



COACHING EXERCISE #9

Change Stage Assessment

Self & Team Assessment: Change Stage

Check all boxes that describe the readiness to change for each of the four stages you and your team will go through.

Stage One: Denial

Self Team

- | | | |
|--------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Focus on the past |
| <input type="checkbox"/> | <input type="checkbox"/> | Disbelief, shock, numbness |
| <input type="checkbox"/> | <input type="checkbox"/> | Continues to work as usual |
| <input type="checkbox"/> | <input type="checkbox"/> | Makes denial statements: "the change doesn't affect me" |
| <input type="checkbox"/> | <input type="checkbox"/> | Passive behavior and non-responsive communication |
| <input type="checkbox"/> | <input type="checkbox"/> | Pretends nothing happened |
| <input type="checkbox"/> | <input type="checkbox"/> | Increased avoidance behaviors: avoids/procrastinates completing assignments; hiding from people, reduced involvement |
| <input type="checkbox"/> | <input type="checkbox"/> | Decreased communication |

Stage Two: Resistance

Self Team

- | | | |
|--------------------------|--------------------------|----------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Focus on the past, personal impact and loss |
| <input type="checkbox"/> | <input type="checkbox"/> | Increase self-damaging behaviors |
| <input type="checkbox"/> | <input type="checkbox"/> | Increase aggressive behaviors: shouting, threatening, fighting |
| <input type="checkbox"/> | <input type="checkbox"/> | Decrease productivity and performance |

- Increase absenteeism, tardiness, accidents
- Increase venting of "look what they did to me/ others"
- Increase victim stories; grumbling
- Increase interpersonal conflicts
- Increase reluctance and resistance to try different methods, practices, etc.
- Increase emphasis on "it was never done this way"

Stage Three: Exploration

Self Team

- | | | |
|--------------------------|--------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Focus on future, choices and benefits |
| <input type="checkbox"/> | <input type="checkbox"/> | Attempts to implement desired changes |
| <input type="checkbox"/> | <input type="checkbox"/> | Search, test and experiment |
| <input type="checkbox"/> | <input type="checkbox"/> | Show interest in learning new skills |
| <input type="checkbox"/> | <input type="checkbox"/> | Show interest in new roles, methods and practices |
| <input type="checkbox"/> | <input type="checkbox"/> | Help others implement the change |
| <input type="checkbox"/> | <input type="checkbox"/> | Increase questioning of reasons for change and direction for future |
| <input type="checkbox"/> | <input type="checkbox"/> | Increase creativity and renewed interest in work |
| <input type="checkbox"/> | <input type="checkbox"/> | Increase involvement in problem solving and planning |
| <input type="checkbox"/> | <input type="checkbox"/> | Increase energy and interpersonal communication |

Stage Four: Acceptance

Self Team

- | | | |
|--------------------------|--------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Focus on future, desired outcomes, and performance achievement |
| <input type="checkbox"/> | <input type="checkbox"/> | High commitment to future success |
| <input type="checkbox"/> | <input type="checkbox"/> | High commitment to new roles, work practices and results |
| <input type="checkbox"/> | <input type="checkbox"/> | High levels of performance and productivity |
| <input type="checkbox"/> | <input type="checkbox"/> | Ability to successfully apply new skills |
| <input type="checkbox"/> | <input type="checkbox"/> | Willingness to share new skills with others |
| <input type="checkbox"/> | <input type="checkbox"/> | Willingness and ability to monitor and self-correct own performance |
| <input type="checkbox"/> | <input type="checkbox"/> | Increase advocacy and acceptance of change |

- Ability to perform with little or no supervision
- Desire to celebrate success

My predominate stage(s) _____

My team's predominate stage(s) _____