

Change Management

Prepared by Dr. Amira Elfekky

MGM323

Lecture 1



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Agenda Individual change

- Introduction
- Learning and the process of change
- The behavioral approach to change
- The cognitive approach to change
- The psychodynamic approach to change
- The humanistic psychology approach to change

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Change Management

This subject is about making sense of change management. The world we live in continues to change at an intense rate. Not a day goes by, it seems, without another important discovery or boundary-pushing invention in the scientific fields. The economics of globalization seems to dominate much of our political and corporate thinking, while the shadow side of globalization– develops at an equally alarming pace.

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Learning and the process of change

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➤ **3 Organizational change**

How organizations really work

➤ **4 Leading change**

Roles that leaders play

➤ **5 The change agent**

Models of change agency



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The purpose of merger and acquisition activity

➤ **7 Cultural change**

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➤ **8 IT-based process change**

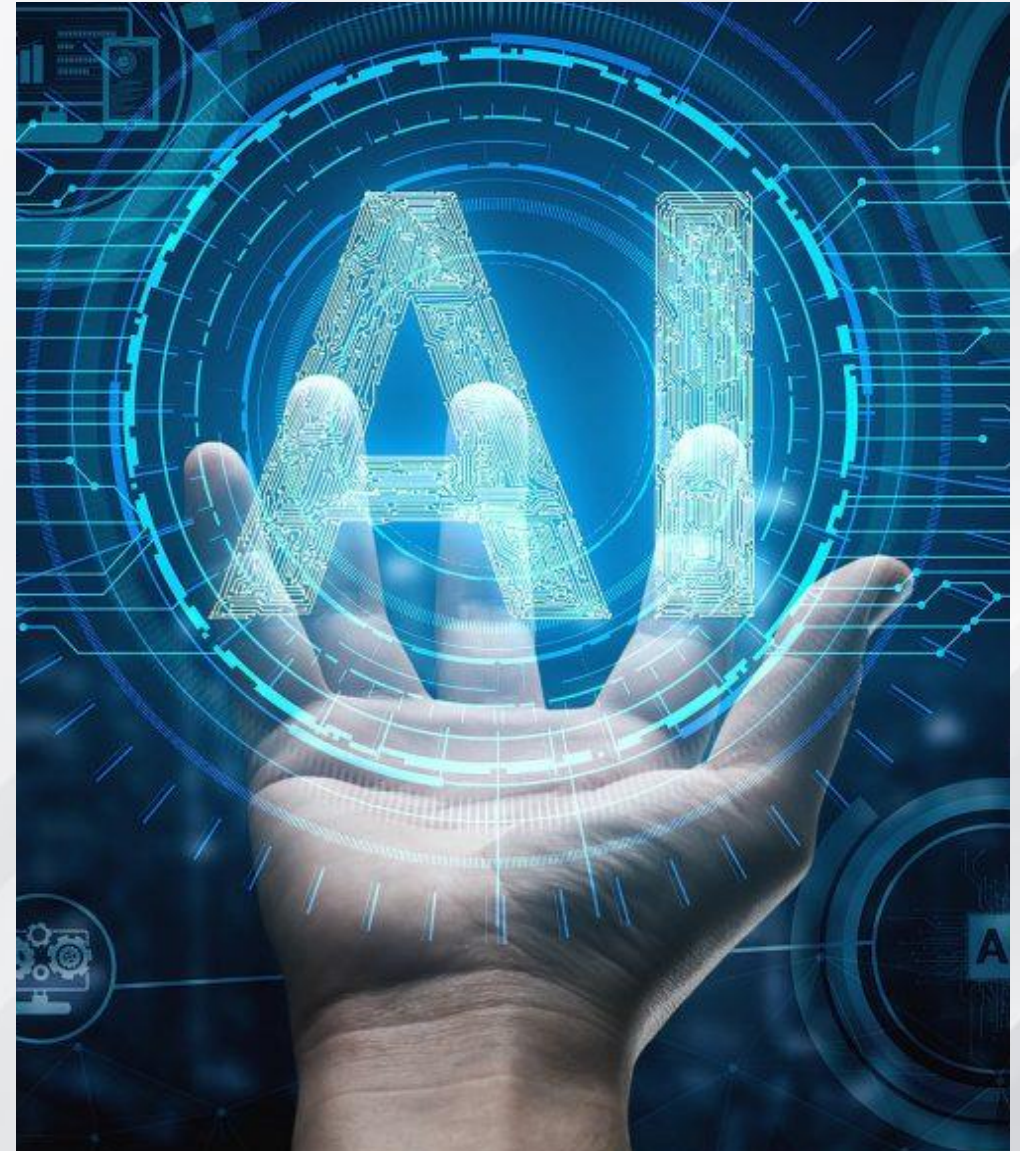
The role of IT management

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When is change complex?

