| | **Activity 2**—Welcome

Materials:

Activity Time: 30 minutes

Slide Time: 2 minutes | |

PW Page: 2   **Start/Stop Time**:   **Slide**: 6

Learning Outcomes

1. **Introduce the Leading People Through Change learning outcomes.**

    In this session, you will learn how to lead high-involvement change efforts by

    1. Diagnosing individuals' predictable and sequential concerns with change
    2. Involving others at each step of the change process
    3. Demonstrating a high-involvement change mindset

2. **Ask participants to share any expectations they may have for this learning experience.**

    Do you have any other expectations we have not included?

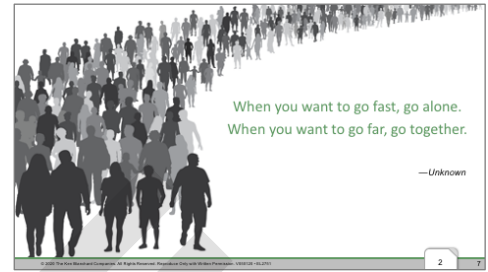   - Acknowledge and respond.

3. **Transition to the next slide—Proverb.**

7

Activity 2—Welcome

Materials:

Activity Time: 30 minutes

Slide Time: 1 minute

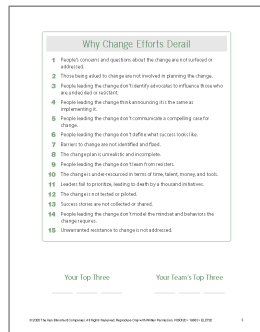| **PW Page**: 2 | **Start/Stop Time**: | **Slide**: 7 |

Proverb

1. **Read the quote on the slide.**

   I hope as a result of this workshop you learn to go farther, faster.

2. **Transition to the next activity and slide—Why Change Efforts Derail**

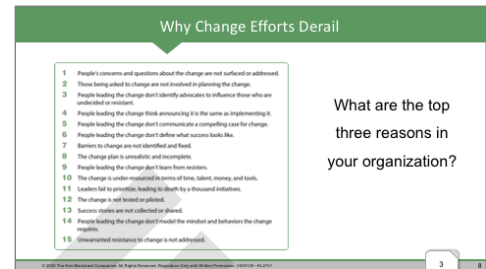   Some experts think 70% of all change efforts fail or derail. Let's look at why that happens.

Activity 3—Why Change Efforts Derail

Materials:

Activity Time: 15 minutes

Slide Time: 15 minutes

PW Page: 3   **Start/Stop Time**:   **Slide**: 8

Why Change Efforts Derail

1. **Introduce Why Change Efforts Derail.**

   Change these days is accelerating, relentless, and complex. It often leaves us feeling reactive, overwhelmed, and depleted. Studies from Harvard Business School, KPMG and others claim 50 to 80 percent of change initiatives don't achieve their stated outcomes. Although there may not be any empirical proof for that statistic, it does feel like many change efforts derail.

   But the pace or complexity of change doesn't explain why so many change efforts derail or fail. So, why do so many derail?

   We think it's because leaders in most organizations are not aware of the common reasons changes derail so they continue to make the same mistakes over and over again.

   Let's look at what our research and real-world experience have shown to be the most common, predictable reasons changes derail so we can learn to be proactive and avoid the traps others have fallen into.

   Refer to workbook page 3.

2. **Set up the Why Change Efforts Derail activity.**

   When most people first see this list of reasons change efforts derail or fail, they feel as though we have been studying their organization for years. They have seen these change dynamics up close. The good news about knowing why change typically gets derailed or fails is it enables you to be proactive.

   - Allow 1 minute for introducing and setting up the activity.

Facilitation Tip

Darryl Conner, "The Dirty Little Secret Behind the 70% Failure Rate of Change Projects," July 12, 2012.

John P. Kotter, *Leading Change* (Harvard Business Review Press, 2012).

