice, feedback, listening, observation, support*	*Measurement, evaluation, communication, presentation, recognition, celebration*

It will therefore be necessary to accompany the organisational change and, of course, the individuals who are implied in this change. J. Kotter, Harvard professor proposes a programme in **8 stages**:

1. *Create a sense of urgency:* To ensure sufficient mobilisation, it is essential that everyone feels that the **status quo is unacceptable**. Otherwise, as soon as the first obstacles arise, many will quickly find excellent reasons not to make any efforts. It is therefore necessary to

create a **sense of urgency**. For example, creating a crisis, setting goals to be achieved with traditional methods, or encouraging employees to meet with unsatisfied customers.

2. *Form a coalition:* No leader, no matter how brilliant, brings together the resources needed to bring about change. It is therefore necessary to **form a coalition** with other people, which brings together all the necessary talents: power, expertise, leadership, credibility.

3. *Develop a vision:* In order to mobilise men and women in change, the leader must define a vision - a **description of the intended future** - that is ambitious, but realistic, accurate and flexible. This vision motivates everyone to provide the necessary effort, replaces hundreds of detailed orders by setting the course to follow and **coordinates the actions** of all.

4. *Communicating the vision:* In order to produce its effects, the vision **must be shared** by the entire organisation. The leader must therefore make significant efforts of communication and dialogue to **capture the attention** of employees, drowned in a mass of internal communication. In particular, it must take advantage of **all available channels**: large meetings, small committees, newsletters, memos, informal discussions, etc.

5. *Rempve obstacles to change:* The leader must take care to remove the most important obstacles so that the operational teams can carry out the work of change. He may have to **change the structure**, if it is an obstacle to change, or **management systems**, such as compensation methods. In addition, he must not hesitate to **face the few hostile to change**.

6. *Demonstrate short-term results:* In order to maintain the long term mobilisation of everyone on change, it is essential to focus on achieving **visible intermediate results**. A delay of **six to ten months** is a maximum to display first tangible results.

7. *Build on early results to accelerate change:* The first results often show that other **unforeseen developments are needed**. It is essential to undertake the corresponding efforts to maintain the dynamics of change. For this, the leader does not hesitate to accelerate the movement by **launching new projects** at a steady pace.

8. *Anchor new practices in the corporate culture:* In order to make a lasting change, we need to **anchor** new practices in the corporate culture. Yet, this evolution **can only be done at the end of the change programme**; new values can only be established if they are based on **new ways of doing things** with proven success.

5.2 The factors of organisational change

La grid of **Crozier et Friedberg** allow to visualise the aim, stake, benefits, constraints and strategies of each stakeholder. Here are the possible factors of organisational changes:

External pressure	Internal pressure

External pressure	Internal pressure
Globalisation, competition, technological advances and political agreements, financial restructuring are all elements that require administrations to change. Change is a response of a system to a new constraint or a new demand from the outside world	New appointments, managerial convictions, mobility, retirements...

The rupture, the crisis	Stakeholders
Brexit, a new political agreement, an accident, an incident are all destabilisations of the system that involve a different functioning that will often involve an awareness or a new perception of the environment.	A change is never an isolated phenomenon; it is part of something larger. To succeed in a collective change one must take into account the actors of the system, the relations and the stakes of power. A complex system works with a set of formal and informal relations whose sources of power are many and different: the level of information, the mastery of means and skills, the stakes. Stakeholders sometimes have no interest in seeing areas of uncertainty or "gray areas" clarified, hence there is some resistance to change sometimes.

Self-learning exercise: Motivate a change

Reset Exercise

You need to **manage a change**, work on your way to present it.

From an organisational point of view it is interesting to **question the nature of the resistance** to change.

1. Take back the change you want to put in place and pass it through **the filter of six visions of resistance** to change.
2. Anticipate and **prepare the possible reactions** and the answers you could provide. You must lead a change process, find your way of presenting change.

For this, take into account the reactions of the "reaction" column and **fill the right column boxes**.

