

Change Management

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MGM323

Lecture 1



Chang Management

Lecture 1 Individual change

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- **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

Change Management

This subject is about learning how to manage change. The world around us is changing very quickly. Almost every day, there is a new discovery or innovation, especially in science. Globalization also has a big effect on how we think about politics and business. At the same time, the problems that come with globalization are growing just as fast, which is also a big concern.



Definition:

Change Management is an organizational process designed to help individuals and organizations adapt to changes in their environment. It involves planning, communication, training, and monitoring outcomes to ensure a smooth transition from the current state to the desired future state.



2-LEARNING AND THE PROCESS OF CHANGE

Learning plays an important role in the process of change. For people and organizations to deal with change effectively, they must learn new skills, gain new knowledge, and sometimes change their attitudes or behaviors. Change is not just about doing things differently — it's also about thinking differently. Learning helps individuals and teams adapt, grow, and succeed in a constantly changing world.



Honey and Mumford (1986) define "Learning is the process by which we make sense of our experiences in the world and apply those learning's to improve ourselves. 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

but When you are driving on your usual route to work, you don't have to think much. Your hands naturally grip the steering wheel, your foot knows exactly when to press the gas pedal, and you automatically take the turns. But when you drive to a new place for the first time, you have to pay extra attention. You may need to check your GPS frequently, look for road signs, and concentrate more on the directions.

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



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Conscious and unconscious competence and incompetence



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.

Conscious



Unconscious



Conscious and unconscious competence and incompetence

Mindful or Mind full?

