Managing Change in Organizations

An Honors Thesis (HONRS 499)

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Abstract

This examination of the change process is separated into three parts. The first part is dedicated to the reactions that occur as a result of change. It specifically deals with the negative feeling of resistance. Briefly, part one describes a few possible ways to reduce these emotions. The second part moves into the change-management process. A loose guideline is presented to suggest a manner to lead change in organizations. The final part takes the research gather in parts one and two and brings it together to apply it to the current situation in the Greek Community at Ball State University. The first two parts provide a basic understanding of the change process, while the final part is an analysis of how the change process is working in the Greek Community.

A second portion of this project is an outline intended to serve as a guide for a presentation. This presentation is an attempt to help sorority women become more open for change. Activities and discussion are the two main tools that are utilized in the presentation. This presentation uses research from the first two parts of the paper to address the concerns that are described in part three and completes the analysis of change.
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INTRODUCTION

Change happens all of the time. People deal with it in their daily lives, their personal lives, and their professional lives. Although change may often occur, people typically have a hard time adjusting to it. When change does arise, people tend to feel intimidated, angry, fearful, frustrated, or worried. Although eventually a person may warm up to the change, these initial emotions can be overwhelming to a person and can have negative impact on the change itself.

This paper will examine the concepts of change in depth in order to help control the negative reactions that many people have to change. Although it is necessary to look at individual reactions to change, such as those above, the main goal of this paper is to look into changes on a larger scale. It is more of the collective change that occurs in organizations that will be addressed. Examples of these types of organizational changes are the changes such as implementing a new policy or accepting new leader. There are individual feelings that result because of these changes, as well as feelings/reactions that develop in the group as a whole. Both individual and group reactions to change need to be studied to identify ways to manage change in an organization.

The responses and behaviors associated with change are only a beginning to managing or adapting to change. After determining what causes individuals and groups to feel and act certain ways due to change, leaders and managers need to know how to appropriately anticipate and address those feelings and actions. In some cases, simply recognizing that these emotional reactions may exist can help the process of adapting to change. However, other situations may need more than the knowledge of knowing how an
individual is feeling or may react. Examining this can be a first step to implementing successful change.

Once this study is complete, the change management process can begin within an organization. This is a three phase process that involves analysis, planning, and implementation. Each phase can be broken down even further to specific actions and methods that must be used to ensure an efficient and effective change.

The final aspect of the report is very specific. It is taking the concepts and theories developed throughout this paper and applying it to the current structure of Ball State University’s fraternity/sorority community. It is a community that is often facing change, and has many of the negative individual, as well as group reactions that were mentioned above. Leaders in the community and administrators of the University are constantly trying to assess the effectiveness of the community in order to implement changes, often with resistance. This paper will address some of the issues as they relate to the study of change. While there may be no specific solution to managing changes in the fraternity/sorority community at Ball State, improvements can be made to help understand the process and help with the implementation of future change.

PART ONE: REACTIONS TO CHANGE

In looking at change, there are countless factors that can attribute to what causes people to react and feel the way they do about change. It would be impossible for any leader implementing change to understand and overcome each factor. It is, however, important to have some knowledge that certain reactions can be anticipated, what is the thought process behind those reactions, and what can be done to minimize any negative reactions to change.
Studying these issues alone can be overwhelming, but to briefly understand them can be very beneficial to any initiator of change. The first step is looking into what is behind the different emotions involved with change. Why is it that so many people have an adverse reaction to change, when generally it is intended to be for the improvement of the organization? Arnold Judson gives some insight by providing eight factors that contribute to how an individual may react to change. Some of these factors can be managed while others are beyond one's control. Simply being aware of some of the factors that could create an adverse reaction to change from an individual could help the manager. The factors that Judson found to influence change are:

1. The fundamental, predisposed feelings about change. These are the feelings that have been developing since birth and are not something that can be altered.

2. Any feelings of personal insecurity can create a negative emotion towards change.

3. In an organization, there is a culture and behavioral norm. Anything that threatens these beliefs and norms will probably have be difficult to implement.

4. How much a member of the organization trusts the management or other parties involved in the change will have an effect on reactions to the change.

5. People will use their knowledge of past events that are relevant to the change to form opinions about change.

6. An individual that feels threatened by the change because of possible loss will feel resistant towards the change.
7. With any change, an individual will have specific expectations and apprehensions. The result of these expectations will cause the individual to have a certain reaction to the change.

8. The manner in which the change is introduced and implemented will have an effect on an individual's reaction to the change. (23 – 46)

After looking at these factors, it is easy to see why a manager cannot control all of them. For example, a manager cannot do anything about how a person perceived change as a child (factor 1) and cannot do anything about historical events (factor 5). Not only is there a difficulty in being able to control many of these factors, there is the added complexity of the interaction of these factors. Any given individual will have predisposed feelings of change and that same individual could also have apprehensions and expectations towards change.

Having these factors interact with one another more difficult for the manager implementing the change. Given this knowledge, (s)he can use the information that exists to prepare the change in a manner that will address several of these concerns even if a manager is unable to control these factors.