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The impact of uncertainty on our working lives



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LEARNING AND THE PROCESS OF CHANGE

Buchanan and Huczynski (1985) define learning as ‘the process of acquiring knowledge through experience which leads to a change in behavior’. Learning is not just an acquisition of knowledge, but the application of it through doing something different in the world.

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LEARNING AND THE PROCESS OF CHANGE

Many of the change scenarios that you find yourself in require you to learn something new, or to adjust to a new way of operating: your new boss likes and dislikes, for example.

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LEARNING AND THE PROCESS OF CHANGE

There is another example of driving your new car for the first time. For many people, the joy of a new car is tempered by the nervousness of driving it for the first time.

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LEARNING AND THE PROCESS OF CHANGE

Getting into the driving seat of your old car is an automatic response, as is doing the normal checks, turning the key and driving off. However, with a new car, all the buttons and control panels might be in different positions. There are things that might occur that will require an instantaneous response: sounding the horn, flashing your lights, putting the hazard lights on or activating the windscreen wipers.

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LEARNING AND THE PROCESS OF CHANGE

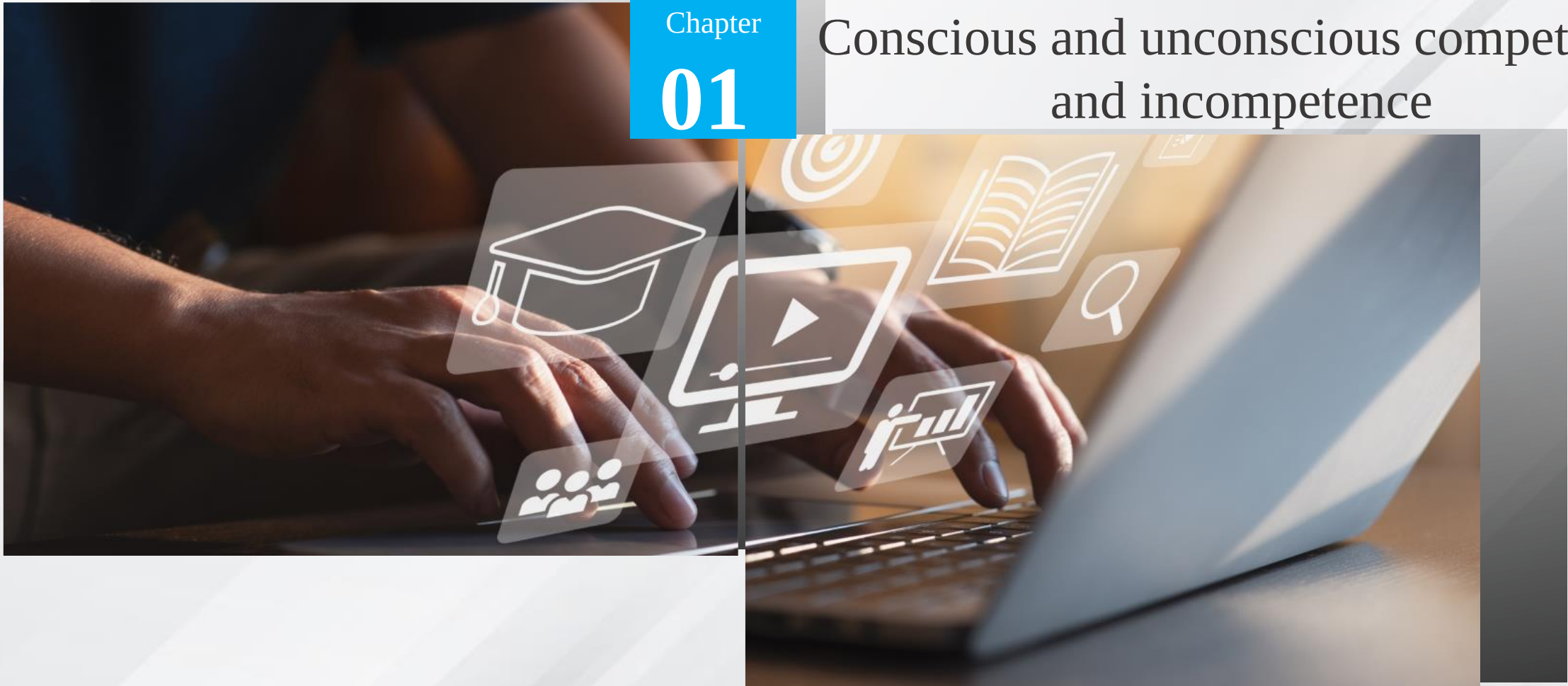
All these things you would have done automatically but now you need to think about them. Thinking not only requires time, it also requires a 'psychological space' which it is not easy to create when driving along at your normal speed