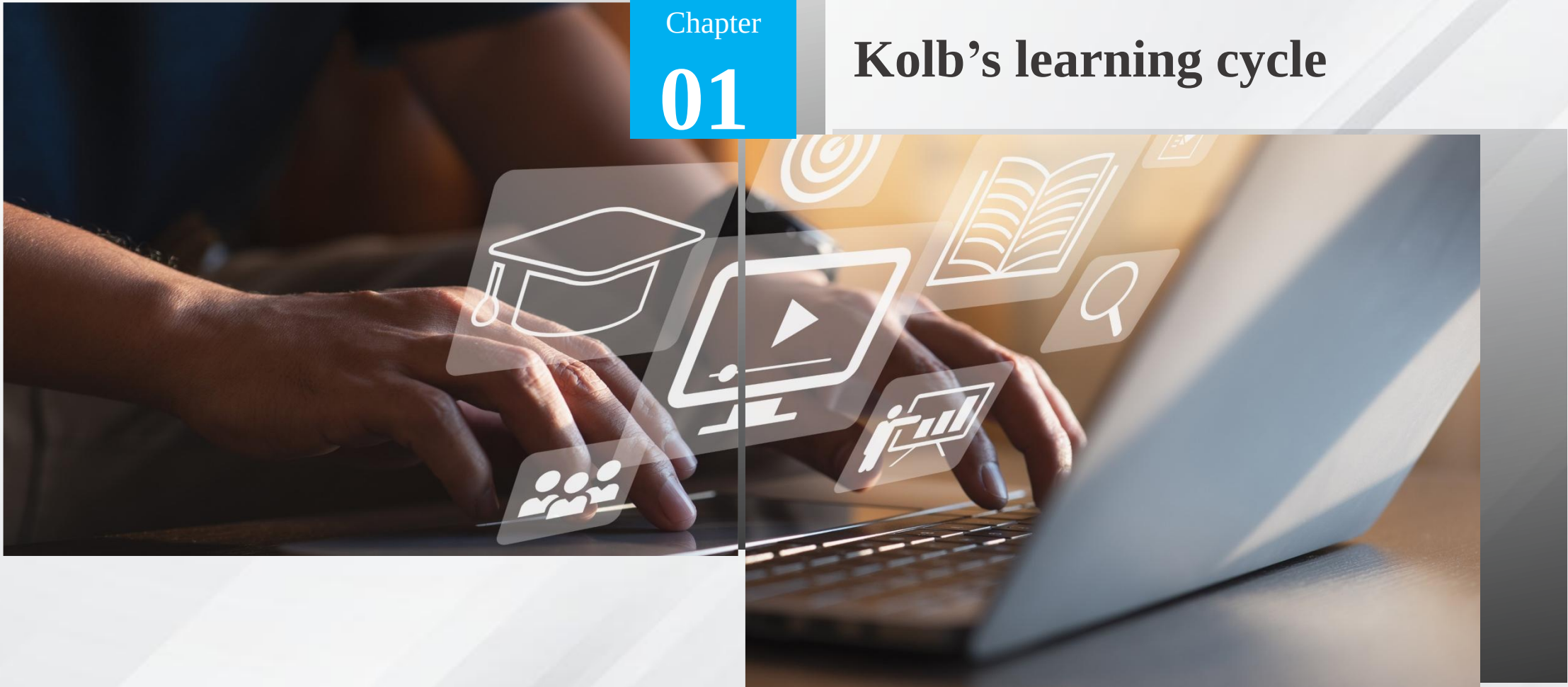


in the example of driving a new car for the first time, something else is happening. Assuming that I am an experienced driver, many of the aspects of driving, for me, are unconscious. All of these aspects I hopefully carry out competently.

