



Lesson AHS.18

MANAGING CHANGE IN YOUR CAREER

Unit. Stage One of Development—Me

Problem Area. What Skills Do I Need for a Lifetime of Leadership, Personal Growth and Career Success?

Precepts. **O2:** Manages Change

National Standards. NPH-H.9-12.5 — Demonstrate strategies for solving interpersonal conflicts without harming self or others.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Compare and analyze wanted and unwanted change.

2 Apply the change cycle to a real life situation.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Local Program Resource Guide, 2002–2003.
The Change Cycle, www.changecycle.com/changecycle.htm



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Student Notebook—one per student
- ✓ Overhead Projector
- ✓ AHS.18.TM.A
- ✓ AHS.18.TM.B
- ✓ AHS.18.TM.C
- ✓ AHS.18.TM.D
- ✓ AHS.18.TM.E
- ✓ AHS.18.AS.A—one per student
- ✓ AHS.18.Assess—one per student

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ ***Wanted change***
- ▶ ***Unwanted change***
- ▶ ***Cycle of change***



Interest Approach



Today you are going to learn about change in the workplace and how to handle wanted and unwanted change in your career. Listen to the following scenario. You have been working at a fast food place for two years. Your manager calls you into his office, tells you that he has been watching you and is very impressed with your work, and offers you a two dollar an hour raise. You are very happy and thank him for his support and faith in you as an employee. He then tells you that as a part of your new responsibilities, you will have more hours, and you will have to close on three nights of the week and open on the weekends. You are still excited about how much more money you will be making and say thanks again. Then you start to think, what am I getting into here?



Pair off with a partner and discuss the pros and cons of this new job offer. Label the top of a new page in your notebook, "Handling Career Change." As you are discussing the situation, list the positives of the job offer and the negatives of the offer. You will have three minutes to discuss if this is a good thing or a bad thing. Begin now.



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Circulate around the room while the students are discussing the changes in their job. Make sure they are recording information in their notebooks.



Stop. What are the positives?

Go to the writing surface and record the answers as the students give them.



What are the negatives of this job offer?

Go to the writing surface and record the answers as the students give them.



Are there more wanted or more unwanted changes with this offer?

Ask for responses and lead a discussion of the answers. Students will likely have a broad range of answers, because every student's values, time available, need for money, and willingness to sacrifice will be different. This question should lead to a good discussion.



Here are a couple of questions to think about. What would happen to the employee if he went in the next day and said he didn't want the offer? Can the employee negotiate the offer? Would you take the job offer? Talk to your partner again for a couple of minutes and answer these questions.

Give the students two minutes to discuss and then ask them for their answers. Remember, there is no right answer.



Can I have your attention? Who will share first?

Solicit answers from the students and make a list on the writing surface.



Well, I guess you can see from this scenario that different people have different feelings and solutions as to what you would do in this situation. There are no correct answers to the questions. It depends on your needs, values, and goals as to whether or not you would accept the offer. This leads us to the next part of the lesson, wanted and unwanted change in the workplace or in your career.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Compare and analyze wanted and unwanted change.

- I. ***Wanted change***—change that is wished for, sought, or desired; and ***Unwanted change***—change that is not wished for, sought, or desired





Let's think about changes in careers that have occurred in your and your family's life over the last five years. Think about those career changes that have had a positive or negative effect. Please share a career change that has affected you or your family. I will list them on the writing surface, and you will record them in your notebook under a heading "Career changes in our lives." Let's start.

As students are giving answers, make sure that they are truly changes and help students clarify their responses. Make sure that you get answers like: got laid off, got a raise, changed jobs, moved to a new town, were promoted, plant closed, sent back to school, got on day shift, got new job, selected as the employee of the month, and was named Corporate President.

After you have a substantial list say to students:



Let's stop. Remember in Lesson 17, we discussed personal changes and whether they were positive or negative. Just as we did in that lesson, you'll have a chance to decide whether or not each of the changes on your list was positive or negative. Today you are going to label your career changes as wanted or unwanted. Place a "W" for wanted change and a "U" for unwanted change next to each career change listed in your notes. Could some of the changes be considered as both? Let's think about this as you label your list. Go ahead. Select a partner and begin. You have three minutes.

Pause three minutes.

Discuss with the students and recognize that most changes have both wanted and unwanted effects on the students and/or their families.



Can you think of any career changes that would be totally unwanted? Totally wanted?

An example of a totally unwanted change may be an injury and being unable to work, and a totally wanted change may be a good raise or a promotion to a desired position.

Place AHS.18.TM.A on the overhead.



