



***DF 404***  
***Thriving in Change***

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**COURSE PURPOSE**

The purpose of this course is to help the staff identify, understand, and cope with the many stages of change.

**COURSE OBJECTIVES**

The objectives of this course are to enable the participants to:

- List how people respond to change.
- Identify why people are resistant to change.
- List methods to facilitate change.
- List tips to survive change.

**TARGET AUDIENCE**

The target audience for this training includes all staff.

**APPROXIMATE TIME**

2.5 hours

**CONTENTS**

This course includes the following:

- Course Welcome and Overview
  - Activity: Ice Breaker/Introduction–What's changed?
- Definition of Change
- How people respond to change
- Why people resist change
- Stages of changes
- Facilitating change
- Change survival tips
- Course Summary and Evaluation

**PREPARING**

Use the following checklist to help you prepare for this course:

**Supplies and Equipment**

- Visuals 1 through 17. Prepare the visuals if necessary.)
- Overhead projector with screen.
- Masking tape
- Easel paper, easels, and markers
- Name cards
- Pens, pencils, and note paper
- Laptop computer and Projector

**Handout Materials**

- Student Manual
- End-of-Course Evaluation Form

**NUMBER OF INSTRUCTORS**

One or two instructors may be used to teach this course.

**INSTRUCTOR QUALIFICATIONS**

Instructors should have training experience, as well as previous experience working at a JFO. Instructors with previous disaster field training experience should teach this course. If you are inexperienced, request an experienced instructor to co-instruct the course with you.

**COURSE CONTENT**

Instructors delivering these course materials should ensure that the course objectives are delivered in their entirety in order to have the course completion recorded in the Automated Deployment Database (ADD). Additional material may be added, based on the need of the audience to enhance the understanding of the subject matter.

ICONS

<p>Overhead Projector</p> 	<p>Projector</p> 	<p>videotape</p> 	<p>Easel</p> 	<p>Key Point</p> 	<p>Instructor Note</p> 	<p>Check List / Evaluation form</p> 	<p>Graduation/ Diplomas</p> 
<p>Thank You! / Good Job!</p> 	<p>Activity</p> 	<p>Discussion Question</p> 	<p>Summary Transition</p> 	<p>Participant Manual</p> 	<p>Time Saving Tip</p> 	<p>Participant Handout</p> 	

COURSE WELCOME AND OVERVIEW



Visual 1

**Begin** by welcoming class

- Introduce yourself



This slide depicts an extinct dinosaur that could not change or evolve and a bird that did. Current evolution theory believes that birds are descended from reptilian ancestors nearly 200 million years ago. Birds are probably the closest living relatives of dinosaurs.



Visual 2

**Review** class rules and safety items:

- Fire exits
- Restrooms
- Turn cell pagers and cell phones to vibrate.





Visual 3

Course Objectives

- List how people respond to change.
- Identify why people are resistant to change.
- List methods to facilitate change.
- List tips to survive change.


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Visual 3



**Review** the following objectives:

- List how people respond to change.  
*(Objective 1: page 11)*
- Identify why people are resistant to change.  
*(Objective 2: page 13)*
- List methods to facilitate change.  
*(Objective 3: page 18)*
- List tips to survive change.  
*(Objective 4: page 19)*



**Instructor Note:**

This course is intended to give the participants information on how people respond to change and provide them with some ideas on how to help themselves and others through change.

The changes that would occur most often at a Joint Field Office, are changing priorities, job responsibilities or duties and changes in the organizational structure, either through changes in leadership or team members.



Visual 4

## Introductions

- Your name?
- Position in the organization?
- Where you are from?
- Your course expectation is?
- What changes have you experienced in the last 30 days?

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**Ask** the class to give:

- Their name
- Position in the organization
- Where they are from
- What expectations they have for the course
- Any changes that they have experienced in the last 30 days.

## COURSE WELCOME AND OVERVIEW



10 minutes

## ACTIVITY: ICE BREAKER/INTRODUCTION–WHAT'S CHANGED?

**Conduct** this activity as follows:

1. **Pair** participants into groups of two.
2. **Instruct** them to turn with their backs to each other.
3. **Instruct** each participant to change three items about his/her appearance.
4. Once both have changed items, **ask** the participants to turn and face each other and identify what items were changed.
5. **Ask** each participant to introduce his/her partner to the class and tell the class what items were changed.

## DEFINITION OF CHANGE



Visual 5

## Webster's Definition of Change

- To become different; alter
- To give a completely different form or appearance; transform
- To give and receive reciprocally; interchange
- To go from one phase to another

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Visual 5



## Review the following key points:

- In order to change, according to Webster, something must be altered.
- Transformation is not always a bad idea.
- Rarely do we look at change as a giving and receiving process.