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Kolb's learning cycle

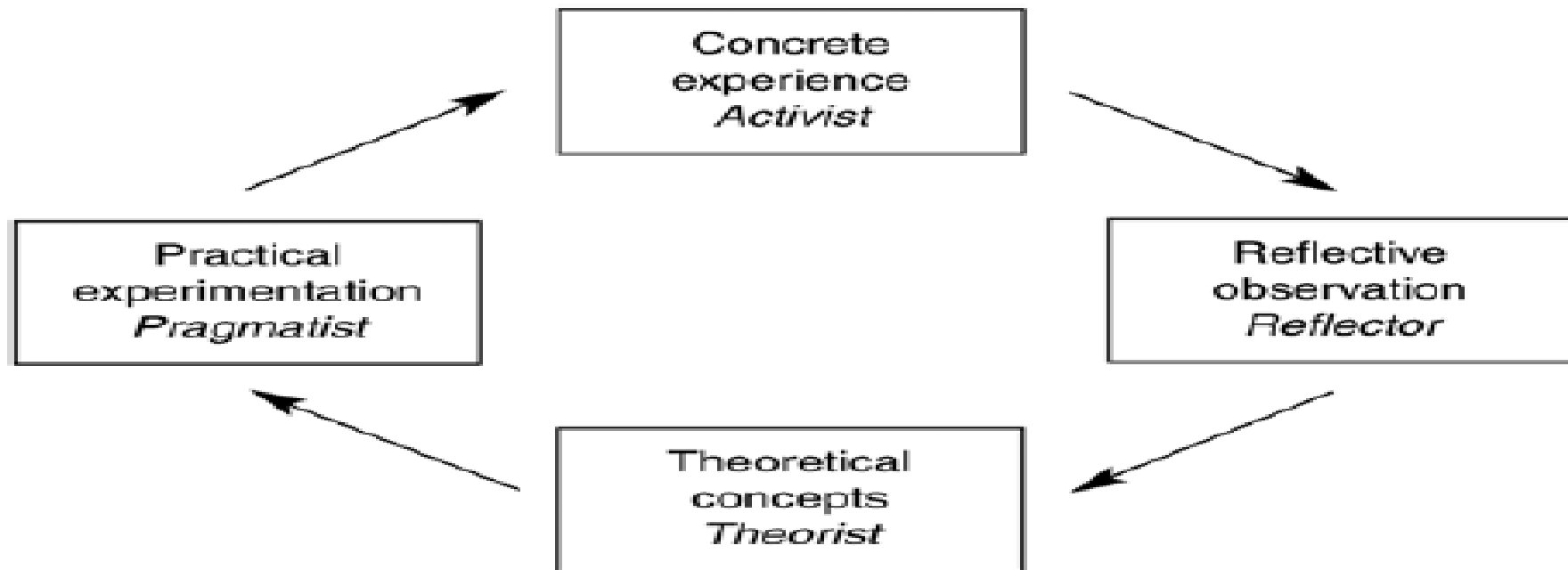


Kolb's learning cycle

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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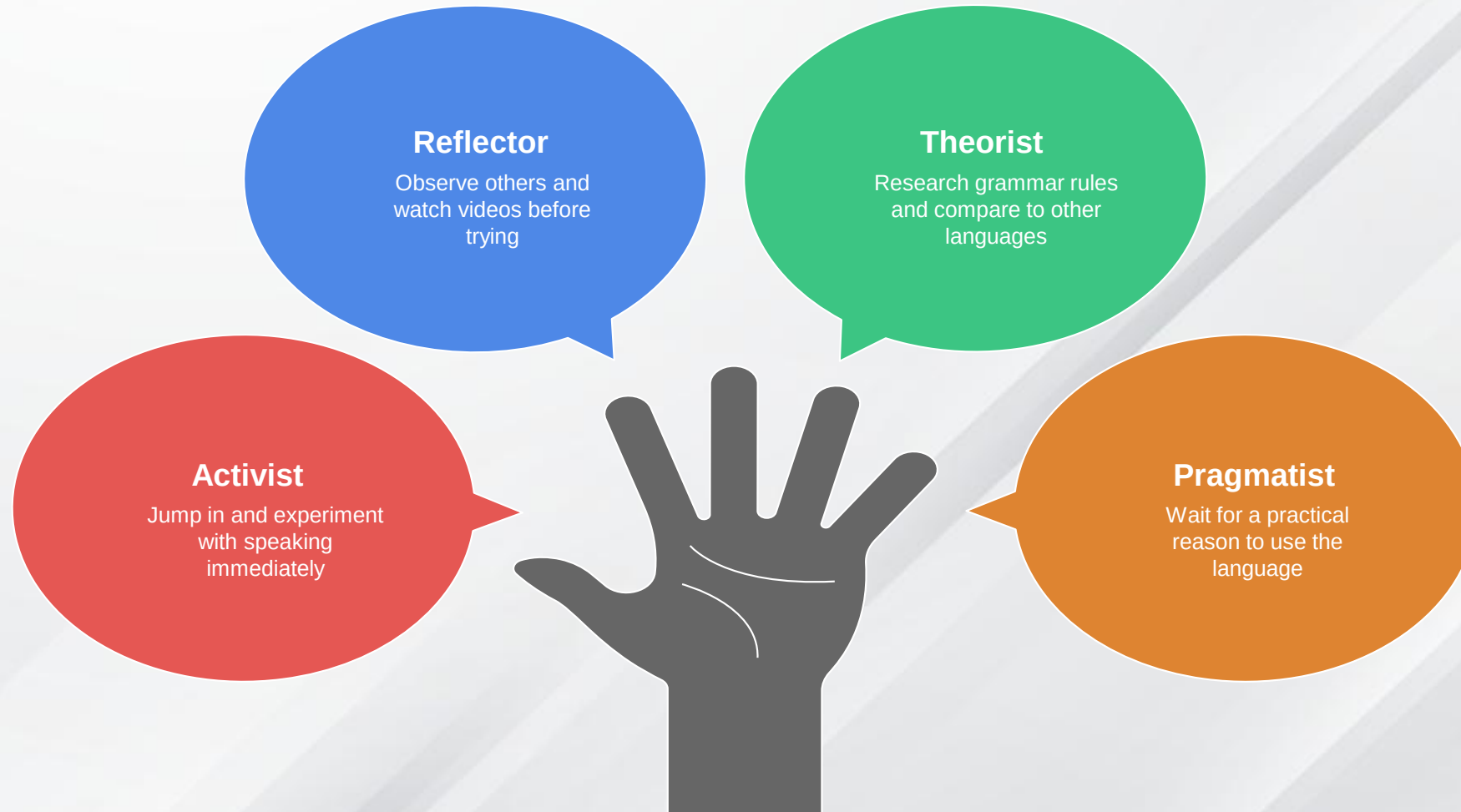
Kolb's learning cycle

You've decided to start learning a new language. How do you go about it?

- Do you jump right in, try speaking it immediately, and experiment with new phrases? (Activist)
- Do you prefer to observe others speaking the language or watch videos before trying it yourself? (Reflector)
- Do you research the grammar rules, structure, and compare it to other languages you know? (Theorist)
- Do you wait until you have a practical reason to use the language, such as travel or work? (Pragmatist)



How should I approach learning a new language?