These factors offer a brief description of potential negative reactions to change. The next step is to identify how these factors may manifest themselves. As the factors above suggest, there are a lot of different conditions that determine how an individual will feel about/react to change. It can also be seen that these factors or change in general can lead to a lot of different emotions. However, the one reaction that is seems to be most common and is one that managers need to address is the feeling of resistance. In some degree or another, when an individual has a negative reaction to change, it causes that person to resist the
change. If a manager cannot overcome that resistance, (s)he will not be able to successfully implement the change. "Maximum benefits from a change can only be achieved when any resistance to it by those affected is minimized." (Judson 15)

While the eight factors identify an explanation of the reactions to change, there is a need to know the specific conditions that may result in resistance. The reasons for resistance are endless. However, knowing just a few of them can help in the preparation for implementing a change.

"Time, money, and energy; anything that robs [someone] of these will be resisted." (Harvey 31) If it is believed that a change will bring about a loss, it is likely that it will be resisted. The loss may be economic, such as a loss of income, but it can also be any other type of loss. For example, a person will resist a change if (s)he feels that it will result in reducing that amount of power or influence (s)he has. (Callahan 408) Another loss that might occur do to a change is knowledge and skills. (Callahan 407) In everyday work, an individual knows how to do hi(s)her job. However, when a change is implemented, hi(s)her job may change and the individual may no longer possess the appropriate skills. Anytime a change will result in a loss, it has the potential to be resisted.

While a loss may result in resistance to change, there is actually more to it than just the loss itself that is a threat. A change needs to have some sort of benefit or payoff for an individual. (Harvey 11) A payoff gives the individuals that are involved in the change an incentive for changing. If everyone is comfortable in a current situation, and there is already an existing payoff, the desire to change will be low unless there is a clear and known benefit to that change.
Another issue that results in resistance is the ambiguity of change. Any change brings uncertainty at first. (Judson 17) The feeling of uncertainty may make an individual feel uncomfortable with the change, and therefore resist it. According to Judson, “all changes involve giving up the familiar for the unfamiliar, certain for the uncertain.” (26) People are often afraid of what they do not know, and change often brings new situations. (Callahan 408) In addition, when all information is not made known, individuals tend to “fill in the blanks” with their own details. The information that individuals “fill in” is usually negative and drives the individuals to reject anything that might result in the image they have created. (Harvey 34)

Other causes of resistance include a lack of ownership in the change process and a lack of support by the leaders of the change. These can be complicated because it is important that the leaders demonstrate their support for the change without controlling the entire change. If a manager introduces change in a negative manner, people will resist the change. (Harvey 37) If there is no ownership of a change process, people will also resist the change. There is no motivation for an individual to work towards making a change if they do not feel as though they have responsibility in the change. “Programs or procedures that [individuals] do not own, they will not maintain.” (Harvey 18)

Another major component in resistance of change is the socio-cultural implications. The actions and behaviors of a member of an organization are affected by his/her interaction with other factors in the group environment. (Judson 23) Every organization has norms that are accepted throughout the entire organization. It is important that a leader is aware of these cultures and knows when a change will conflict with them. (Judson 31) When a change does conflict with the organizational norms, it will likely result in resistance. Consequently, there
are established relationships in an organization, and these relationships are important to the individuals involved. If change disrupts the relationship somehow, it may be resisted. (Callahan 408) When facing change, "culture is too important to be ignored." (Harvey 33)

Change could also bring a feeling of increased expectations. Some people may resist change because they feel a sense of loneliness because they are isolated in the change. Another common emotion that arises is a feeling of insecurity. A person is more likely to find reasons to resist a change if (s)he is insecure in hi(s)her own ability. Sometimes change makes those involved feel inferior because a manager or leader of the organization imposed the change upon them and disregarded their contributions to the organization. All of these are factors that can cause individuals to resist changes, in addition to are even more factors than listed here. Knowing how to overcome some of these factors, can be beneficial in successfully implementing a change.

When the factors that influence an individual’s reaction to change were listed, it was established that it would be impossible to manage or control all of them. This is true also for factors that influence resistance to change. An earlier statement explained that resistance needs to be minimized; it cannot be eliminated entirely. Harvey even says that resistance should not be looked at as negative, but as normal. (Harvey 10) He continues to explain that “great change agents celebrate resistance. They do not stop in the face of it, but they do try to understand it. [They] must understand the shape of the resistance before you can change it.” (28)

There are many different methods that can be used to overcome resistance to change. Education and communication can help deal with problems that arise due to a lack of information. (Callahan 409) This method involves educating those involved in the change
and also openly discussing ideas with them. Another method is to use a high level of participation and involvement. This allows more information to be provided and gives the individuals involved a feeling of ownership. (Callahan 409) Sometimes the only thing that is needed to reduce resistance is support of others and facilitation of ideas. Other situations need to allow negotiation and agreement so that the threat of losing power is managed as well as added incentives and payoffs can be provided. In a more aggressive change, there may also be a need for manipulation and cooptation. (Callhan 412)

These strategies are meant to specifically deal with certain issues that result in resistance. On a more broad base, Harvey suggests that there are three basic change strategies: power-coercive, rational-emperical, and normative-reeducative. (Harvey 18-19) The first strategy involves the leader of the change using hi(s)her power to force the change past any resistance. This is ultimately a short-term strategy because ultimately it increases resistance. The second strategy, rational-emperical “assumes that people change through rational response to new knowledge or data.” However, this has not usually been the case, and, therefore, this strategy is only appropriate in certain situations. The final strategy focuses more on the individuals affected by the change, rather than the change itself. It is a strategy that has the most long-term benefits and involves looking at people’s needs and drives. (Harvey 20)

There are hundreds of approaches that can be used to reduce resistance and to predict the reactions individuals may have when faced with change. When approaching change in an organization, however, it would be impossible and even unnecessary to utilize of these different techniques and methods. The key for any successful change is for the initiator to be aware that these reactions are possible, and that (s)he may have to deal with them. Having a
general understanding and knowledge of why people have certain reactions to change, why people resist change, and how some of that resistance be overcome is a good place to begin when implementing change.