This transparency will help you understand the change process that can take place in a career change. Change is a natural process. It is happening all the time in our lives and will take place in our careers for the rest of our lives. Many of you will have six or more different jobs in your lifetime, and many of us will change career focus in our lifetime. How do we handle this kind of change? Our transparency indicates that we must prepare for and be willing to change if we are

to make progress in our career and be ready for change. Winston Churchill said the following about change:

“To improve is to change. To be perfect is to change often.”



Let's look at the change cycle that must not only be understood, but also used to be ready for and make the most of change in our career.



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Objective 2. Apply the change cycle to a real life situation.

Place AHS.18.TM.B on the overhead and hand out AHS.18.AS.A to the students.

II. Steps in the **cycle of change**—repeated sequence of events or complete process of change

A. A change takes place



There are several change cycles that are available from different sources. All of them can be summarized into the following six steps that continue forever. We may have several of these change cycles taking place simultaneously in our careers and in our personal lives. The transparency is a simplified version of a complex process. Write this information down on your activity sheet. All the headings are there for you, and you should list the feelings that are associated with the various steps in the change cycle.



Let's discuss the first step. A change has just happened on the job. Our initial response may appear to be anger, but in reality it is fear. Fear of the unknown makes us uneasy. In general, when change happens, whether wanted or unwanted, it creates some fear, because we don't have a clear picture of what is going to happen next. Most of us have a vision of where we are going or a vision of where we want to go. When change happens, this vision becomes unclear or out of focus. We immediately begin to focus on how this change is going to affect us. A normal feeling is fear. Although fear is a normal result in change, it is important for us to sort out what has really happened. Is the fear real or imagined? Once we have identified our fears we can move

out of step one and toward a more safe area.

Review step one with the students and make sure they have recorded the major descriptors of their notes. “It looks like anger, but it is really fear; fear is a feeling that is created when we are uncomfortable with the change; our vision of our career future becomes unclear during change; we must form a distinction between real and perceived fear; and once we understand our fears, we can move to the next step.”

B. Resistance to change



Step two is “resistance to change.” A normal reaction to change is to resent the change and resist it. By the time we get to step two, we have recognized that change is happening to us, and we don’t think we can stop it. People often get loud and argumentative in this stage. We wonder if this change can be any good for us and if we like the change. We often blame and question the reason for this change. This step is very hard for people who have had change forced on them. It is during this step, when we are doing all of our storming around from our resistance and resentment, that we have to gather information about the change and attempt to visualize the future effects on us. Because we are still anxious and even fearful, it is very difficult to look at benefits. Ultimately, a person has to be willing to gather real information in order to move to the next step.

Again, review the feelings and facts of step two with the students and have them get the information in their notes. Key points are: feelings of resentment, resistance to change, becoming argumentative, and beginning to gather knowledge and information.



C. Why me, but it is happening!



In step three, we are still uncomfortable and even unproductive. We have learned enough to know that the change is going to happen. We have learned enough to recognize that we are overwhelmed and really have a fear that the change, or I, will be a failure. Generally morale is very low during this step. It is during this step that a person must get the motivation to move forward. If this doesn’t happen, a person in the cycle of change will often regress back to stages one and two. When you or an organization is trying to change, it is during this stage that the change

process often fails. It is important to motivate yourself or to motivate others to move from this step toward step four. It is during this step that people often get depressed because they cannot get out of this area. It is important to break down the effects of the change into small steps that are manageable and positive. Once we have avoided falling back to step one and worked hard on small wins, we can move into step four.

In step four, the key points are: this is the low point, we recognize that the change is most likely going to happen, we need to break down the proposed change and its effects into small manageable steps in order to move forward, and during this step, a person or group can regress to stage one. Make sure the students have these facts in their notes.

D. Reconciliation, I'll be OK



Step four is the first positive aspect of the cycle of change. Once you get to step four, the change is probably going to happen. In step four, we begin to recognize that we have options and chances. We begin to see the positive aspects of the change for us personally, and we begin to make decisions that will support creativity and solutions. We become less resistant and have increased feelings of confidence and control. In step four, we can brainstorm solutions and make choices. This step prepares us for acceptance in step five.

Again, review the major points in step four of the cycle of change: change is going to happen, recognize we have options and chances, we become creative and seek solutions, and we are less resistant and begin to make choices.

E. Acceptance



In step five, we come to understand what is going on, what's in it for us, and see the benefits. In steps one and two, we were dealing with what was happening in the present. In steps three and four, we were dealing with what might be. Now, in step five, we begin to step forward into the change and accept it as our own. In step five, we look for benefits. Once we accept the change and recognize the benefits, we can move to step six.

In review: in step five we accept change and begin to look forward for the benefits.

F. Moving forward



Once we have successfully moved through the first five steps and into step six, our feelings are generally satisfied. We again feel like we are in control and the change is a normal part of our lives. We become focused, strive to learn new things, and ultimately set out to accomplish those things that were envisioned when the change was proposed.