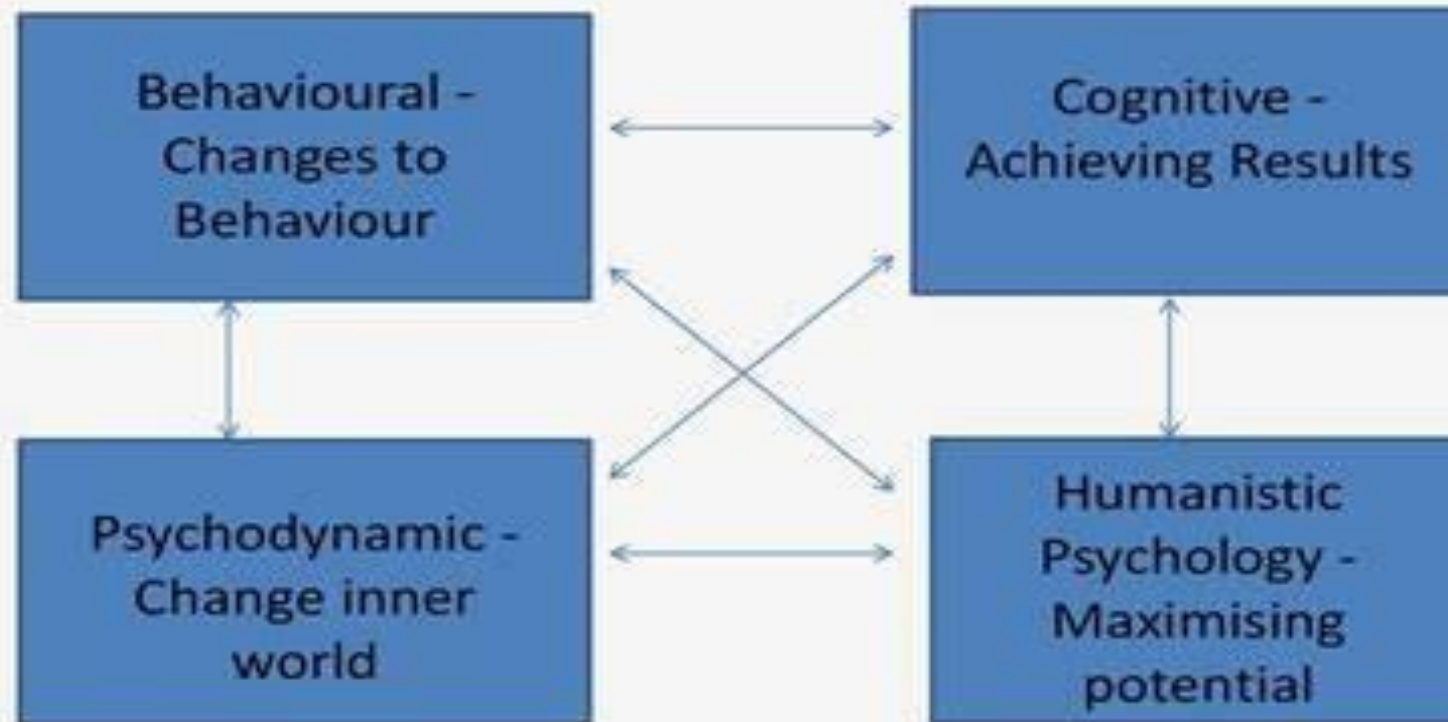
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Approaches to change



Four approaches to individual change (fig1.1, ibid:16)



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3-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.

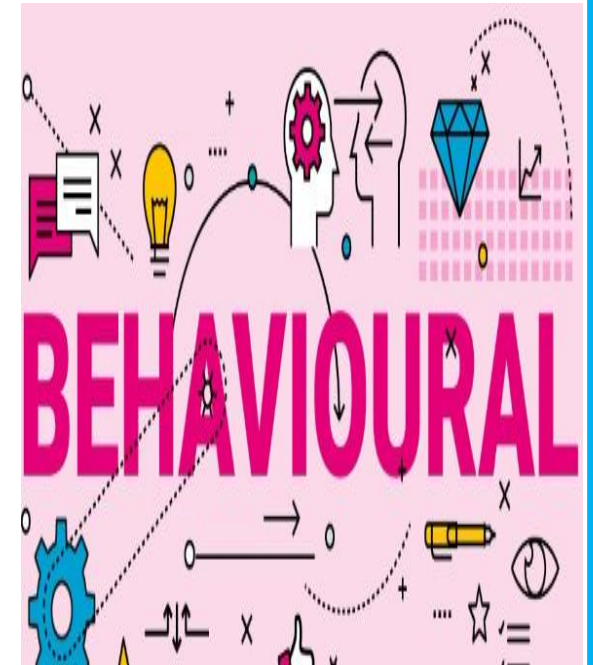


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If the intended results are not being achieved, an analysis of the individual's behavior will lead to an understanding of what is contributing to success and what is contributing to non-achievement.