Chapter

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Conscious and unconscious competence and incompetence



Chapter

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Conscious and unconscious competence and incompetence

Psychologists suggest that people have a worldview that entails some things being in the foreground and others being in the background of their consciousness.

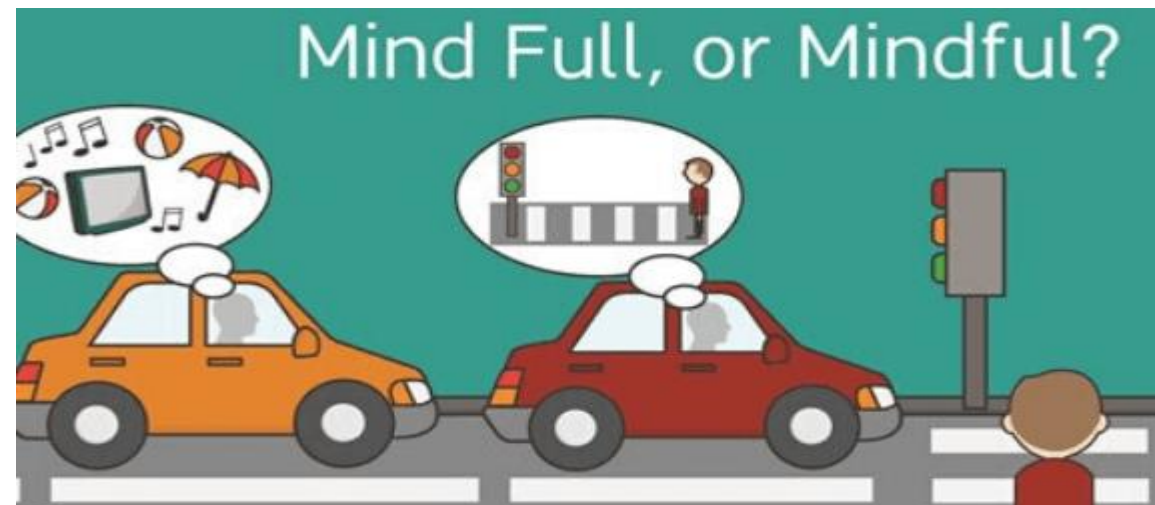


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Conscious and unconscious competence and incompetence