Visual 6

### Nature of Change

- Change, it never ends!
- Most change involves a sense of loss.
- We resist change.
- We feel stress during change.

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Visual 7

### Controllable Versus Uncontrollable

**Controllable**

- Items that we can influence or discuss and will be able to change.

**Uncontrollable**

- Items that no matter what we do, we cannot control.

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### Review the following key points:

- There are items that can be controlled and not controlled in a changing environment.
- Controllable items, we can influence or discuss with others or will be able to change (e.g., to get better clarification of a change, respond differently, or ask more questions).
- Uncontrollable items, no matter what we do, we cannot change them immediately (e.g., budget, timing, and personnel).

## HOW PEOPLE RESPOND TO CHANGE (Negative)



**Divide** the participants into their table groups **Record** the answers to the following question on easel paper and **post** them around the room.

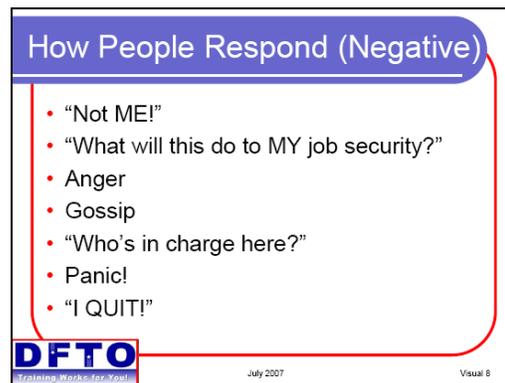


### How Do People Respond to Change? Both Negative and Positive responses

If not mentioned by the participants, add the following examples.



Visual 8



### (Objective 1)



**“Not ME”** Someone else may be better suited for that Job or they may deny that they can do the job. Fear of the unknown.

**“What will this do to MY job security?”** - The change may be seen as a threat to their current job. May result in financial impact.

**Anger** Some people may become frustrated and may become angry causing increased stress.

**Gossip** Escalates during periods of change, as people feel a loss of control. Gossip is detrimental to the organization.

**“Who’s in charge here?”** – People may question leadership, especially if they do not see the future results of the changes.

**Panic!** The normal routine has changed, people worry about how to proceed with the new job. They fear how the change will effect them personally and may become physically ill.

**“I QUIT”** People may quit rather than change.



**Divide** the participants into their table groups **Record** the answers to the following question on easel paper and **post** them around the room.



What **physical or psychological effects** does change create?

If not mentioned by the participants, add the following examples:

- Headaches
- Anxiety
- Appetite change
- Distrust
- Inability to get organized

### Learning Check Question 5

## HOW PEOPLE RESPOND TO CHANGE (Positive)

If not mentioned by the participants, add the following examples.



Visual 9

How People Respond (Positive)

- “This is a challenge”
- Enthusiasm
- “Maybe I can adjust to this change”
- Positive Vision


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Visual 9



**“This is a challenge”** Some people view change as a challenge and are open to new ideas.

**Enthusiasm** Some people naturally approach life and it’s changes with enthusiasm.

**“Maybe I can adjust to the change”** – Some people remain open minded and after a period of time will accept the change.

**Positive Vision** Some people will look at the bigger picture and see the possibilities.

## WHY PEOPLE RESIST CHANGE



**Divide** the participants into their table groups **Record** the answers to the following question on easel paper and **post** them around the room.



**Why** people resist change?



Visual 10

If not mentioned by the participants, add the following examples.



**(Objective 2), Learning Check Question 1**



**Fear of Failure** People do not like to fail.

**Habit** People are creatures of habit.

**No need** People only see the change from their point of view and do not see the reason for the change.

**Loss of Control** People may feel that they have lost control of their environment.

**Closed Mind** “Don’t confuse me with facts”

**Unwilling to learn** People are resistant to try new routines.

**Unknown** Something unfamiliar.

**Concern** People may fear that the new change will not result in any improvement.



Visual 11

If not mentioned by the participants, add the following examples.



**(Objective 2), Learning Check Question 1**



**“What’s in it for me”** What will be the benefit to the individual.

**“If it ain’t broke, don’t fix it”** The process/paperwork, or job has been working fine, why change?



Visual 12



### Learning Check Question 2

**Upbringing** - Our attitudes may be based on our early years and how our families reacted to change.

**Past Success/Failure** – Our past experiences will influence how we accept change.

**Outlook** People with high self-esteem and confidence will deal with change easier.

**Control of Situation** – People are more willing to accept the change if they feel that they have some control of the situation.

**Age/Values** Some people will become more resistant to change as they age. Some people will value stability rather than change.