Six visions of resistance to change			
Vision	**Explanation**	**Reaction**	**Action**
Moral	Change is a necessity to adapt to evolution of the environement. Resisting to change is not a good thing.	"Do and undo! This is all for nothing and we are losing time"	
Strategic	This change modifies uncertainty zones, so the power on stakeholders. Resisting to change allows to defend your power.	"I don't see how to make us fill these time-sheet will improve our efficiency at work!"	
Economic	The change is a motor for the economy and market, based on innovation. Resisting to change allows to avoid innovation and its consequences of competitive position of the organisation.	"We are not even certain that this innovation won't be outdated next year!"	
Historic	Change represent a loss regarding a previous situation. Resisting to change allows to maintain states of the previous period.	"We were doing well with this softawer, why should we change it all?"	

Six visions of resistance to change			
Psychic	Change represent a over-consumption of nerveous and mental energy. Resisting to change allows to save one psychic energy.	"Today I take minutes to do things that I was doing in , what is the point?"	
Systemic	Change is an input that is threatening to a given system. Resisting to change allows to preserve this current state (homeostasis).	"Now that you made us share the data with other unit, we lost control on everything..."	

Inspired from **Arnaud Tonnelé**. (2011). ***65 tools to support individual and collective change.*** (https://www.amazon.fr/outils-accompagner-changement-individuel-collectif/dp/2212548435)Broché. Editions d'Organisation. 380 pages. (FR)

5.3 The allies table

An other manner to support a difficult change is to evaluate **were are your allies**.

The following table allows to objectify **were to place the stakeholders**:

	For	Against
Not against	**Allies**: they have a lot to win in this change and little to lose.	**Torn**: they have as much to lose than to win.

	For	Against
Not for	**Indifferent**: They have nothing either to lose or to win.	**Opponent**: they think they have a lot to lose (e.g. *time, money, comfort, prestige*).

Tonnélé (2011) propose to classify the different profile of stakeholders according to two axes: their **capacity to autonomy** and critical thinking on one hand, and their **degree of cooperation** on the other hand.
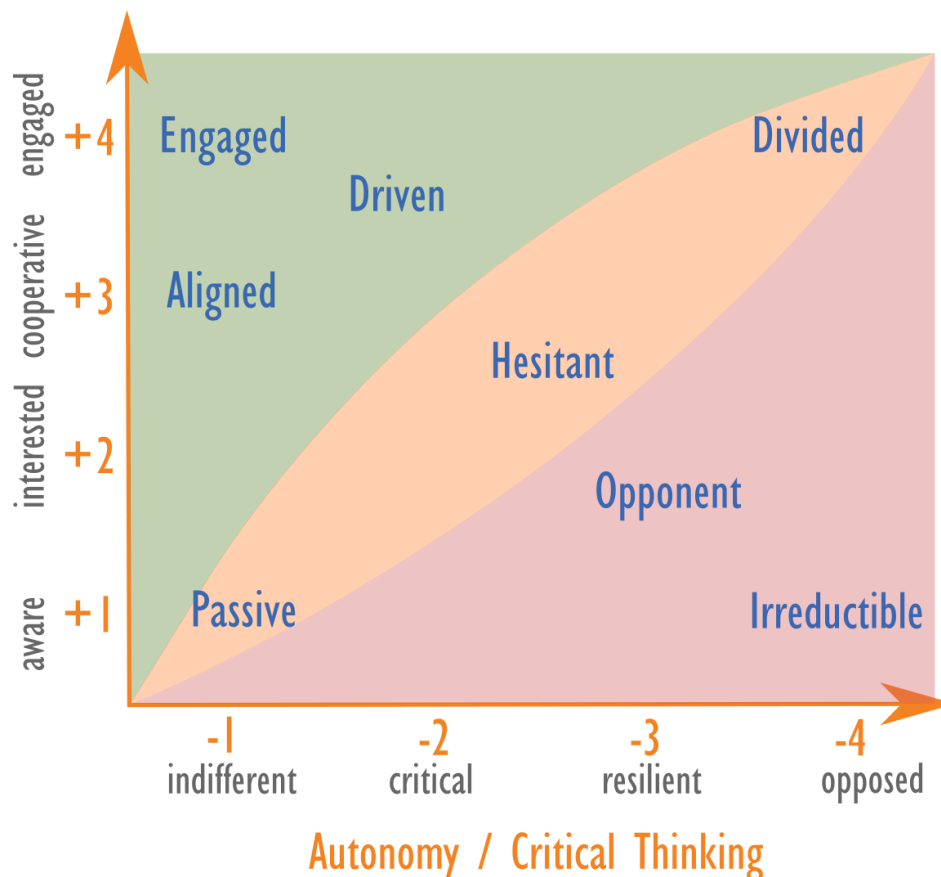
The map here before gathers three big categories of profiles: **dynamics**, **wait-and-see** and **refractory**.