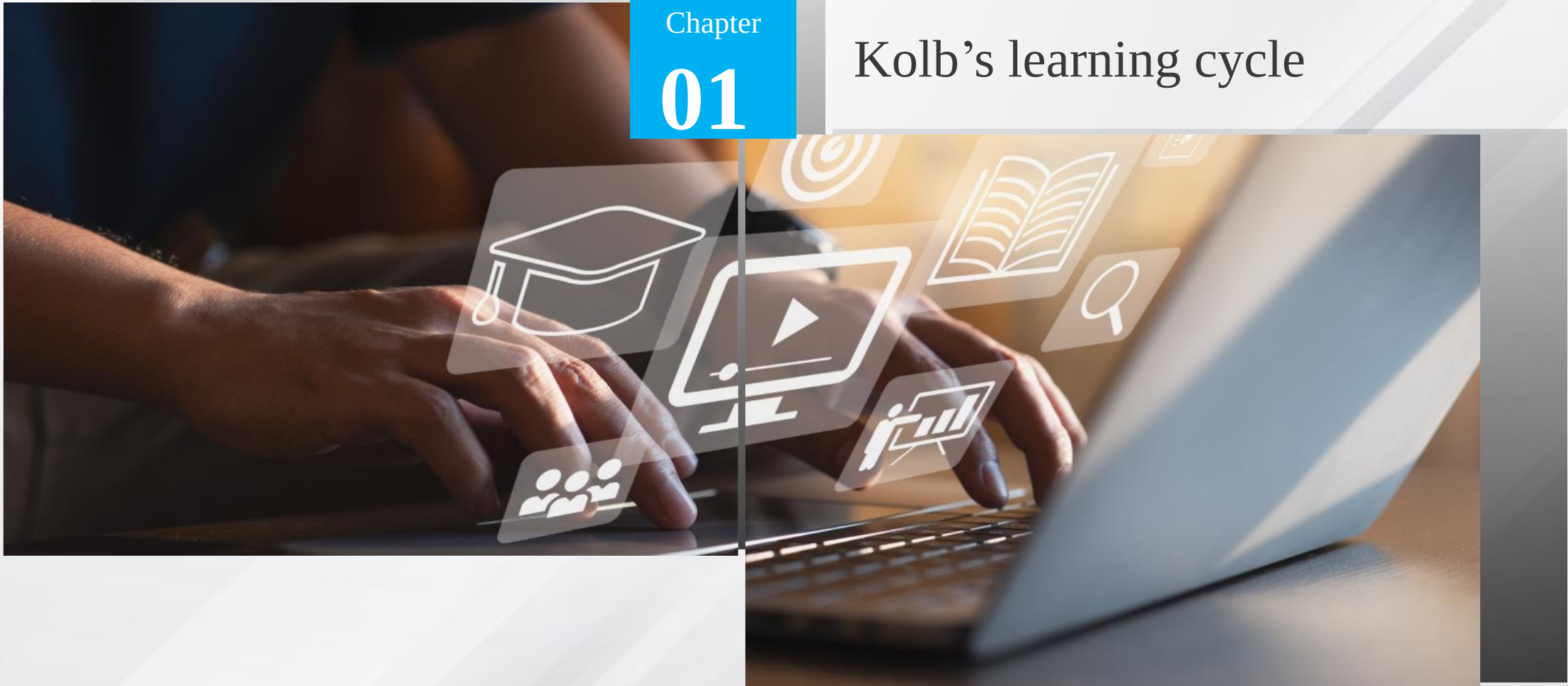
in the example of driving a new car for the first time, something else is happening. Assuming that I am an experienced driver, many of the aspects of driving, for me, are unconscious. All of these aspects I hopefully carry out competently.