**Job Satisfaction** – People who have a high job satisfaction, adapt to changes easier.

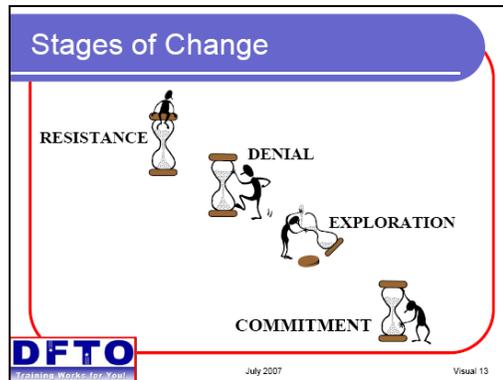
**Trust** In organizations where there is a high degree of trust, there is less resistance to change.

**Communication** – The more the change process is effectively communicated with the people involved, including the reasons behind the change, people are more likely to accept the change.

## STAGES OF CHANGE



Visual 13



**Instructor Note:** Reinforce with the participants that you can move through any one of these stages at any given time. No actual time frame is required to change stages.

#### Learning Check Question 4



Review the following key points:

- **Resistance Definition:** People begin to experience self-doubt. Productivity dips drastically and people are often upset and negative. Managers hear a lot of grumbling. Work-related absences multiply.
  - **Resistance Signs** – Anger, blame, anxiety, depression and even retirement on the job. “What is the difference? They don’t care anymore.”
- **Denial Definition:** The first response is numbness. The announcement does not sink in. Nothing happens. People continue to work as usual. It appears that productivity will continue and nothing will be affected.
  - **Denial Signs** – Withdrawal, business as usual, focus on the past, there’s activity, but not much gets done.

**STAGES OF CHANGE (continued)**

- **Exploration Definition:** Energy is released as people focus their attention on the future and toward the external environment once again. Another word for this phase is chaos. People are trying to figure out their new responsibilities.
  - **Exploration Signs** – Over preparation, confusion, chaos, energy. “Let’s try this and this and what about this . . .” Lots of energy and new ideas, but a lack of focus.
  
- **Commitment Definition:** Employees are ready to focus on a plan. They are willing to create a new mission and build action plans to make it work.
  - **Commitment Signs** – Employees begin working together. There is cooperation and a better focus. “How can we work on this?” Those who are committed are looking for the next challenge.

## FACILITATING CHANGE



Visual 14

Facilitating Change

- Involve People
- Ask, don't force
- Ask for commitment
- Raise expectations
- Over-communicate
- Delegate
- Firm, but flexible
- Keep Positive


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Visual 14

**(Objective 3)**

**Involve People** - talk to them about the change, the sooner they hear about it from their leaders the easier it will be to guide them through the process. Involve the Positive and Negative informal leaders.

**Ask, don't force** – ask people to assist with the change, get their input.

**Ask for Commitment** – ask people to commit to the change and tell you of any problems.

**Raise expectations** – coach the people to work smarter through the change.

**Over-communicate** – people will be hungry for any information as things change, you will not be able to tell them too much.

**Learning Check Question 3**

**Delegate** – you cannot do everything yourself, delegate work to others and give them a sense of involvement.

**Firm, but flexible** – see the change through, be prepared to adapt. Abandoning the change will cost more in the long run.

**Keep positive** - remain upbeat, positive and enthusiastic, this will help motivate others.

**Learning Check Question 6**

## SURVIVAL TIPS



Visual 15

Survival Tips

- Be Proactive
- Seek to learn
- Let it go
- Lighten up
- Listen more than you speak
- Never burn a bridge

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Visual 15

**(Objective 4)**

- Be Proactive** Get to know the team, up and down the chain. This will help you relate to and work effectively with other team members.
- Seek to learn** Every change brings an opportunity to learn something new.
- Let it go-** Leave your baggage and ego at the door. Don't allow your past to hold you or your team members hostage.
- Lighten up** Unless you are in combat, work in an Emergency Room or ride around in a vehicle with flashing red or blue lights, nothing at work is a life or death matter.
- Listen more than you speak** We have two ears and one mouth for a reason. By listening more we may not put our foot into our mouth.
- Never burn a bridge** Maintain your professional nature,
- you never know who is listening
  - you never know when you may have to work with them again
  - bad mouthing someone else demonstrates poor character and is a bad reflection on you.



Visual 16

Be Accountable

"Anyone who has never made a mistake has never tried anything new."



Albert Einstein

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Visual 16

### Learning Check Question 8



**Divide** the participants into their table groups, have each group develop three strategies that they have used in the past to manage change in their lives.

Possible answers:

- Plan for Physical changes:
  - health – change eating habits, exercise more
- Plan for mood or psychological changes:
  - find a friend and share concerns; ask for help
- Job Impact – motivation and morale changes:
  - talk to your supervisor

**Record** the answers to the questions on easel paper.

**Share** the results with the class.

**COURSE SUMMARY AND EVALUATION**



Would anyone like to volunteer an anticipation/warning sign that he or she commonly experiences and how they managed the change?