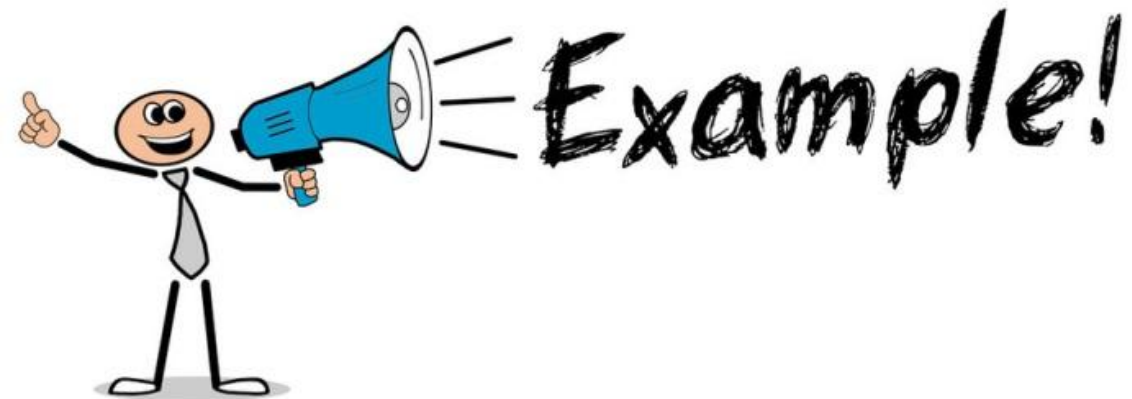


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For example, an organization is undergoing a planned programme of culture change, moving from being an inwardly focused organization to a more responsive **customer-oriented organization**.

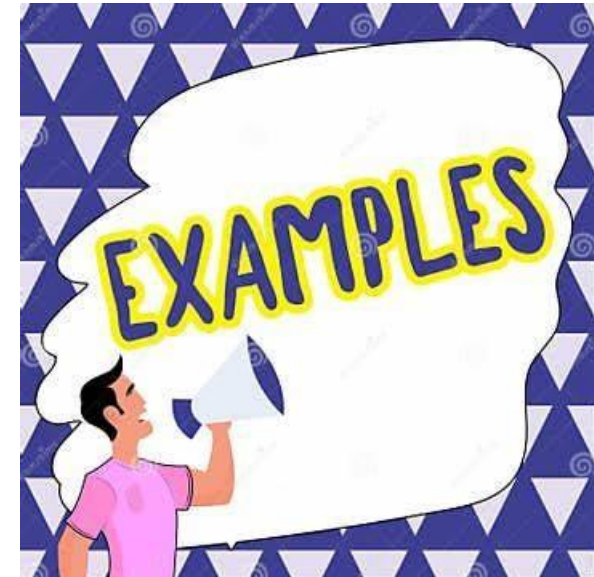


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THE BEHAVIOURAL APPROACH TO CHANGE

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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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?



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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 behaviors and performance that the organization requires, 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.



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.

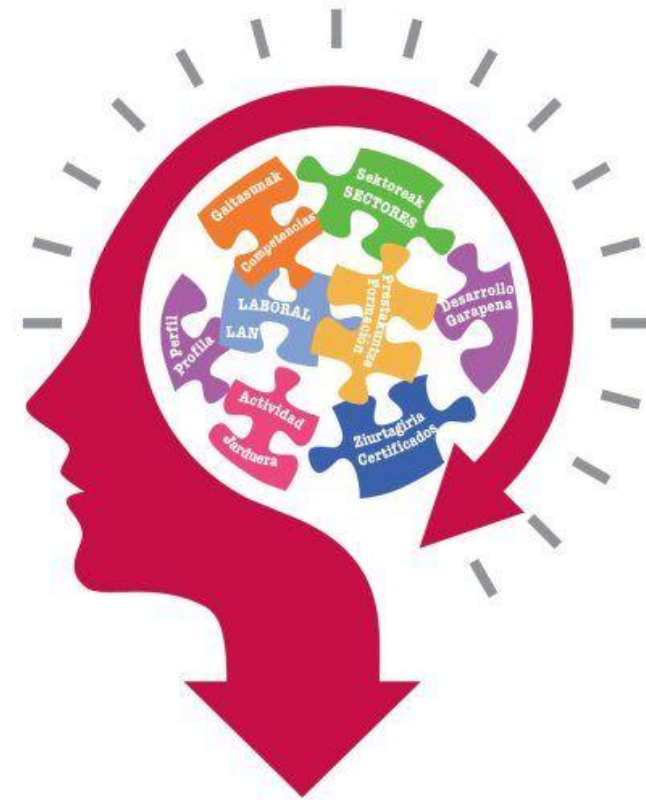


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4-THE COGNITIVE APPROACH TO CHANGE

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.