PART TWO: MANAGING CHANGE

When looking at managing change, several factors come into play. The type of change, the type of organization, and the size and reason for the change will all affect the management of that change. Some changes could involve reorganizing the entire organization. Others may only involve a small portion of members. There are changes that are unplanned and others that are intentional. Change can be bottom-up or top-down. All of these factors will change the method used to implement the change. It would be impossible to exhaust every possibility in handling the different varieties of organizational change. There is no standard approach to change management for two reasons: every manager has hi(s)her own personal style, and no single approach can “take into account the enormous variability of all factors present in each unique situation and organization.” (Judson 165-166) In this research, any change will be assumed to be a top-down change that is not a complete make-over for the organization, but one that does effect most, if not all of the individuals in the organization.

Since there are so many methods of implementing change, and every situation needs to have its own method, it is unnecessary to list all specific models/scenarios. This research will not develop an exact list of each step of the change process and when and how to implement each step. Since there are so many variables in a change process, the process must be adjusted to each and every change. Therefore, a list with exactly what to do would
only be beneficial if a certain situation without outside arose. Instead, it will be more beneficial to uncover some of the universal phases in managing change. They will presented in an estimated order and with a basic idea of what is involved in those phases, but can be adjusted in a manner that suits situation and organization.

Initially, one might think that managing the change process begins with the implementation of a change. Implementation, however, is in the last phase of change management. Before the change can be implemented, it must first be understood and planned. The initial step to take in leading change is to gain a full knowledge of the change.

There are several different ways to complete an analysis regarding change in organizations. Three main areas can be analyzed to begin the first stage of change management. The first area is the individual reactions to change and how to overcome those negative reactions. Some of this analysis was explained in part one. Second, an organization can do an analysis of its own challenges – such as a SWOT analysis. Finally, the last area for analysis is the change that is being implemented. Of course, there is always more that can be analyzed, such as external factors, but these are the three that will be the focus of the research. An organization could choose to look at all three or any combination of the three different areas. Regardless of how the company chooses to do an assessment, it is important that the organization does do some type of assessment before introducing a change.

The first area involves looking at the people involved in the change and the reactions and difficulties that may result because of their participation. Judson describes the analysis phase to involve “determining the effects the change might have on those involved and what problems are likely to arise “ and then preparing solutions for those affects. (Judson 167) These factors can help determine the resources and readiness (or sometimes called change
capacity) of the organization to cope and adjust to transitions. (Miles 8) During this analysis, the organization's culture can also be analyzed. The importance that some organizations put on this part of analysis demonstrates the significance of understanding that emotions can cause concern or imbalance in a group, which is discussed in detail in Part One.

When a change must occur, that is a good opportunity for the organization to do a self-analysis. It can determine what the environment is currently, and where the organization may progress after a change in the future. The analysis looks at the fundamental mission of the organization, such as its purpose, principles, philosophies, and objective. Looking at these fundamental parts of the organization can facilitate the upcoming change by finding the strengths and weaknesses that already exist within the company. Knowing these issues can help the company determine where change needs to be implemented. This is the technique that many organizations identify any problems that need to be changed.

It is essential that an initiator of change studies the change itself. Harvey lists eight factors that are related to change analysis. The factors include the steps of determining a short and clear description of the change, describing the need for change, finding who will be involved in the change, and other similar factors. (Harvey 55-67) It is important that the costs and benefits associated with the change are anticipated. If the benefits outweigh the costs, than the change should be implemented. It is also necessary to determine the individuals and resources that are needed for the change. Other considerations include knowing what cannot be changed (such as external factors) and the expectations of the change. (Chaudron 13) The analysis of change provides the leaders of change a thorough understanding of the change and everything that is involved with the change.
Because this analysis determines many of the factors involved in the change, it is important to know this in order to manage the change. All of the participants involved with the change initiative should know the "ins and outs" of the change before beginning to implement it. Whether all three areas are covered in the analysis (the individual, the corporation, and the change) or only the change itself is analyzed, the phase is necessary and makes a natural starting point to managing change.

After the analysis is complete, the organization is still not at the point of implementing a change. The second part of the change process involves planning. The planning stage can be a long or short process and may have several steps or only a few. Some steps are important for every change manager, such as communicating and a creating vision. In this phase, it is also important for the initiator to create energy for the change and to gain acceptance for the change. These steps are not necessarily described in the order in which they should be executed. Many of these steps can happen simultaneously and are continuous throughout the entire process of change.