Despite these credible references, a 2011 article in the *Journal of Change Management* asserted an "absence of valid and reliable empirical evidence" supporting this statistic. The author concludes that this narrative is popular but lacks supporting evidence.
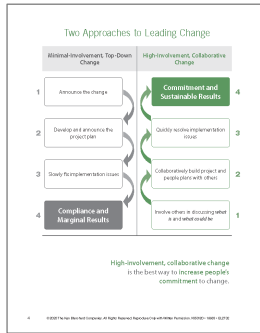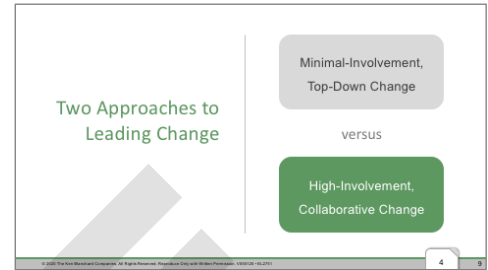
Activity 4—Two Approaches to Leading Change

Materials:

Activity Time: 15 minutes

Slide Time: 1 minute

PW Page: 4   **Start/Stop Time**:   **Slide**: 9
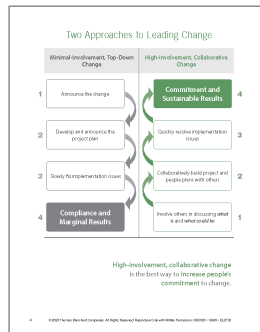

Two Approaches to Leading Change

1. **Introduce two approaches to change.**

   Refer to workbook page 4.

   There are two approaches to change: Top-Down, Minimal-Involvement Change versus High-Involvement, Collaborative Change. Let's spend a few minutes looking at how change is announced, planned, implemented, and sustained in both approaches.

2. **Transition to the next slide—The Change Announcement.**

   In these two approaches to change, how is the proposed change announced?
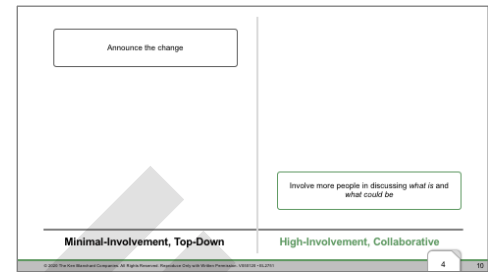
Activity 4—Two Approaches to Leading Change

Materials:

Activity Time: 15 minutes

Slide Time: 1 minute

PW Page: 4   **Start/Stop Time**:   **Slide**: 10

Two Approaches to Leading Change: The Change Announcement

1. **Describe how change is announced in both approaches.**

   In top-down change, change leaders, who have often been thinking about the change for weeks or possibly months, make a big announcement. The rationale for the change and a vision of the future have probably been discussed and defined by a small team of senior leaders. They don't realize that a one-way announcement, or a glitzy marketing campaign, won't create buy-in for the proposed change.

   In contrast, change leaders using a high-involvement, collaborative approach to change don't assume they know best or have all the answers. They involve people who are going to be impacted by the change in discussing *what is* and *what could be*. They collaboratively define the case for change and what it would be like if the change were successfully implemented.

   Top down, minimal-involvement change is attractive to leadership because it seems faster. The conversations in high-involvement, collaborative change take time, so the start seems slower, but buy-in for the proposed change increases, saving time in the long run.

2. **FOR DEEPER LEARNING and AS TIME ALLOWS, explain what happens after the proposed change is announced.**

   In a top-down approach, the change sponsors often disappear after the announcement, delegating responsibility for planning and implementing the change to a small change-leadership team of next level leaders.

   Change leaders using a high-involvement approach to change tend to stay actively involved in framing the need for change, in developing solutions, and in planning for implementation of the change.

3. **Transition to the next slide—Developing the Change Plan.**

   How are change plans developed in top-down vs high-involvement change?
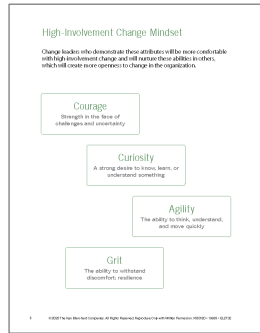
Activity 5—High-Involvement Change Mindset

Materials:

Activity Time: 20 minutes

Slide Time: 4 minutes

PW Page: 6   **Start/Stop Time**:   **Slide**: 16

High-Involvement Change Mindset

1. **Name the four attributes of a high-involvement change mindset.**

   Take a look at page 6 in your workbook. You'll see the four attributes of a high-involvement change mindset listed: Courage, Curiosity, Agility, and Grit.