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Kolb's learning cycle



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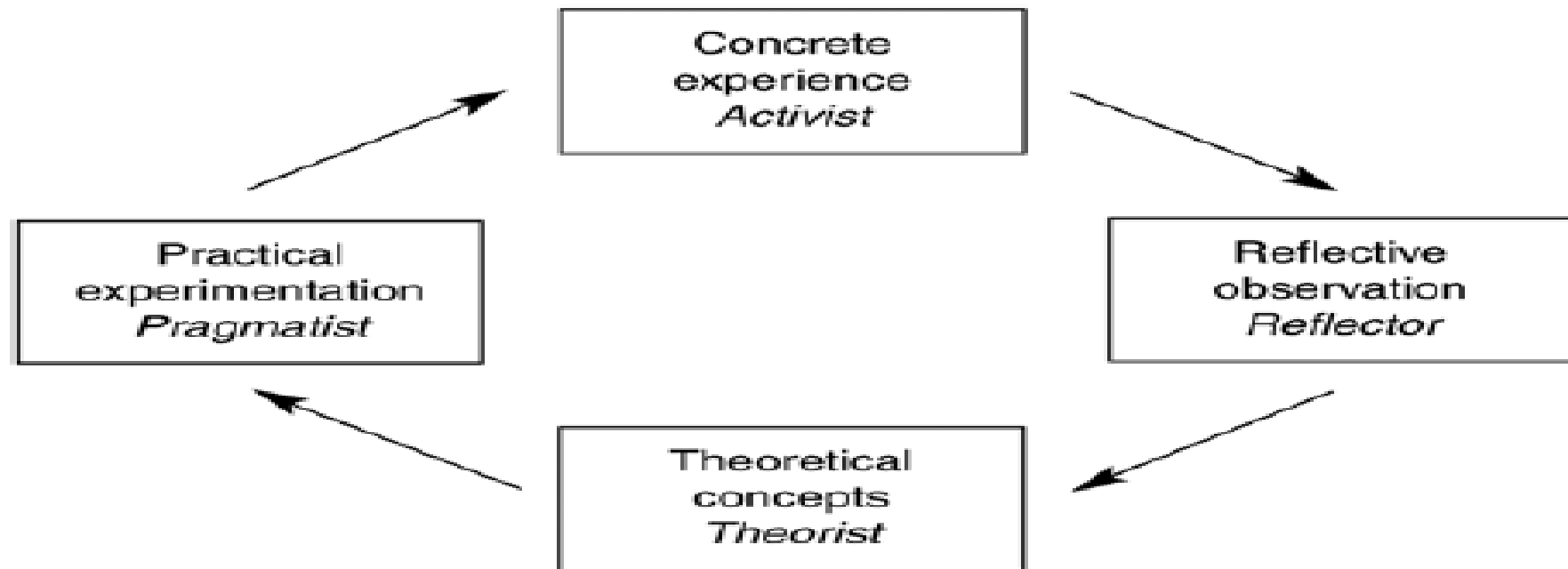
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Kolb's learning cycle

David Kolb (1984) developed a model of experiential learning, which unpacked how learning occurs, and what stages a typical individual goes through in order to learn. It shows that we learn through a process of doing and thinking. The labels of activist, reflector, theorist and pragmatist.



Kolb's learning cycle



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Kolb's learning cycle

A new piece of software arrives in the office or in your home.
How do you go about learning about it?

- Do you install it and start trying it out? (Activist)
- Do you watch as others show you how to use it? (Reflector)
- Do you learn about the background to it and the similarities with other programmes? (Theorist)
- Do you not bother experimenting until you find a clear purpose for it? (Pragmatist)