1. **Dynamics:** these three profile represent **10 to 20%** of the population.
    - **Engaged**: he marries the cause and supports it whatever it costs. Very hard and dangerous because it does not prevent you from difficulties.
    - **Driven**: he supports while being critical... ideal.
    - **Aligned**: he acts and cooperates without questioning himself.
2. **Wait-and-see**: these three profiles regroup **60 to 80%**, it means the majority, of the population.
   - **Divided**: he loves as much as he hates..
    - **Hesitant**: he still hesitates and can change.
    - **Passive**: neither for nor against, he does not invest energy and does the minimum. Exhausting because to carry at arm's length.
3. **Refractory**: these two profiles represent **10 to 20%** of the population.
    - **Opponent**: he seeks the balance of power and yields only in the face of a stronger power.
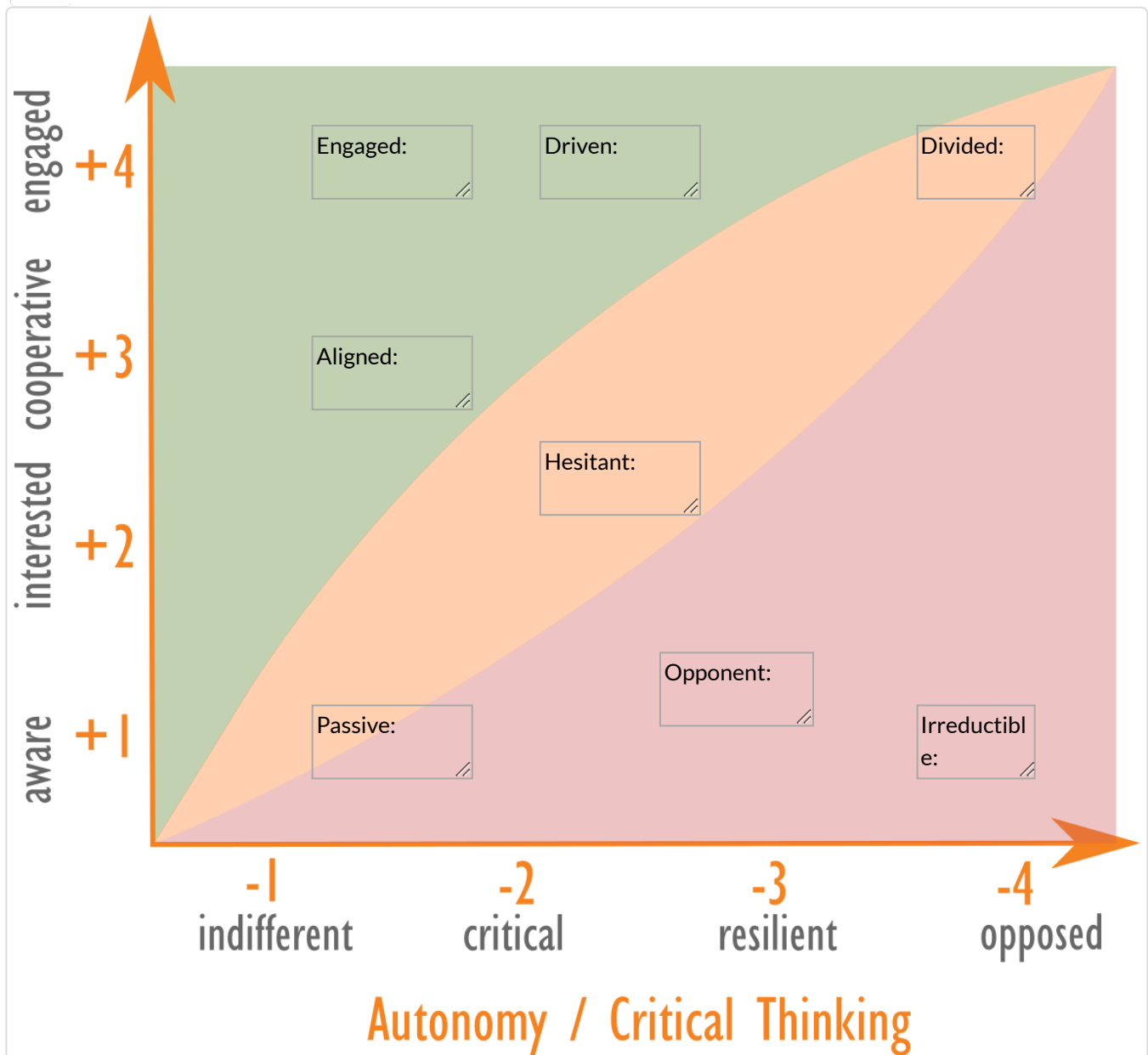
- **Irreductible**: he prefers to break than to bend.
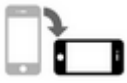
Regarding a change at work, who are your allies?