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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

*It is not in the stars
to hold our destiny
but in ourselves.*

- William Shakespeare



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THE COGNITIVE APPROACH TO CHANGE

Your future is created by what
you do today, not tomorrow.

Robert T. Kiyosaki

quote fancy



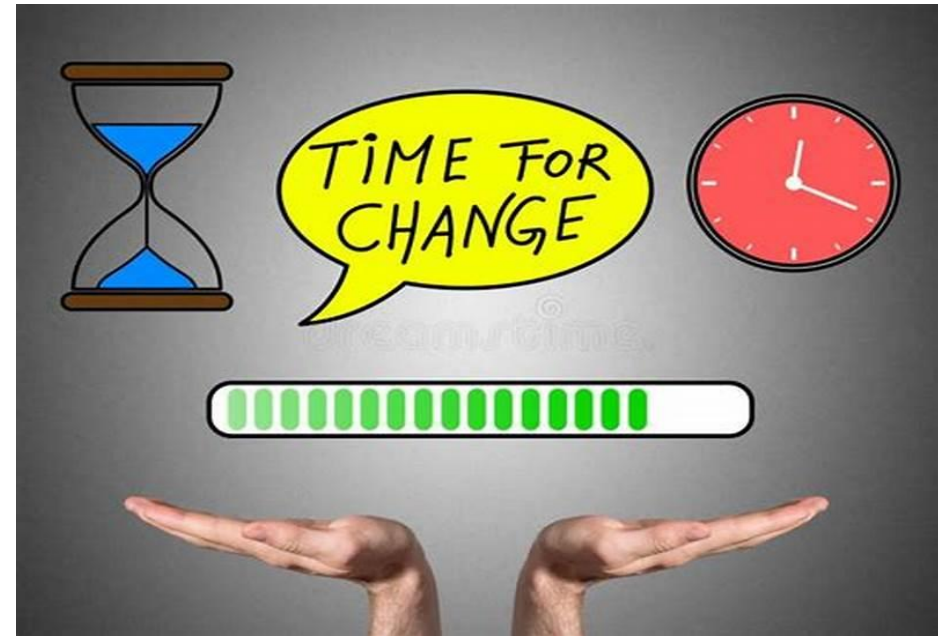
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THE COGNITIVE APPROACH TO CHANGE

Techniques for change

The cognitive approach has generated numerous techniques for changing the beliefs of people and there by 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 Excited 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.

THE COGNITIVE APPROACH TO CHANGE

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 practice this on a regular basis.



