Mile Stone 2

before attempting to respond to this post, refer to the “Addressing Resistance to Change” Learning Activity.

Here is an overview of what is covered in the activity.

Resistance to Change includes, 1. Active Resistance 2. Passive Resistance 3. Compliance 4. Enthusiastic Support.

The best approach to addressing resistance to change is competent direction, planning, and preparation for the change.

Coaching individuals and teams

-Let people know they have a choice.

-Listen to employees’ ambivalence and reinforce their motivation (employees do not need a total commitment to the change to start to embrace it).

-Listen to employees’ concerns and involve them in the design and implementation of plans (when employees make choices, they are motivated).

-Involve employees in the action of the new changes.

-Train employees in new desired behaviors to prevent slippage to old practices.

-Provide information and solicit top management support in continuing to provide training, especially to those who begin to “relapse” too old attitudes (HR Focus, 2002).

Kotter and Schlesinger’s Change Approaches Advantages and Disadvantages

Approach

Education and Communication

-- Situation. When information is needed or is inaccurate

-- Adv. If people are convinced, they may help implement the change

-- DisAdv. Can take a lot of time if many people are involved

Participation and Involvement

--Situation. When initiators of change do not have all the information needed to plan the move and when others have a lot of power to resist

--Adv. Participants in the change will be committed to implementing change

--DisAdv. Can take a long time if the change is designed improperly

Facilitation and Support

-- Situation. When people resist because of adjustment problems

-- Adv. This is the best approach for adjustment problems

-- DisAdv. Can take time and still not work

Negotiation and Agreement

--Situation. When a person or group will certainly not benefit from a change, and they have the power to resist

--Adv. It can be an easy way to prevent significant resistance to change

DisAdv. Can be pricey if it alerts others to negotiate for compliance

Manipulation and Co-option

--Situation. When other methods will not work or are too pricey

-- Adv. It can be a fast and less expensive solution to resistance

--DisAdv. Can lead to problems in the future if people feel taken advantage of

Explicit and Implicit Coercion

--Situation. When speed is needed, and the change initiators have a lot of power

--Adv. It is fast and can help with resistance to change

--DisAdv. Can be risky if people become angry with the change initiators

Lewin’s Force-Field Analysis and Resistance to Change

Unfreeze, Ensures that employees are ready for a change.>> Change, Execute the intended Change>> Refreeze, Ensures that the difference becomes permanent.

Behavioral change will occur, according to this model, if (1) the forces for change are strengthened, (2) the forces against change are weakened, or (3) a combination of options (1) and (2) is applied.

The following steps can be used to identify the forces for and against change regarding a particular situation, problem, or opportunity:

1. Describe the opportunity, problem, or issue.

2. Identify the desired end state.

3. List the potential benefits derived from having achieved the end state.

4. Identify the driving forces, strategies, and tactics for change toward the end state.

5. Identify the resisting forces against change toward the end state.

6. Identify tactics that can be used to weaken the forces against change, blocking the desired end state.

7. List tactics to use to strengthen the forces for change to reach the desired end state.

8. Develop an action plan.

Jeffery Morse

2 months ago

Jeffery Morse

0 LIKES

According to the text, in what ways is coaching through times of change an critical factor associated with the transition process?

Coaching through times of change is an essential factor associated with the change process because teams can help overcome resistance and resentment to organizational change.

Explain the role of coaching and describe a time when you witnessed the effectiveness of mentoring.

Wow, this one is tough, as I have never had a good mentor other than Christ Jesus. The only time I can say I have honestly seen this is in the ministry of Jed Smock. A Russian guy named Mikhel came and began to go everywhere with him, as Barnabas did Paul in the New Testament. Mikhel soon started to learn the art of open-air preaching on university campuses. Jed uses a controversial hardline method that shows no tolerance for sin. However, through his ministry, thousands have changed from a life of sin to righteousness. He has been open-air preaching on universities for forty years now. Mikhel today uses the same "in your face" tactics. Signs that say things such as "Homosexuality is Sin," and "All those who do not believe in Jesus are going to Hell." I have been out there, there is usually quite a ruckus, especially from the LGBTQIA community.

As a manager, how would you use mentoring to assist you in a change process?

I like the above list, and I may incorporate that. As a middle school teacher, one can imagine, mentoring plays a significant role. We all love structure, kids not only love it but require it. Changing that structure is a delicate thing, once a person is used to a particular procedure, change is unwelcome. As you probably have figured out that I don't do well with change whether changing from requiring one final per class to dual finals, or from a four-year stance of turning in papers where total length is not enforced to now having to adhere to it, even after the third review of the article it all is the purview of change. The problem is that there is a type of unwritten contract, that stats what has been expected is what is expected now unless some prep for that change is performed. My students will straight up rebel. They will just refuse to turn in any work or try, and since they are not choosing to be there, they just don't care. The only way I can get them to perform is to mentor, to find their interest and tie it into how they feel about me personally. If they like me, or even love me they perform. They are too young to see the value in education, and most don't care if they graduate or promote. Some can be moved through coercion, threatening a meeting with parents, or some other disciplinary measure, but I have found this has limited success.

Last year I tried all year to reach a student in my class--I failed. This year the same student was failing once again, he was uninterested in any achievement at all. The turn around came when I started the music club. I had to bring my guitar to our regular class to store it. He wanted to play it, and I began showing him how to during free times in class. His attitude changed toward me, and though he is not in the music club, he is now passing all his classes. He is passing now for one reason, he knows that makes me happy with him, and that's it.

Describe the scenario and rationale for your approach.

Mentoring is very important for a change. I have found one cannot effect change by making an enemy of the one who needs the change. Today mostly I do not go by pastor or start with the title of my office, mainly because I find this is only another barrier to effect change or to create a connection. A connection is the key. If people really believe that someone cares, they will do try to do what is asked as long as they have been prepared.

Dr. Diana Echols

2 months ago

Dr. Diana Echols

Upvote Post 0 LIKES

Thank you Jeffrey for this comprehensive and insightful post. I am glad that you were able to help struggling students through music. It is important that the youth are not given up on. Sometimes students rebel for many reasons but you seemed to have figured out what works for your students. You did a great job demonstrating understanding of the concepts covered. You integrated concepts and synthesized content well. As a result, I will affirm this post.