Communication is one of the keys to successful change management. Without communicating change, many of the fears described in part one are likely to arise. If the individuals involved in the change receive no formal communication about a change that is being implemented, those individuals will likely develop their impressions about the change through rumors or by making assumptions. Often this can be very detrimental to the change process. Communication serves the role of making sure everyone involved has as complete of an understanding as possible. It can also provide motivation and feedback that can be very useful in the process.
In order to effectively communicate a change, the organization should have a plan or strategy for communication. (Galpin 33) This plan must find a way to get every person involved the information (s)he needs to make the change or how it will effect him/her. The plan should be in line with the change strategy and should begin before the change is implemented and continue throughout the entire change process. An effective communications plan involves several factors ranging from simplicity to repetition. Proactive communication is a critical success factor in the change process. (Spiker 19) The following paragraphs describe elements of communicating that need to be used in change management.

The time and energy needed for effective communication are directly related to the clarity and simplicity of the message. People understand messages that are free from complex terminology and confusing language. “Communication seems to work best when it is so direct and so simple that it has a sort of elegance.” (Kotter 89)

The communications process must be two-way. While it is important that the initiator of the change has communicated the change to everyone involved, it is also important that the people involved are providing information/feedback as well. The message can only be truly conveyed when there is interaction in the communication. (Holland 92) Also, two-way communication helps facilitate the process because the people involved are aware of the leader’s expectations of the change, and the leader is able to learn about what is and is not working as planned. This method of communication also makes it easier to work through problem situations and individuals’ concerns.

There is also a need for repetition in the communication plan. A message makes more of an impact through repetition and consistency. It is also useful to have multiple
methods of communicating, rather than just one. Since most people involved in the change are busy and have many messages communicated to them daily, a single time will not be enough to really understand and comprehend what is being explained. (Kotter 94) In addition, it will take more than one hearing about the change to have all the questions answered about it. Repetition also helps avoid problems that can arise from miscommunication. (Bishop 139) It is important not to overdo it, but once the change is being planned, the communication should begin and be continuously repeated to ensure that everyone knows the message and feels comfortable with it.

Several other issues arise with communication. The message needs to be honest and realistic in order for individuals to believe it. (Galpin 39) Also, it is important not to overlook using different forms of communication, such as posters, emails, and announcements at meetings. “You’re never not communicating. What you don’t say can speak as loudly as what you do say.” (Guaspari 33) Behavior can be inconsistent with the message that is being given and will result in a lack of support for the change. These inconsistencies need to be addressed before the credibility of the leaders is lost. All of these factors need to be considered in the development of a plan for communicating the change. Examining every area will be beneficial in creating a successful change process.

Another important part of the planning phase is developing the vision, strategies, and goals, or the change initiative. The vision is the most important part of this process. Strategy and goals should simply support the vision. During the analysis stage, the organization determined what the problem was and then looked into creating the change to address the problem. It decided what factors were going to be involved with the change. The vision is
putting this into a clear and understandable description that will motivate those involved to work towards the change.

According to Kotter, a vision "refers to a picture of the future with implicit or explicit commentary on why people should create that future." (68) There are several reasons why this vision is so important to the change process. Organization members need a vision to understand where the leader wants the organization to be in the future. (Holland 77) The vision also serves the purpose of simplifying decision making by giving a general guideline for people to follow. It also can be motivational to the members of the organization see change in order to inspire them to start the change process. Finally, the vision makes sure that all the people involved in the change are on the “same page” and have the same level of understanding. It explains the common goal that all those involved are working towards.

There are two parts of a vision: the purpose and the mission. The purpose describes the reason for the change and should be simple, broad, and inspirational. The mission, on the other hand, is a clear and compelling goal that focuses the efforts of the purpose. (Miles 29-30) Putting these together creates the entire vision that can be shared with the whole organization.

A vision needs to be clear in order to inspire the motivation and comprehension it is intending to provide. The vision should be stated in a way that relates to and is understandable for the members of the organization. As it was explained above when discussing communication, simplicity is essential. Effective visions are open-ended, but are not so broad that they do not provide any direction. The vision should stretch the organization. If the organization has a vision that describes the current situation, there is no motivation to change. It is important, therefore, for the vision to be realistic and possible. A
problem will arise if the vision seems impossible; there will be no motivation to achieve. Feasibility also means that the vision is based on a rational understanding of the organization. (Kotter 75)

Goals are related closely with the organization vision. An established vision does not complete the planning stage. It is simply a place to begin. Goals have similar objectives as the vision, such as motivation and achieving the desired changes. While the vision provides a description of what the change will result in, goals describe “clear and succinct explanation of what people are expected to achieve in a given time frame.” (Galpin 86) Effective goal setting is important. Similar guidelines exist for goals that were used to develop the vision as well. Simplicity and clarity are two guidelines that are utilized for both visions and goals. It is also important that goals are achievable, yet challenging of the “norms.” However, unlike a vision, goals are more specific. Goals should include a time limit to keep the team focused and add some motivation to accomplish the goals. (Galpin 88) Finally, goals should be in line with the vision that has been developed. The change effort cannot be achieved if the vision is not supported by the goals.

In the planning stage, a few other factors come into play. It is during this time that it is important to start getting the organization involved, excited, and supportive of the upcoming change. In part one, it was established that participation in the change created a feeling of ownership in the change. This ownership works as motivation to work towards the change. If it is possible, the people affected by the change should be involved in determining the vision. However, if it is not possible, than the people should be involved in creating its implementation. (Harvey 75) During the planning stage, a leader can identify how those affected can become involved. However, participation should not be used as a
way to make change acceptable. If there is only a superficial use of participation, the individuals involved will feel that they are being patronized. (Pollack 11) Participation should be used as a source of ideas.