   Let me introduce you to the high-involvement change mindset by showing you a short video.

2. **Play the *High-Involvement Change Mindset* motion graphic video. (3:00 minutes)**

3. **Debrief the video.**

   This video introduced you to each of the four attributes.

   We believe that change leaders who demonstrate these four attributes will be more likely to embrace and more comfortable with high-involvement change. By demonstrating these attributes, these leaders will nurture these attributes in others, which will create more openness to change in the organization.

4. **Transition to the next slide—High-Involvement Change Mindset Scores.**

   Before we talk a bit more about the four attributes, let's look at your High-Involvement Change Mindset Scores.
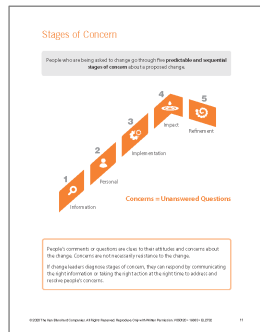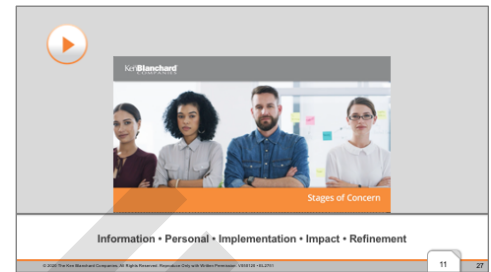
Activity 7—Stages of Concern

Materials:

Activity Time: 35 minutes

Slide Time: 4 minutes

PW Page: 11   **Start/Stop Time**:   **Slide**: 27

Stages of Concern Video

1. **Introduce Stages of Concern.**

   Change is not an event—it's a process. At any given time in the change process, different people react differently to the proposed change. They have different concerns. Concerns reflect what people are feeling; specifically, what they are worried about.

   Let's watch a quick motion graphic video as an introduction to Blanchard's Stages of Concerns framework. Refer to workbook page 11 as you watch the video.

2. **Play the *Stages of Concern* video. (3:10 minutes)**

3. **Transition to the next slide—Concerns = Unanswered Questions.**

   Let's talk a little more about what we mean when we use the phrase concerns in conjunction with change.
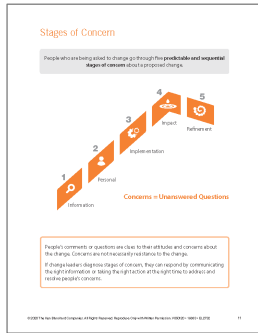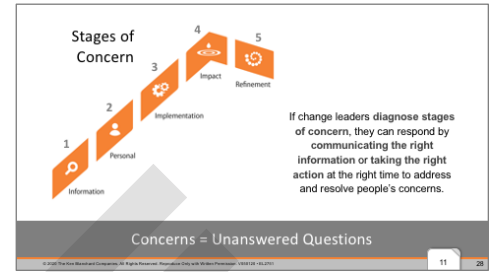
Activity 7—Stages of Concern

Materials:

Activity Time: 35 minutes

Slide Time: 2 minutes

PW Page: 11   **Start/Stop Time**:   **Slide**: 28

Concerns = Unanswered Questions

1. **Define concerns.**

   Concerns are unanswered questions. They are not resistance to change.

   These questions give leaders **clues** about where they need to communicate or engage more.

   Because not everyone goes through change at the same time and pace, it's critical for change leaders to be able to diagnose where people are. When change leaders are able to identify people's Stages of Concern, they can respond by communicating the right information or taking the right action at the right time to address and lower or resolve those concerns.

2. **Name the Stages of Concern.**

   Research done at the University of Texas over a five-year period identified six stages of concern. At Blanchard, we've collapsed these six stages into five because we want to emphasize the importance of high involvement and collaboration at **each** stage of the change process, not just when Collaboration Concerns were expressed.

   As you saw in the video, the five stages of concern are:
   1. **Information Concerns**—What is the change?
   2. **Personal Concerns**—How will the change impact me personally?
   3. **Implementation Concerns**—How are we going to do this?
   4. **Impact Concerns**—Is the change working for me, my team, the organization, and our customers?
   5. **Refinement Concerns**—How can we do this better, faster?

3. **Surface participants' questions about the five Stages of Concern.**

   - Solicit and acknowledge responses as needed.