Chapter

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Approaches to change



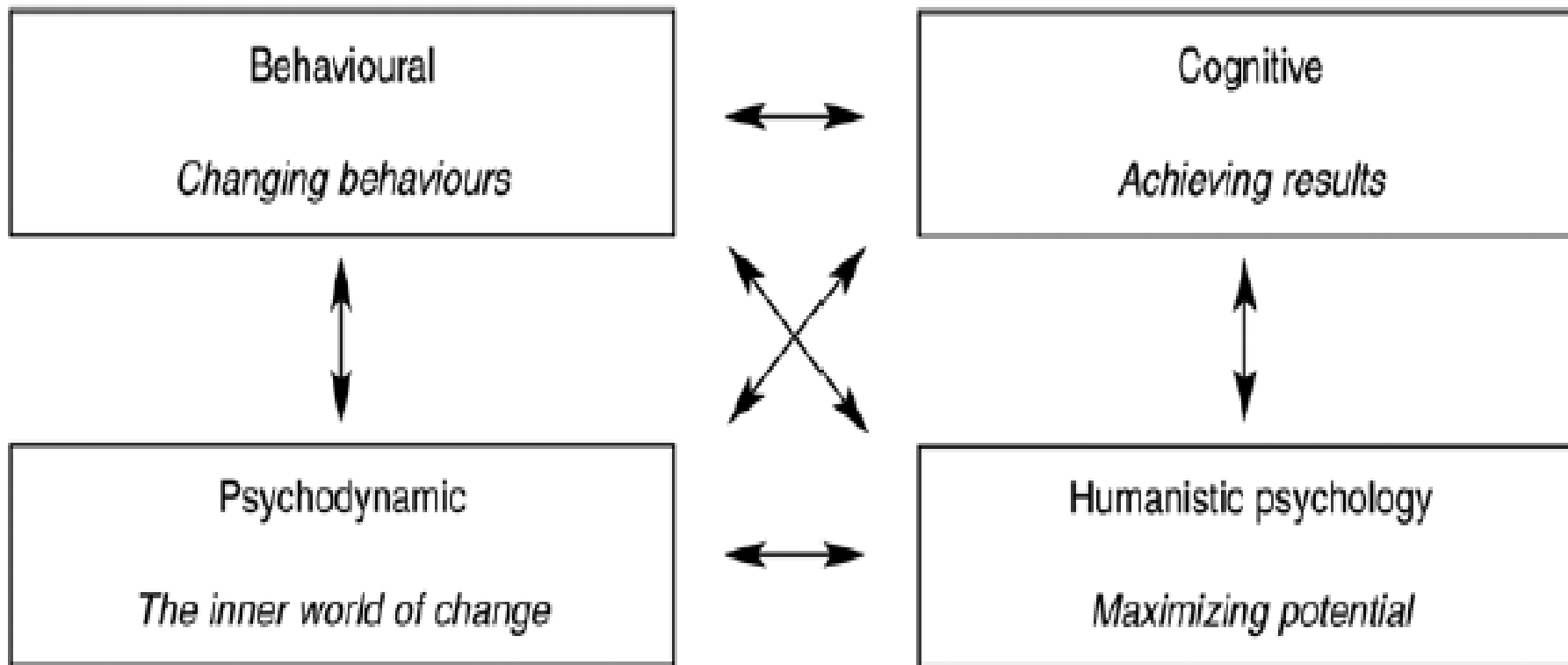


Figure 1.1 Four approaches to individual change

Agenda Individual change

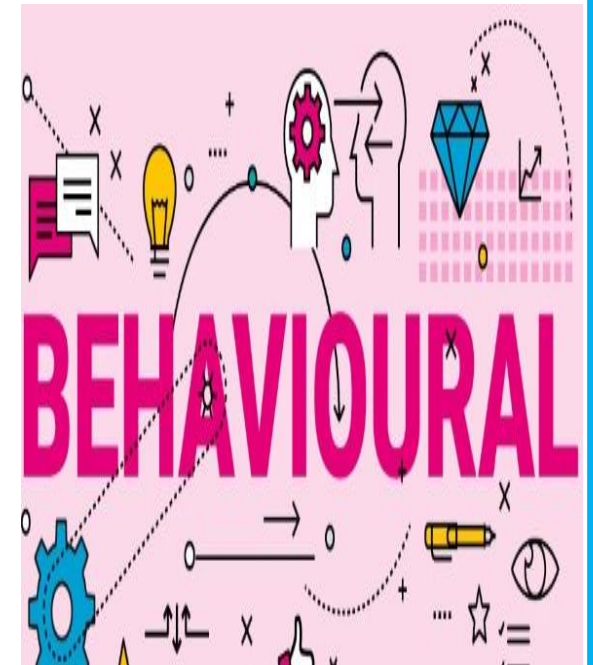
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THE BEHAVIOURAL APPROACH TO CHANGE

The behavioral approach to change, as the name implies, very much focuses on how one individual can change another individual's behavior using reward and punishment, to achieve intended results.

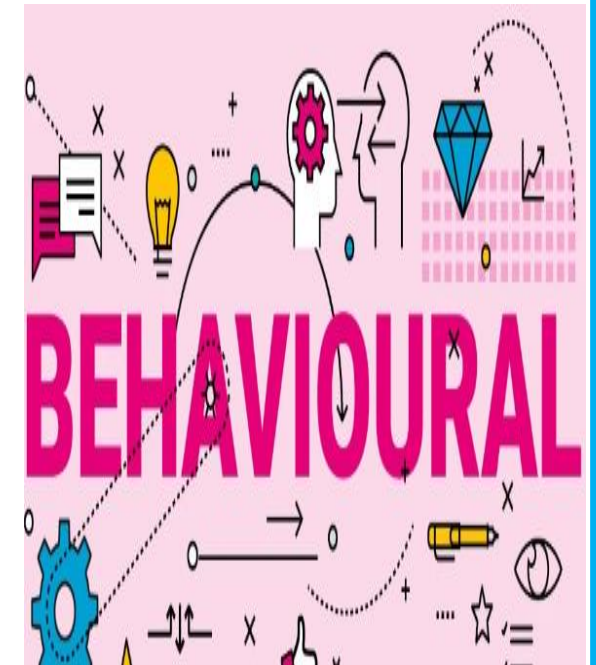


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THE BEHAVIOURAL APPROACH TO CHANGE

If the intended results are not being achieved, an analysis of the individual's behavior will lead to an understanding of what is contributing to success and what is contributing to non-achievement.