Change often has a negative connotation because of all the feelings of resistance that occur when a new change is introduced. Change, however, is not always a negative experience. It can be fun and exciting for those involved. People will be happier about participating in the change and helping to implement the change if there is energy and a positive outlook involved in the change. In order to generate energy for change, it can be helpful to clearly demonstrate the need for the change. An individual will not be excited about a change if (s)he believes that the status quo is functioning successfully. Pointing out areas that need improvement can motivate individuals to want to make changes. Goals and vision that have been established are factors that are involved in getting excited about change. Organizational excitement and enthusiasm grow from clear and doable change plans and actions. (Holland 10)

Along the same lines as creating energy and participation is the need to gain support for the change. Gaining support from the individuals affected will occur when the change offers a benefit for them and that is communicated to them. When “selling” the change to those involved, it is important to remember that different groups of people will be affected in different ways. Some of these people will respond to one aspect of the change while others will be persuaded by other parts of the change. (Guaspari 34) Judson offers three different ways to gain acceptance to change. The first approach uses persuasion and rewards. Negotiating and bargaining is a second method for gaining support, and the final approach involves participation. (Judson 176-177) These methods are each appropriate in different
circumstances. It is worth noting that not everyone will support the change. Therefore, there is a need for determining which individuals will need to be addressed and what technique may be the most appropriate. (Guaspari 35)

After the analysis and planning stages, an organization is ready to begin the implementation and evaluation phase. During this stage, the change actually begins. In the first two phases, the organization is preparing itself and its members for change, but implementation and evaluation is really where the change takes place. This area takes into consideration the processes and steps involved in implementing the change, measuring the change, and evaluating the success of the change.

Implementation involves the action of change. To begin this action, the organization should have an action plan. "Action plans are the blueprints for implementing change." (Harvey 86) An action plan needs to meet certain criteria in order to be effective. These include making sure that the actions are specific and precise, knowing what the intended accomplishments are and being able to measure the results. (Harvey 86) If these criteria are met, the organization will have a specific guideline that it can follow. This action plan should be followed closely. If it is not, those involved with the change may think that those implementing it do not view the change plans as important and will not work to make it successful. (Galpin 61)

When implementing change, the whole organization should incorporate the change simultaneously. This will help the leaders manage the change. If there needs to be a correction or adjustment to the action plan or implementation, the leader will be able to intervene at all levels, rather than one part of the change at a time.
The steps that were involved in the planning stage continue through the implementation. Specifically, the leaders of change should still be constantly involving and encouraging the individuals working towards change. Communication is also vital during the implementation of change. The managers of the change must remain continually informed. During the transformation, the use of feedback is key to success. If a manager stays well-informed by listening to feedback, (s)he will be able to know what is working in the plan and what needs to be improved. This gives the people involved a chance to be a part of the action plan and results in a more successful change.

Change cannot simply be implemented without problems. As with anything else in life, some things are bound to go wrong. However, these mistakes and temporary drawbacks can be worked through. Constantly monitoring and measuring change can help managers work through the problems that arise. The evaluation of change helps find the problem areas before the entire change becomes a failure. Measuring change informs the leaders and people involved the progress of the change and verify the completion of the change process. During the entire change process, it is necessary for managers to be involved and informed with all the aspects of the change.

Change should not be evaluated with one measurement that occurs only at the end of the transition. There should be a series of measurements that occur throughout the entire change. By having continual evaluation of the action plan, the leaders will have a better chance at correcting problems and adapting to unforeseen conditions. There is emphasis on making sure goals are measurable. That is even listed in the planning stage as one of the important characteristics of creating goals. The importance for measurable goals comes into effect during the implementation phase. A leader can look at the goals and determine things
such as whether the timeline is being implemented correctly. There is a qualitative part of evaluation. Qualitative measures can inform leaders about the depth and initial success of change, even before the quantitative measures confirm. (Callahan 420)

The change management process can be summarized into three broad phases: analysis, planning, and implementation/evaluation. Each phase can be broken down further into specific steps and actions that can be taken to ensure successful change. However, an important factor has not yet been described. Even with these guidelines, change does not lead itself. "At its heart, organization change is an act of leadership." (Holland 51) Change needs to have an initiator, someone who will lead the organization through change. Often, the best choice is not an individual, but a team that can successfully facilitate change. Developing the team is the final point of discussion in this analysis of change management.

Planning the team that will initiate change should be done as carefully as planning the actual change. It takes time and thought to prepare the appropriate mix of people to create the change coalition. The team should be well organized and coordinated. This involves balancing individual characteristics, size of the group, and roles of people that make up the team. It also essential to develop a strong sense of teamwork and to be aware of the resources that the team will need.

The right membership on the change group is important for effective leadership. Kotter describes four characteristics that are needed for a successful team:

1. Position power: a key person in the organization that has the authority to make decisions

2. Expertise: a person who has the work experience, discipline to make informed, intelligent decisions
3. Credibility: people with good reputations that will be taken seriously
4. Leadership: someone who will drive the change process (57)

The last of the four characteristics is possibly the most important. Management is also
needed and should work with leadership to keep the process under control while the
leadership provides the push for the change.