> **Facilitation Tip**
>
> The original research on stages of concern: Hall, Gene E, and Susan Loucks "Teaching Concerns as a Basis for Facilitating and Personalizing Staff Development." *Teachers College Record.* v80, n1, p36–53, Sep 1978.
>
> Lieberman & Miller, eds. *Staff Development: New Demands, New Realities, New Perspectives* (New York: Teachers College Press, 1979).
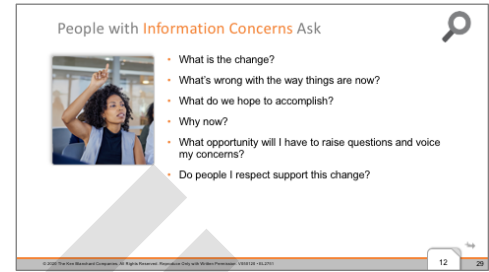>
> All used with permission.

Activity 7—Stages of Concern

Materials:

Activity Time: 35 minutes

Slide Time: 2 minutes

PW Page: 12   **Start/Stop Time**:   **(Build) Slide**: 29

Information Concerns

1. **Share the questions people with Information Concerns have.**

    In the Information Concerns stage, people ask questions to get information about the change. For example, they will ask questions about *what* and *why*.

    - Click to advance the slide build as you each review Information Concern question.

    People with Information Concerns will commonly ask these questions:

    - *What is the change?*

    - *What's wrong with the way things are now?*

    - *What do we hope to accomplish?*

    - *Why now?*

    - *What opportunity will I have to raise questions and voice my concerns?*

    - *How do people I respect feel about this change?*

    - FOR DEEPER LEARNING and AS TIME ALLOWS, you can point out these additional common Information Concerns questions.

    In addition to these questions, they may want to know:

    - *What's driving this change? Who's driving this change?*

    - *How soon is this going to happen?*

    - *What options have been considered?*

    People with Information Concerns need the same information as those who made the decision to move forward with the change. They don't want to know whether the change is good or bad until they understand it.

    Assuming the rationale for change is based on solid information, sharing this information with people will help them understand the case for the change.

> **Facilitation Tip**
> This slide contains slide builds. Click to advance as you review the content.
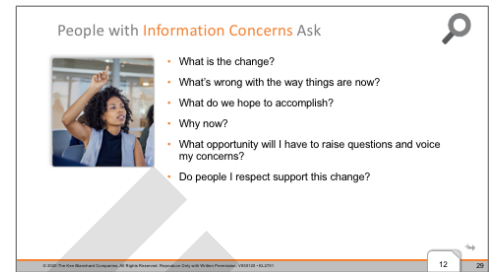
Activity 7—Stages of Concern

Materials:

Activity Time: 35 minutes

Slide Time: 2 minutes

PW Page: 12   **Start/Stop Time**:   **(Build) Slide**: 29

Information Concerns, continued

2. **Share what a prominent business leader said about sharing information.**

    A prominent business leader has been quoted as saying the following: "I work with very intelligent people. How do I bring them into the change process? I start by getting all the facts out. I share why we need to change, laying it out in the clearest, most dramatic terms. When intelligent people get the same facts as the people proposing the change, they'll generally come to the same conclusion. Only after everyone agrees on the reality and resistance is lowered can you get buy-in to the needed change."
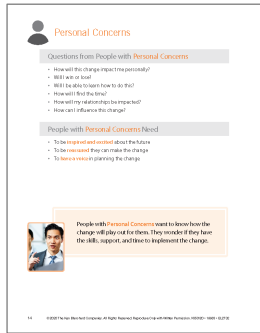
3. **Ask participants what this quote means to them.**

    •   Solicit and acknowledge responses.

    To me as a change leader, it means: if you know what I know, see what I see, understand what I understand, you'll come to the same conclusion I came to about the need to change.

4. **Transition to the next slide—Information Concerns Needs.**

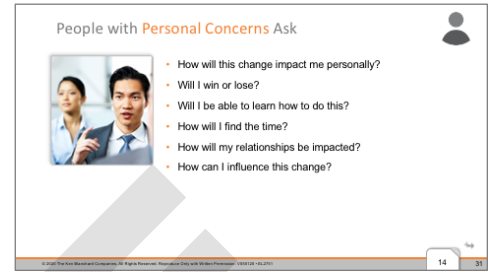   What do people with Information Concerns need?