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THE BEHAVIOURAL APPROACH TO CHANGE

For example, an organization is undergoing a planned programme of culture change, moving from being an inwardly focused organization to a more responsive **customer-oriented organization**.



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THE BEHAVIOURAL APPROACH TO CHANGE

will all need to change the way they behave towards customers and towards each other to achieve this change. The objective will be behaviour change, and there will not necessarily be any attention given to improving processes.



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THE BEHAVIOURAL APPROACH TO CHANGE

What rewards and punishments operate in your organization?

How effective are they in bringing about change?

So in what ways may behaviorism help us with individuals going through change?



THE BEHAVIOURAL APPROACH TO CHANGE

In any project of planned behavior change a number of steps will be required:

- Step 1: The identification of the behaviors that impact performance.
- Step 2: The measurement of those behaviors. How much are these behaviors currently in use?
- Step 3: A functional analysis of the behaviors – that is, the identification of the component parts that make up each behavior.

THE BEHAVIOURAL APPROACH TO CHANGE

Reinforcement strategies

When generating reward strategies, the following possibilities should be borne in mind.



Reinforcement strategies

1- Financial reinforcement

Traditionally financial reinforcement is the most explicit of the reinforcement mechanisms used, The use of bonus payments, prizes and other tangible rewards is common. To be effective the financial reinforcement needs to be clearly, closely and visibly linked to the behaviours and performance that the organization requires.e, the following possibilities should be borne in mind.



Reinforcement strategies

2- Non-financial reinforcement - Feedback

Non-financial reinforcement tends to take the form of feedback given to an individual about performance on specific tasks.

This feedback can take both positive and negative forms. This feedback perhaps could take the form of a coaching conversation, where specific effective behaviors are encouraged, specific ineffective behaviors are discouraged and alternatives generated.



THE BEHAVIOURAL APPROACH TO CHANGE

Reinforcement strategies

2- Non-financial reinforcement - Social reinforcement

Social reinforcement takes the form of interpersonal actions: that is, communications of either a positive or negative nature. Praise, compliments, general recognition, and perhaps greater (or lesser) attention can all act as a positive reinforcement for particular behaviours and outcomes.



Reinforcement strategies

2- Non-financial reinforcement - Social reinforcement

Similarly, social reinforcement could also take the form of 'naming and shaming' for ineffective performance.



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THE COGNITIVE APPROACH TO CHANGE

The cognitive approach builds on the behaviorist approach by putting behavior into the context of beliefs and focusing more firmly on outcomes. Many cognitive techniques are used in the field of management today, particularly in the coaching arena.



THE COGNITIVE APPROACH TO CHANGE

People control their own destinies by believing in and acting on the values and beliefs that they hold.

R Quackenbush, Central Michigan University

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THE COGNITIVE APPROACH TO CHANGE



THE COGNITIVE APPROACH TO CHANGE

Techniques for change

The cognitive approach has generated numerous techniques for changing the beliefs of people and thereby improving their performance. These include the following.



THE COGNITIVE APPROACH TO CHANGE

1- Positive listings

Simply list all the positive qualities you have, such as good feelings, good experiences, good results, areas of skills, knowledge and expertise. By accepting that these are all part of you, the individual, you can reinforce all these positive thoughts, feelings and perceptions, which then lead to enhanced beliefs.

THE COGNITIVE APPROACH TO CHANGE

2- Affirmations

An affirmation is a positive statement describing the way that you want to be. It is important that the statement is:

- Personal/ Present tense : ‘I am always enthusiastic when it comes to work!’ It is you who this is about, and it is as specific as you can make it.

Try writing your own affirmation. Put it on a card and read it out 10 times a day.

3 – Visualizations

Visualizations are very similar to affirmations but focus on a positive, present mental image. Effective visualizations require you to enter a relaxed state where you imagine a specific example of the way you want to be. You need to practise this on a regular basis.