These are all characteristics that are needed in the change team. There also types of
people that can be helpful to have on-board for the change process. One of these is the
stakeholder. The stakeholder is an individual who is going to be directly affected by the
change. It can also help the team to have someone who is already in support of the change
and would like to see the change implemented. On the other hand, having an individual who
thinks that everything is fine and there is no reason for change should be included in the team
to ask questions and challenge the process. Finally, there needs to be a facilitator who can
control the meetings, has no direct interest in the results of the change, but would like to see
the process work. (Harvey 130) These are all the characteristics and type of people that
make and effective and efficient change team. Recognizing these qualifications is important
in developing a team. The team should not be composed of individuals based on their
constituency, but on these characteristics and types. The larger the organization, the more
people that will make up the change team. Harvey suggests that teams should remain
between 5-12. (130)

Once the team is established, there needs to be an ability for the team to work
together. The group should have certain dynamics that make it able to work toward positive
change. Trust is an essential part of developing this team-work. Everyone in the team needs
to able to trust the other members. Otherwise, personal agendas may develop and make a
poor work environment. A second factor that is needed for a team to be successful is a common goal and the drive to reach that goal. While a team is developing a relationship, it also needs to be aware of the resources it will need. The team needs to have time, money, freedom to make changes, energy and excitement, recognition, and empowerment. (Harvey 188-136) Without these resources, it may strain on the team making it hard for a focus on change.

This concludes this section on managing change. The process could extend beyond the three phases, analyzing, planning, and implementing, in a much more in depth and detailed plan for managing the change process. It could also be more abbreviated. Each organization must find the best choice for the situation that it is facing. Regardless of the decision on how detailed the change plan will be, a team of leadership will help the organization follow the phases and successfully manage the change. “Changes, even when the scope is substantial and the obstacles daunting, can be accomplished successfully provided that management take a planned approach that is comprehensive, systematic, and thorough.” (Jusdon 182)

PART THREE: ANALYSIS OF CHANGE IN THE FRATERNITY/SORORITY COMMUNITY AT BALL STATE

The final part of this research project is using the information from the first two parts to analyze the current situations facing the fraternity/sorority community at Ball State. There are three changes that have occurred in the last year that I have watched my peers react to them, as well as watched how they have been implemented. Each situation is a little unique, and before proceeding with my own observations, I will give a brief description of the changes.
The first change was a policy initiated by my sorority's national organization. My sorority was the only Ball State organization that was affected directly by this policy change. This policy stated that the chapters of my sorority (ours included) were no longer permitted to have events at fraternity houses when alcohol was present. This stopped the tradition of "paired parties," changed the type of events that we planned, and changed the effort involved in planning an event.

A very similar change was announced to the Panhellenic community, which consists of the twelve sororities on our campus, in the same year. This resolution stated that no sorority at Ball State would host an event at a fraternity house when alcohol is present. This resolution went one step further and stated that no more than three events could be planned in one week's span. This resolution had similar changes that were present with the policy change that occurred in my sorority. This, however, had an effect on every sorority on campus, which made the effects of the change appear more obvious.

Finally, I will discuss a change that has not been implemented. This change states that fraternities are prohibited from hosting parties at their house if alcohol is present. This most specifically affects the members of fraternities on campus, but it effects reached all members of the fraternity/sorority community and beyond. Again, this policy ends the infamous "frat parties" that have become a social norm in the fraternity/sorority community.

In the first part of my study, I discussed some of the reactions that individuals have to change. I cannot anticipate or articulate every emotion and reaction that my peers had when these changes were announced. However, I can pinpoint some of them and can infer some of the others. First of all, there were supporters of all three changes. A majority, however, initially had some sort of negative reaction. Two of the fundamental factors in determining
how an individual will react to change include the affect the change will have on the cultural and behavioral norms and the manner in which the change is introduced. Both of these factors influenced members' reactions to each of these changes. The cultural norm for most of the current members has always involved having parties at fraternity houses. While it is possible that members of both sororities and fraternities had complained about the parties, very few had ever thought of restricting or even stopping them altogether. There was a strong attitude of “it has always been this way, and things are fine.”

The manner of change has also had an impact on the reactions to change. In the case of the policy that affected my sorority alone, members of each chapter of the sorority voted on the policy. However the policy, for all intensive purposes, was simply handed to each chapter and expected to be implemented without input. This immediately caught members off guard and led them to resent their lack of feedback and ownership in the matter. The change that prevents fraternities from having any social events with alcohol at their houses was also a policy that was established by the administrators of the University. While many men indirectly had some input in the decisions, the overall feeling was that it was being forced upon the fraternity/sorority community.

Another factor in resisting change is the payoff. For each of these changes, the payoff is very similar. There will be safer environments, cleaner houses, less risk, and many others. However, when the changes first came about, the benefits were not able to appeal to the members of the community. The incentives felt intangible and could not make up for what “costs” members felt were involved with losing the parties.

One of the main concerns with these purposed and actual changes is the social implications of the change. As mentioned above, the cultural norm was actually being
changed. This changes the entire interaction that sorority women and fraternity men typically had. There would have to be a new way for interaction to occur. There are a few other factors that may have been the causes for resistance when these changes were implemented. As a result of any change, there is a certain amount of ambiguity that comes along with it. In this case, there were questions about what would happen if the policy was broken. People were unsure about how this would affect the event planning process or if there would just no longer be anymore events paired with fraternities. Even when the changes implemented involved some participation, most of the change process, especially the first, did not allow its members to feel any ownership. There was also a sense of increased burdens, since members would have to pay for facilities to have parties and would also be planning farther in advance for events. All these factors contributed to some of the negative emotions and reactions that these changes brought.