5-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



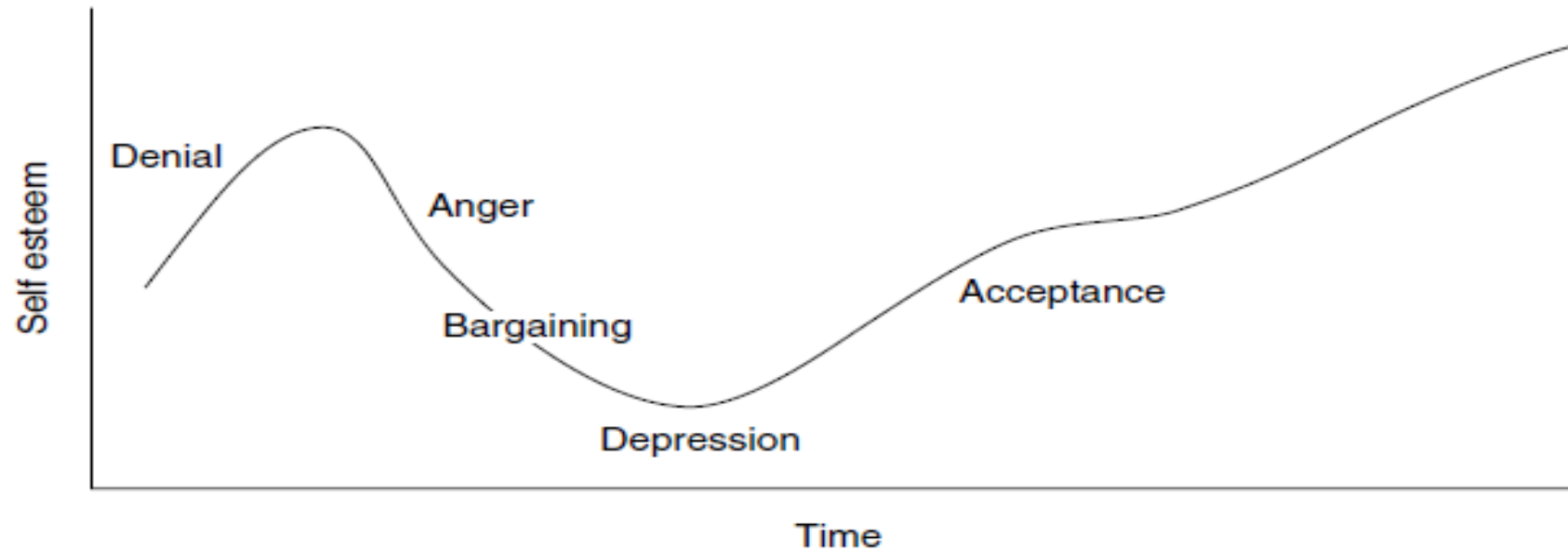
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THE PSYCHODYNAMIC APPROACH TO CHANGE