**Instructor Note**



If a bad example is given, **make sure** the entire group is given the opportunity to suggest how they would have handled it differently.

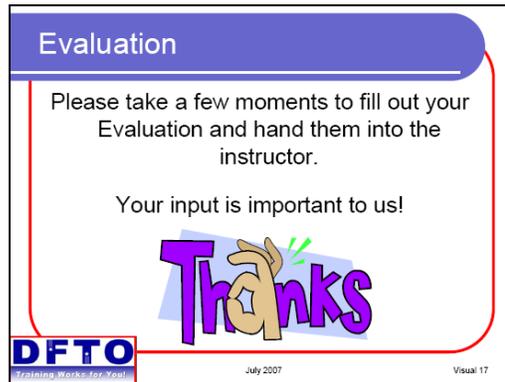


**Hand out** the Learning Check to the participants. When the participants have completed the Learning Check, review the answers as a group activity.



**Ask** the participants to complete the end-of-course evaluation form.

Visual 17



**Distribute** the course completion certificates to each student if applicable.



**Thank** the participants and the instructional staff.

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Learning Check



1. Name Five (5) reasons that people resist change?

\_\_\_\_\_
\_\_\_\_\_

2. Name Two (2) reasons people respond differently to change?

\_\_\_\_\_
\_\_\_\_\_

3. Over communicating with others is a good practice to facilitate change?

TRUE

FALSE

4. There are four recognized Stages of Change, you have to go through each stage in sequence, to finally accept change.

TRUE

FALSE

5. Change has no physical or psychological effects on the body.

TRUE

FALSE

6. By remaining positive or upbeat you may help to motivate others.

TRUE

FALSE

7. List two (2) reasons why you should never burn a bridge as you move through the Stages of Change:

\_\_\_\_\_
\_\_\_\_\_

8. "Anyone who has never made a mistake has never tried anything new" is a quote from: (circle the correct answer)

Mark Twain
Albert Einstien

Harry Truman
John F. Kennedy

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**Learning Check  
Answer Key**



1. Name Five (5) reasons that people resist change? **Pages 13 & 14**

Fear of Failure, Habit, No need, Loss of Control, If it ain't broke don't fix it,  
 Closed Mind, Unwilling to learn, Unknown, Concern, What's in it for me

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2. Name Two (2) reasons people respond differently to change? **Page 15**

Upbringing, Past Success/Failure, Outlook, Control of Situation  
 Age/Values, Job Satisfaction, Trust, Communication

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3. Over communicating with others is a good practice to facilitate change?

**TRUE** **Page 18**

**FALSE**

4. There are four recognized Stages of Change, you have to go through each stage in sequence in order to accept change.

**TRUE**

**FALSE** **Page 16**

5. Change has no physical or psychological effects on the body.

**TRUE**

**FALSE** **Page 11**

6. By remaining positive or upbeat you may help to motivate others.

**TRUE** **Page 18**

**FALSE**

7. List two (2) reasons why you should never burn a bridge as you move through the Stages of Change: **Page 19**

you never know who is listening, bad mouthing someone else  
 demonstrates poor character and is a bad reflection on you,  
 you never know when you may have to work with them again

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8. "Anyone who has never made a mistake has never tried anything new" is a quote from:

Mark Twain  
 Albert Einstein **Page 20**

Harry Truman  
 John F. Kennedy

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*Please take a moment to complete the following items. Your input may help to improve future training sessions. Thank you!*



**Date of Course** \_\_\_\_\_

**Name of Instructor(s)** \_\_\_\_\_ **Disaster Number** \_\_\_\_\_

1. The instructor was knowledgeable and well-prepared.

\_\_\_ Strongly Agree    \_\_\_ Agree    \_\_\_ Disagree    \_\_\_ Strongly Disagree

Comments: \_\_\_\_\_  
\_\_\_\_\_

2. The instructor provided time for questions and review and encouraged group participation.

\_\_\_ Strongly Agree    \_\_\_ Agree    \_\_\_ Disagree    \_\_\_ Strongly Disagree

Comments: \_\_\_\_\_  
\_\_\_\_\_

3. The instructor related the material to disaster work and used FEMA-related examples.

\_\_\_ Strongly Agree    \_\_\_ Agree    \_\_\_ Disagree    \_\_\_ Strongly Disagree

Comments: \_\_\_\_\_  
\_\_\_\_\_

4. Based on your Requestor/Supervisor/Program Manager's expectations from this course, will you be able to meet or exceed them? Why? Or why not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Overall, how would you rate this course.

\_\_\_ Excellent    \_\_\_ Very Good    \_\_\_ Good    \_\_\_ Adequate    \_\_\_ Poor

6. Please list additional training that would benefit your JFO work or benefit the JFO workforce in general.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_