Part one identifies several methods that overcome resistance to change. Three of these approaches are education, communication, and participation. Education has been a key to the acceptance first two policies introduced. Both my national organization and the Panhellenic Council spent a great deal of energy and time educating its members on the new policy. It has been thoroughly explained and opportunities to ask questions and hear answers have been provided for both changes. The third change, no fraternity parties in house, is in the process of being articulated and educated. Communication goes hand in hand with education and each of the change plans is using different methods of communication to get the information out. My sorority uses its quarterly publication to communicate a great deal of information about the new policy. The Panhellenic Council made presentations to each sorority on campus as well as used its open meetings to continuously communicate the
message to sorority members. Finally, open forums have been used to communicate the message of change to the fraternity members. Participation is perhaps the weakest part of resisting change, but that is still be used. The Panhellenic Council involved every chapter president and chapter in creating the resolution. Even the fraternity policy asked for feedback and incorporated as much as possible from the feedback that was provided into the policy. In any of the cases of change, there was a significant effort made to foresee the resistance that might occur and make attempts to overcome that resistance.

Part two of the research presents a guideline for managing change. The three basic phases were analysis, planning, and implementation and evaluation. Some of the steps that were part of that outline were used in the change process for the fraternity/sorority community. However, some of the steps could have been better utilized for a smoother transition. The following section will look at the ways that the fraternity/sorority community was able to use change management and could have used change management more effectively.

Communication is the first step I would like to discuss. As I mentioned earlier, during each change, communication was incorporated in the action plan. However, the communication program needs to be more extensive. An organization needs to have a plan about how it is going to effectively communicate. It needs to use all available avenues and be repetitious and clear. While the leaders of these changes made a good step towards improving the change process, there still needs to be more communication to help ensure s more safe and secure environment.

These changes really meant a lot of positive benefits for the Fraternity/sorority community at Ball State. The planning phase is the time to get people involved with and
excited about the change initiative. I think that many individuals think that change is not allowed to be a fun process. These people have only ever heard the new policy in a setting where no one is enjoying him/herself. In order for everyone to start buying into the idea, the leaders of the change really need to come across as excited and positive about the change and relay the benefits. This positive energy will spread and the change will be more effectively managed.

The last stage of change is implementation. One of the important parts of this stage is that the organization must move all at once to make the transition period easier to manage. This is something that all three policy implementations did very well. The changes were made simultaneously and the difficulties that arose were able to be dealt with collectively rather than individually. While the third problem is not yet implemented, it has the same intention, it will all happen at once, rather than piece by piece.

The other major stage for the change process is the evaluation and control process. It is difficult to analyze the success of these changes so early, and it is also difficult to determine what to measure with this type of change. The organizations could use surveys to see what members feel about management or could use informal interviews to find the challenges of the change process.

Finding the appropriate team to lead change is something that I am specifically aware of in the third change. I had the privilege to work on a team for the “socially dry” housing policy. On this team, the members were chosen because of what they represented rather than specific characteristics. While this did help get a variety of viewpoints, I think it may have helped the team to have followed the guidelines and had one member who resisted the change, a strong supporter, and another with the expertise in the problem areas. This team
needs to take the time to build group dynamics and make sure it has the resources it is going to need to implement change.

Honestly, I believe that the change procedures that were used in the three changes identified were actually far better than many businesses or major organizations are able to do. Most of the steps are in place, the steps just need to be more detailed. The changes need to include more communication, more energy and excitement, some method of evaluation, and a strong leadership team. Overall, I think that the fraternity/sorority community has changed policies so many times, that those that are implementing the change have a general understanding of what should be done.

CONCLUSION

Change is something that everyone will deal with in his/her lifetime. It is a process that naturally produces negative emotions and reactions. Fortunately, with a little knowledge this resistance can be overcome, and change can become more feasible and successful.

The more I learned about the process of change and managing that change, the more I realized that simplicity is the key to success. Change does not have to be a chaotic and complex series of procedures. It can be a well thought out and organized event. If the steps that are outlined here are followed, the organization should be able to successfully implement a change with order and clarity.

Using the research of this paper to look into Ball State's fraternity/sorority community actually demonstrates that the initiators of change must have had some plan before beginning the transitions. While there are always things that can be improved, several of the steps in the process are directly in line with the phases that are described in this paper.


PRESENTATION NOTES

I have developed a presentation that follows part one and two of the research in the paper. The presentation is intended to be geared towards a group of 20 to 30 individuals. My intention is create a presentation appropriate for sorority women, but the presentation could be geared to any group of student organization members.