The process of change and adjustment

Denial __ Anger _ Bargaining _ Depression _ Acceptance



6-THE HUMANISTIC PSYCHOLOGY APPROACH TO CHANGE

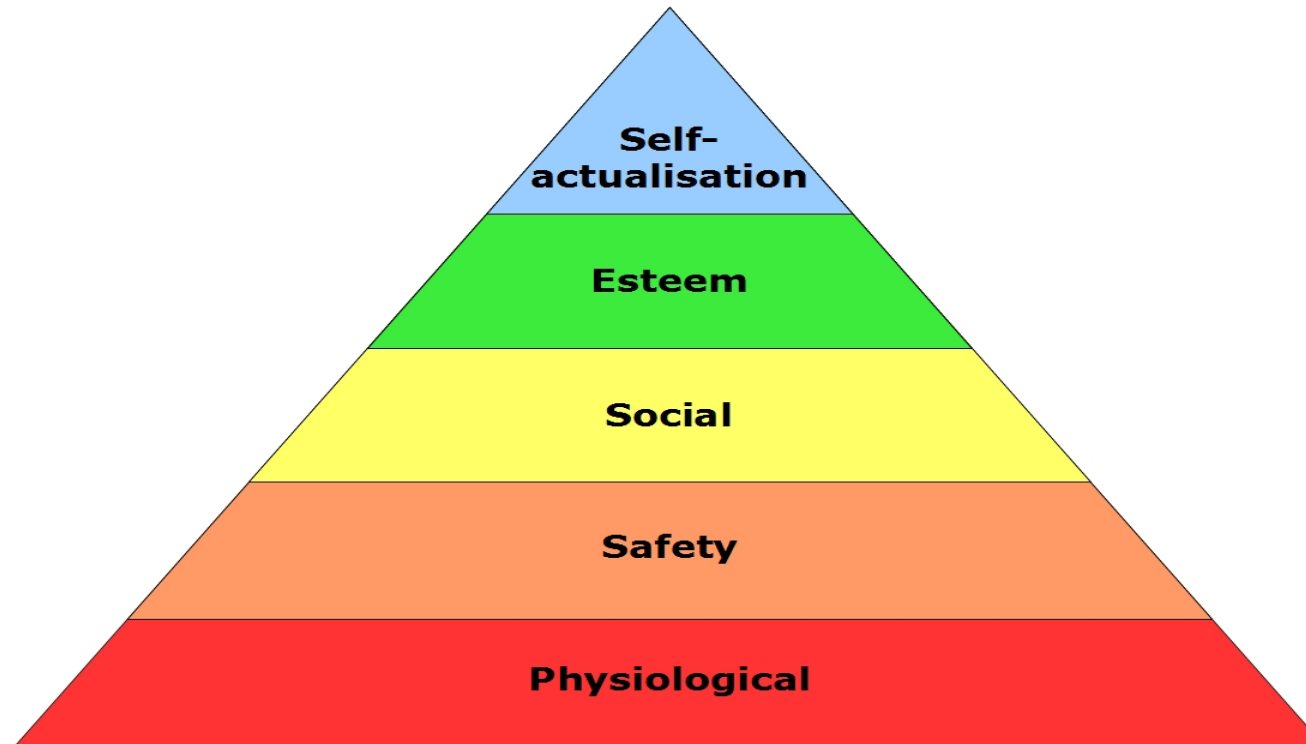
Maslow and the Levels of needs

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

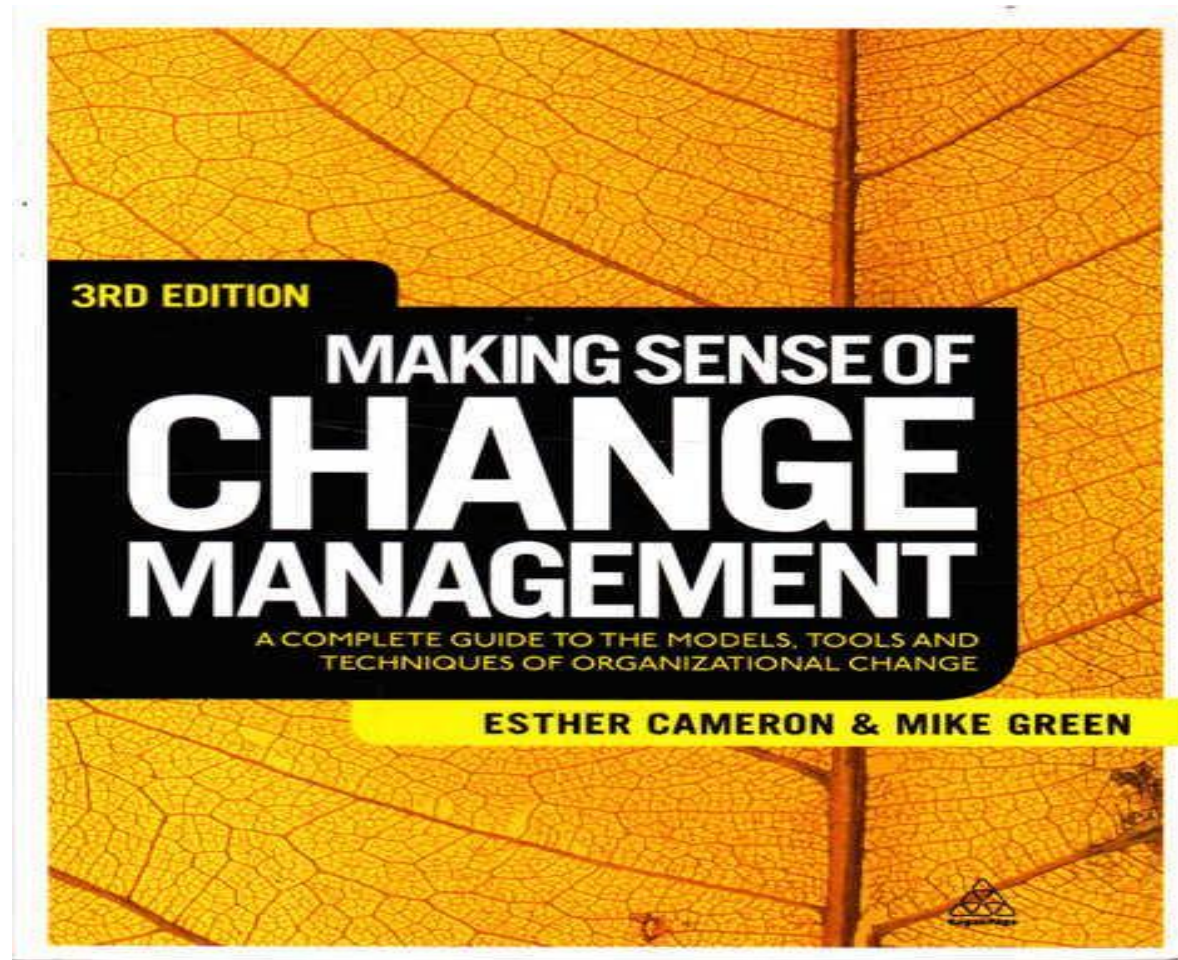


THE HUMANISTIC PSYCHOLOGY APPROACH TO CHANGE

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



Textbook



Thank You