Activity 7—Stages of Concern

Materials:

Activity Time: 35 minutes

Slide Time: 2 minutes

PW Page: 14   **Start/Stop Time**:   **(Build) Slide**: 31

Personal Concerns

1. **Share the questions people with Personal Concerns have.**

   In the Personal Concerns stage, people ask questions to figure out how the change will play out for them.

   - Click to advance the slide build as you review each Personal Concern question.

   People with Personal Concerns will commonly ask these questions:
   - *How will the change impact me personally?*
   - *Will I win or lose?*
   - *Will I be able to learn how to do this?*
   - *How do I find the time?*
   - *How are my relationships going to be impacted?*

   Personal Concerns have to be addressed in such a way that people feel they have been heard.

2. **FOR DEEPER LEARNING and AS TIME ALLOWS, you can point out these additional common Personal Concerns questions.**

   In addition to these questions, they may want to know:
   - *How will this change impact my productivity?*
   - *Will I be seen as less valuable?*
   - *How will I prepare for the change?*
   - *How will I influence the change?*

3. **Transition to the next slide—Personal Concerns Needs.**

   What do people with Personal Concerns need?

Facilitation Tip

This slide contains slide builds. Click to advance as you review the content.
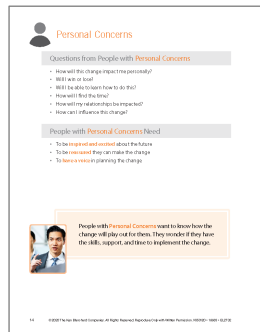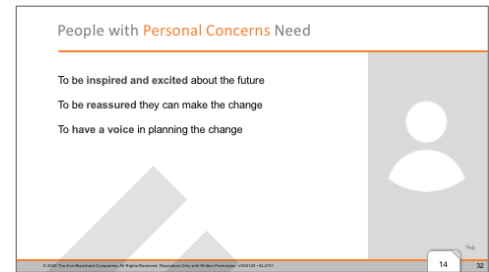
Activity 7—Stages of Concern

Materials:

Activity Time: 35 minutes

Slide Time: 2 minutes

PW Page: 14   **Start/Stop Time**:   **(Build) Slide**: 32

Personal Concerns Needs

1. **Explore the needs people have when they are expressing Personal Concerns.**

   - Click to advance the slide build as you review each Personal Concern need.

   People with Personal Concerns need:
   - *To be inspired and excited about the future*
   - *Reassurance they can make the change*
   - *A voice in planning and change-making*

2. **FOR DEEPER LEARNING and AS TIME ALLOWS, ask participants to think about a change launched in their organization recently.**

   Did you have these types of feelings in the face of a pending change? Did you find yourself wondering whether you had the skills, support, resources and time to make the change?

   - Solicit and acknowledge responses.

3. **Share what else is known about Personal Concerns.**

   Personal Concerns are the **most ignored** Stage of Concern.

   Why do you think this is true? Expect answers such as
   - *They are ignored because they're messy.*
   - *Because they are "personal," they take time to surface and address.*
   - *It's easier to address Information Concerns with broad-based communication, whereas Personal Concerns often require one-on-one dialogue.*
   - *Change leaders often don't feel equipped with the information or interpersonal skills they need to respond.*

> **Facilitation Tip**
> This slide contains slide builds. Click to advance as you review the content.

Activity 7—Stages of Concern

Materials:

Activity Time: 35 minutes

Slide Time: 8 minutes

PW Page: 16   **Start/Stop Time**:   **Slide**: 36

What Happens When You Don't Respond to Concerns?

1. **Explore the consequences of not responding to the first three Stages of Concern.**

   Refer to workbook page 16 as we consider the following questions. What happens when you do not respond to Information, Personal, and Implementation Concerns? What increases? What decreases?

2. **Assign table teams one or all three Stages of Concern.**

   With your table team, discuss what happens when this Stage of Concern is not addressed.

   Record your ideas about what increases and what decreases.

3. **Conduct Consequences Discussions.**

   - Allow 4 minutes.

4. **Debrief Consequences Discussions.**

   - Allow 4 minutes.