The first part of the presentation will be a few starting exercises to get the participants thinking about change and the need for change. Once this has been established, I will move into the second part. The second part is going to be helping individuals realize the different reactions there are to change. It will also help the participants determine what their own individual reactions to change are. Finally, the last part of the presentation will involve defining useful steps in managing change.
MANAGING CHANGE

I. INTRODUCTION
A. Description of change
   1. Definition of change: Change is any alteration to the status quo in an organization. –Arnold Judson
   2. Reasons for change: Solve a problem, become more efficient, make something better, react to the changes in the world around us
B. Hand exercise (What would you do to improve the human hand)*
   1. Discuss exercise, get some examples from audience
   2. Demonstrates that there is always something that can be done to improve an organization

II. REACTIONS TO CHANGE
A. Reaction-to-change exercise*
   1. Take a few minutes and do exercise
   2. Find out who is supportive of change/who is resistance
B. Brainstorming: How to overcome resistance to change
   1. Make a list of suggestions for overcoming changes
   2. Discuss how these methods could work

III. MANAGING CHANGE
A. Case Scenario*
   1. Separate into small groups (4-5)
   2. Each group has will look at the scenario and come up with an idea for managing change
   3. Spend about fifteen minutes coming up with a basic plan for the change
   4. Discuss the methods
B. Three phases handout*
   1. Briefly describe each phase and what occurs in that stage
   2. Use case scenarios to help describe the process

IV. Conclusion
A. Brief Review
B. Questions

*Handouts are included in following pages.
IMPACT

Identifying Our Agenda for Change... *Momentum is a Leader's Best Friend*

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**Mind Stretch**

The human hand has often been referred to as the perfect tool. What 5 things would you do to improve it?

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# The Reaction-to-Change Inventory

Circle the words below that you most frequently associate with change.

<table>
<thead>
<tr>
<th>Adjust</th>
<th>Different</th>
<th>Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alter</td>
<td>Disruption</td>
<td>Rebirth</td>
</tr>
<tr>
<td>Ambiguity</td>
<td>Exciting</td>
<td>Replace</td>
</tr>
<tr>
<td>Anxiety</td>
<td>Fear</td>
<td>Revise</td>
</tr>
<tr>
<td>Better</td>
<td>Fun</td>
<td>Stress</td>
</tr>
<tr>
<td>Challenging</td>
<td>Grow</td>
<td>Transfer</td>
</tr>
<tr>
<td>Chance</td>
<td>Improve</td>
<td>Transition</td>
</tr>
<tr>
<td>Concern</td>
<td>Learn</td>
<td>Uncertainty</td>
</tr>
<tr>
<td>Death</td>
<td>Modify</td>
<td>Upheaval</td>
</tr>
<tr>
<td>Deteriorate</td>
<td>New</td>
<td>Vary</td>
</tr>
</tbody>
</table>

CASE SCENARIO

Everyday this week you have had at least one, sometimes even two or three, events or meetings for your sorority. It has been like this now for weeks, and you are beginning to feel the frustration of other chapter members. Attendance is getting to be a problem because it is split between so many different events, and the morale is rapidly declining. You realize that something must be done about all these events. You decide that there needs to be a new policy about the number of events that can be held each week.

When implementing this change, there are several factors that should be considered. First, there are several officers of your sorority. Most of the events are not planned by one officer, but by each of the different officers. Cutting back on the number of events per week may cause some officers to lose their events. Officers may feel hurt if they are unable to plan the events that they feel are important. (Every officer views her event as important)

1. How would you implement this change?
2. How can you make everyone (including officers) support the change?
THREE PHASES OF MANAGING CHANGE

Phase I. Analysis

• Analyze the possible reactions that individuals and the group may have and develop solutions for those reactions.

• Analyze the organization. Look for the organization's strengths and weaknesses to find problem areas or areas that could be improved.

• Analyze the change: Determine what resources will be needed, what the benefits and costs are, who will be affected, etc.

Phase II. Planning

• Develop a communication strategy: Use communication to clearly explain the change process to all those involved.

• Develop a vision: The vision should provide the purpose for the change and serve as a motivational element.

• Create energy, participation, and support: The change needs to incorporate all three of these to be successful.

Phase III. Implementation and Evaluation

• Create an action plan: There should be specific steps that can be taken to implement the goal.

• Evaluate the process: Throughout the entire process of change, there should be constant monitoring of the progress.
Managing Change

If you're not riding the wave of change... you'll find yourself beneath it

Definition of Change

"Change is any alteration to the status quo in an organization."

—Arnold Judson
Reasons for Change

- Solve a problem
- Become more efficient
- Make something better
- React to the changes in the world around us

Hand Exercise

- See Handout
Reactions to Change

- Reaction to change exercise
  - see handout

- How can resistance be overcome
  - brainstorming

Managing Change

- Case scenario

- Phases of change management
Case Scenario

Everyday this week you have had at least one, sometimes even two or three, events or meetings for your sorority. It has been like this now for weeks, and you are beginning to feel the frustration of other chapter members. Attendance is getting to be a problem because it is split between so many different events, and the morale is rapidly declining. You realize that something must be done about all these events. You decide that there needs to be a new policy about the number of events that can be held each week.

Case Scenario Cont’d

When implementing this change, there are several factors that should be considered. First, there are several officers of your sorority. Most of the events are not planned by one officer, but by each of the different officers. Cutting back on the number of events per week may cause some officers to lose their events. Officers may feel hurt if they are unable to plan the events that they feel are important. (Every officer views her event as important)
Case Scenario

• How would you implement this change?

• How can you make everyone (including officers) support the change?

Three Phases of Change Management

• Phase I. Analysis

• Phase II. Planning

• Phase III. Implementation/Evaluation