Make the inventory of the stakeholder and **their position regarding the ongoing change.**

✎ Reset Exercise

...If you find that there are too few allies "declared", then you must raise some.

- It is possible and acceptable that our allies do not agree 100% with us.
- Giving more time to allies than to opponents is not intuitive but more useful. It means associating them with the work, giving them responsibilities, information, showing them that synergy pays off.

5.4 The stages of a change

"I want you to find a bold and innovative way to do everything exactly the same way it's been done for 25 years."

For a change to be accompanied as best as possible it will be important to carry out a series of actions. Sometimes overwhelmed by the energy needed to implement the change, we could forget the **few necessary steps**:

✓ **The purpose**: Why does this desire for change exist? In what context does this fit? What is the meaning of this change? Is the desire for change shared?

✓ **The objectives**: What justifies the change? What analysis was done? What is the coherence of change and what will be its impacts? What will be the milestones and outcome indicators?

✓ **The actors**: Have all the actors been considered? What are their needs, issues, assets, strategies and objectives? (See Crozier's grid above). How can we involve them and what level of trust do we have?

✓ **The strategy**: Are we in a hurry? What kind of change do we have? What will be the levers?

✓ **The action**: Is the communication plan in place? Have training and awareness-raising actions been anticipated? Who are the managers involved, are they sufficiently involved, knowledgeable? What is the planning and the retro-planning and what are the big and small steps? How do we measure results and consequences?

✓ **Operational management**: What are the possible risks? What were the attempts at solutions and why these failures? Does the management have a coherent discourse and are the teams motivated?

5.5 Collaborative change

In recent years, the world of work has seen the organisation of more collaborative approaches. The teams are asked to give their opinion on many elements and it seems quite logical to note that when the opinion of the staff is involved in the choices and major decisions, the **level of motivation** is then directly positively impacted.

5.6 Appreciative Inquiry

Appreciative Inquiry (AI) is a **method of driving change** that began in the 1980s in the USA. The idea is to base change on the successes, **achievements and positive energies** of the organisation. The methodology to follow is precise. It's a **solution-centric approach** to achieving a state of success rather than solving a problem.

The causes of success are researched to design changes. The process is facilitated by consultants (who have no influence over the choices to be made), but it is the people involved who "build" and choose **the most appropriate path** to initiate the change.

📧 Link to an other ebook: "Day-to-day negotiation" - 4.2 Self-knowledge and negotiation (http://aim-associes.com/eusa/ebook/nego-en/book.html#chapter04)

5.7 The levers of change

<table>
<tr><td align="center">Methods:</td></tr>
<tr><td>

- Collective creativity

- Law, rules

- Information

- The example: the behaviour of managers

- Listening and dialogue

- Training

- Feedback

- Comparisons with other sectors

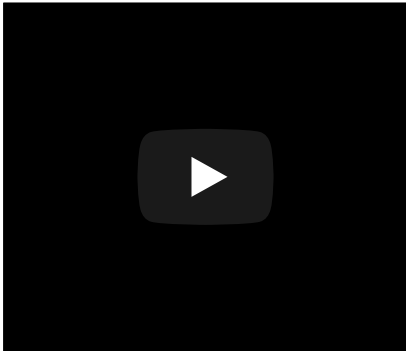- Results

</td></tr>
</table>

5.8 Communication

The communication kit should be self-sufficient, it should be **easily understood** by all actors of change. It is both informative and **enhances the proposed change**.