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 Step six moves us back to some degree of normalcy. The change becomes the norm, and we are comfortable again. We are in control, focused on doing our changed job, and become a productive employee.

 Now we are ready for step seven. More change.

G. Get ready for more change

Place AHS.18.TM.C on the overhead.

1. Change
 - a. We can be on different steps in different changes at the same time.

 As I mentioned earlier in this lesson, we can have several changes taking place in our career or life at one time. It is important to know not only the changes that are taking place in our lives, but also what step in the cycle we are on.

 Write the statement that is on the overhead in your notebook.

Place AHS.18.TM.D on the overhead.

2. Change time
 - a. Not every change takes the same amount of time
 - i. Some may take a few minutes
 - ii. Some may take weeks or months

Discuss this overhead with the students and make sure they copy the information in their notebooks.

 Write the statement that is on the overhead in your notebook.

Place AHS.18.TM.E on the overhead.

3. Managing change

a. Understand change



It is important that we understand change if we are going to manage change. Lessons 15 and 16 helped us understand change and how to handle change. The lesson today has provided a step-by-step process for handling change.

b. Develop a capacity to manage change



By understanding change, we can develop the capacity to manage change.

c. Understand the steps in the cycle of change and how to move forward



The cycle of change is a valuable tool to be used to understand where we are in the process of change and how to move forward. Once you understand the change process, you will be more receptive of change and either serving in a leadership role implementing change or handling change in your career or your life.



Make sure that the students get the information from the last transparency in their notebooks.



Be sure to copy this information in your notebooks.



Review/Summary

Activity

Again, place AHS.18.TM.B on the overhead. Ask the students to review the seven steps in the cycle of change. Students should have a full understanding of the change process and cycle of change as outlined on the transparency master. Use the Hieroglyphics e-Moment and ask students to sketch a sequential list of drawings to represent each step. (NOTE: Go with the flow moment could

work here as well, as long as the symbols are introduced prior to the lesson.) If time permits, ask the students to volunteer the feelings and actions that normally take place in each of the steps.

At this time, pass out AHS.18.Assess.

Application

► Extended Classroom Activity:

The cycle of change can be utilized in many aspects of the students' lives. Students can use the cycle to help facilitate changes that may be taking place in their personal lives or the lives of their family and friends. The cycle of change can be used to lead or facilitate change in many aspects of the school or community operations.

► FFA Activity:

The cycle of change and the steps of change can be utilized in making changes in the FFA organization and its activities. Officers and members can use the process for facilitating change in the organization or in committee work.

► SAE Activity:

Students who are working as a part of their SAE can utilize the cycle of changes to understand and manage change in their lives or on the job. Once the cycle of change is fully understood by the student, he or she can use it to help implement and facilitate change in the workplace.

Evaluation

Use AHS.18.Assess, allow students to select a career change in their lives, or assign a change that may take place in the student's future. An example of a change topic may be the integration of a new computer system at work or switching from day shift to night shift. The assessment contains directions and can be done either in the classroom or as a take home activity.

Answers to Assessment:

There are no exact answers to the assessment, but each of the steps in the cycle of change should include the information that you discussed when using AHS.18.TM.B.



AHS.18.Assess Name: _____

STEPS IN THE CYCLE OF CHANGE

Change topic to be used to demonstrate the cycle of change

Using the topic as assigned by your instructor, complete the following form on the cycle of change. Discuss the common feelings and actions that take place in each of the steps.

A change takes place

Resistance to change

Why me, but it is happening!

Reconciliation, I'll be OK

Acceptance

Moving forward

Get ready for more change



**“To improve is to change. To be perfect is to change often.”
—Winston Churchill**



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AHS.18.TM.B

STEPS IN THE CYCLE OF CHANGE

- ◆ **A change takes place**
- ◆ **Resistance to change**
- ◆ **Why me, but it is happening!**
- ◆ **Reconciliation, I'll be OK**
- ◆ **Acceptance**
- ◆ **Moving forward**

◆ Get ready for more change



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AHS.18.TM.C

CHANGE

◆ We can be on different steps in different changes at the same time.



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AHS.18.TM.D

CHANGE TIME

- ◆ **Not every change takes the same amount of time.**
 - ◆ **Some may take a few minutes.**
 - ◆ **Some may take weeks or months.**



AHS.18.TM.E

MANAGING CHANGE

- ◆ **Understand change.**
- ◆ **Develop a capacity to manage change.**
- ◆ **Understand step in cycle of change and how to move forward.**



AHS.18.AS.A Name: _____

STEPS IN THE CYCLE OF CHANGE

Step 1. A change takes place

Step 2. Resistance to change

Step 3. Why me, but it is happening!

Step 4. Reconciliation, I'll be OK

Step 5. Acceptance

Step 6. Moving forward

Step 7. Get ready for more change