THE COGNITIVE APPROACH TO CHANGE

4- Pattern breaking

Pattern breaking is a technique of physically or symbolically taking attention away from a negative state and focusing it on a positive. When you find you have slipped into being a bit nervous, catch yourself. Put your hand in the shape of a fist to your mouth and give a deep cough, you can say to yourself, 'That wasn't me. This is me right now.'



THE COGNITIVE APPROACH TO CHANGE

5- Rational analysis

Rational analysis is a cognitive technique par excellence. It is based on the notion that our beliefs are not necessarily rational: 'I could never do that' or, 'I'm always going to be like that'. You need to be specific and not generalize (for example, 'I'm always doing that' – always?). You need to set measurable criteria, objectively based, and you need to use your powers of logic.



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THE PSYCHODYNAMIC APPROACH TO CHANGE

The idea that humans go through a psychological process during change became evident due to research published by Elizabeth Kubler-Ross (1969).

The process of change and adjustment

Denial __ Anger _ Bargaining _ Depression _ Acceptance



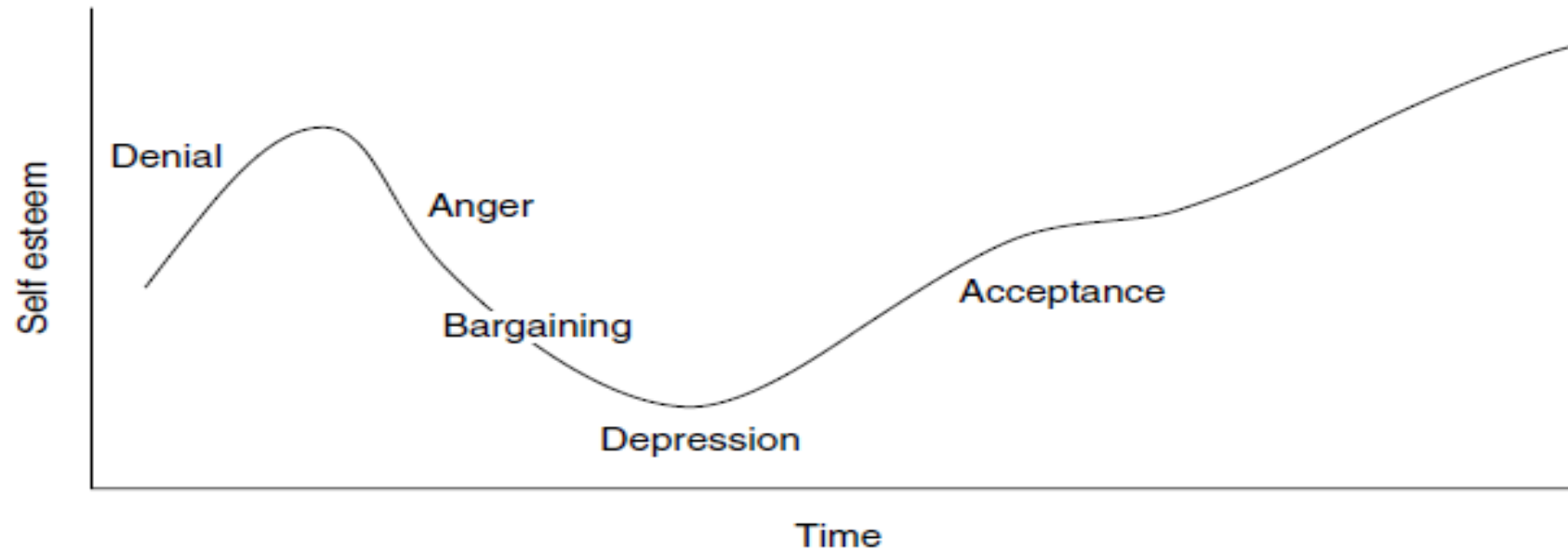
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THE HUMANISTIC PSYCHOLOGY APPROACH TO CHANGE

***Maslow and the hierarchy of needs
Maslow developed the hierarchy of needs, he believed that human beings have an inbuilt desire to grow and develop and move towards something he called self-actualization.***



THE HUMANISTIC PSYCHOLOGY APPROACH TO CHANGE

Maslow's hierarchy of needs Source: Maslow (1970)







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Thank You