1. Project identification
2. Reasons for the project
3. Expected benefits
4. Parameters of the projects
5. Work methodology
6. Changes
7. Actions to be taken
8. Project oganisation
9. Actors
10. Schedule

Going deeper...

- Developed and produced by Paul Brown *"A Brief Introduction to Change Management"* (https://www.amazon.fr/outils-accompagner-changement-individuel-collectif/dp/2212548435) is the first in a series of management films and provides a concise and highly accessible introduction to change management (EN).

The message is simple:

"Change is ubiquitous in our society and part of the life of organisations. Change management is about changing or transforming organisations to maintain or improve their effectiveness. Citing a myriad of pioneers of change, Darwin, a hint of popular philosophy and many ground-breaking theories, Brown has managed to bring the concept of change management in a succinct and entertaining way and, as a result, raises the bar very high for future work in the field."

- By Isabelle Bédard, CRHA, MBA, F. ADM.A, C.M.C., President and CEO, CIB Organizational Development, *Eight Questions to Mitigate Resistance to Change* (http://www.portailrh.org/expert/ficheSA.aspx?f=109593) (FR).

"The human resources advisor sometimes receives the confidences of an employee who feels overwhelmed by events and questions his commitment to the organisation. In the flow of his day-to-day activities, he usually only has a few minutes to capture the most appropriate angle to help his client focus, refocus, and rediscover the direction of his efforts..."

- Jim Hemerling, an expert on organisaitonal change, thinks that the adaptation of your company in a world in constant evolution can be stimulating rather than exhausting: *five imperatives centered around the priorities of people* (https://www.ted.com/talks/nate_garvis_change_our_culture_change_our_world), in order to transform the reorganisation of the company into an energising task for all (EN).

« We don't just need better laws -- we need better culture. Nate Garvis asks: What can we do to create an environment in which powerful institutions are used for the common good?... »

- **Some tips to best respond to what is called the *resistance to change in organisations*** (http://www.quotientmanagement.com/fr/18-trucs-pour-contrer-la-resistance-au-changement/) (FR).

Bibliography...

- **Arnaud Tonnelé**. 2011. ***65 tools to support individual and collective change*** (https://www.amazon.fr/outils-accompagner-changement-individuel-collectif/dp/2212548435)Broché. Editions d'Organisation. 380 pages (FR).

Here is the first summary of the tools to accompany change - individual as collective. In 65 fact sheets, from "Allied strategy" to "Zones of uncertainty", tools, methods and key concepts are explained and put into context, so you can use them easily. Whether you are a consultant, coach, trainer or manager, this book is for you. In each sheet you will find a user manual for the tool concerned, one or more illustrations drawn from real situations, links to other fact sheets so that you can build your own sequence of reading them. Summary of twenty years of experience and expertise, this book is the result of a journey. Now you have to make your own journey!

- **John Kotter et Holger Rathgeber**. 2008. *Our Iceberg is Melting: Changing and Succeeding Under Any Conditions* (https://www.amazon.fr/Our-Iceberg-Melting-Succeeding-Conditions/dp/0230014208)Macmillan. Unabridged edition 160 pages (EN).

Once upon a time there was a penguin colony that had lived on the same iceberg for years and had no reason to change it...

One day, Fred, a penguin a little more curious than others, discovers that the ice is melting and may break. After much hesitation, he decides to share his concerns with Alice, a member of the Council of Ten. The rest of the story gives an account of their questions and their efforts to convince the other members of the Council of the impending danger and the necessity to modify the habits of the tribe. Should we believe Fred? Should we inform the rest of the colony at the risk of causing a panic? What are the possible solutions?

The heroes of this fable - Louis (the leader of the clan), Chouchou (the favorite of these ladies), NonNon (the "old" who always says no) or the Professor (the "intellectual") - speak of resistance change and heroic actions, seemingly insurmountable obstacles and tactics to foil them.

Fueled by Harvard professor John Kotter's research and leadership in organisational change management, this fable has already helped thousands of people and businesses through the eight-step change model that she brings to life. Alert on the ice floe! is a story to put in the hands of everyone: with humour and insight, it says a lot about our resistance to change and is a guide for reflection at a time when great upheavals are arising in our contemporary world.

NOTES ✏️

1. INTRODUCTION

2. TYPES OF CHANGES

3. CHANGE AND EMOTION

4. RESPONDING TO CHANGE

5. ORGANISATIONAL CHANGE