   What **increases** when Information Concerns are not addressed?

   - Solicit responses, such as
     - *Rumors, distrust, doubt, speculation, sidebar conversations, politics, assumptions, negativity*

   What **increases** when Personal Concerns are not addressed?

   - Solicit responses, such as
     - *Resistance, anxiety, stress, fear, and uncertainty*

   What **increases** when Implementation Concerns are not addressed?

   - Solicit responses, such as
     - *Confusion, mistakes, frustration, cynicism, impatience, sabotage, distraction, time spent off task, sidebar conversations, politics, fear, and inefficiency*

Activity 9—Concerns Conversation Demonstration

Materials:

Activity Time: 15 minutes

Slide Time: 5 minutes

PW Page: 21   **Start/Stop Time**:   **Slide**: 45

Concerns Conversations Demonstration

1. **Introduce the video demonstrating *A Concerns Conversation*.**

   One of the most powerful ways to identify people's concerns with change is to have a one-on-one conversation with them.

   A Concerns Conversation can take as little as 7–10 minutes, but it will be invaluable in finding out what's on people's minds.

   Let me show you a video example of a Concerns Conversation between Emi, whom you saw talking to the CEO about the technology change the company is launching, and Rohan, who has some reservations about the change.

2. **Set up the video.**

   Please take a few notes on page 21 in the workbook as you watch the video.

   I'd like this side of the room to pay attention to the questions Emi asks during the conversation.

   I'd like this side of the room to pay attention to what Rohan says his concerns are.

3. **Play the video *A Concerns Conversation* demonstration. (4:40 minutes)**

4. **Transition to the next slide—Concerns Conversation Debrief.**
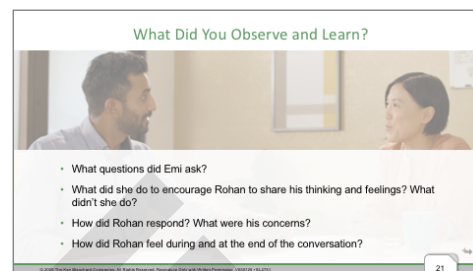
   Let's talk about what you observed.

Activity 9—Concerns Conversation Demonstration

Materials:

Activity Time: 15 minutes

Slide Time: 6 minutes

PW Page: 21   **Start/Stop Time**:   **(Build) Slide**: 46

Concerns Conversation Debrief

1. **Debrief the video *A Concerns* Conversation.**

   - Click to advance the slide build as you go through the questions.

   What questions did Emi ask?

   - Solicit responses, such as

     - *Do you have any thoughts about this change? (Open-ended concerns question)*

     - *You seem unsettled. What's worrying you? (Open-ended concerns question)*

     - *Are you feeling supportive of the change? (Open-ended concerns question)*

     - *Is it clear why we want to do this? What we hope to accomplish? Why it's important, especially now? (Information Concerns questions)*

     - *You understand why it's important, but not why now? (Information Concerns question)*

     - *Is this a common feeling? (Open-ended concerns question)*

     - *How will this impact you personally? (Personal Concerns question)*

     - *How important is it compared to everything else you have to do? (Implementation Concerns question)*

     - *To what extent do you want to be involved? (Personal and Implementation Concerns question)*

   How did Emi encourage Rohan to share his thinking and feelings?

   - Solicit responses, such as

     - *She took notes, signaling that what he was saying was important.*

     - *She waited for his responses.*

     - *She reflected what he said.*

     - *She asked follow-up questions.*

     - *She encouraged him to keep talking by saying: Tell me more.*

> **Facilitation Tip**
> This slide contains slide builds. Click to advance as you review the content.
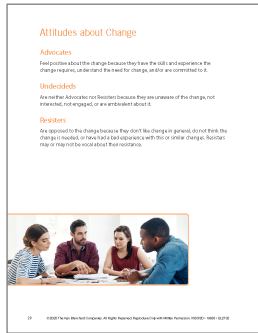
Activity 11—Three Attitude Groups

Materials:

Activity Time: 22 minutes

Slide Time: 4 minutes

PW Pages: 28–29   **Start/Stop Time**:   **Slide**: 51

Three Attitude Groups

1. **Welcome participants back from lunch.**

   - As people are getting settled, ask them to change tables. Most people will resist moving.

   - Let them stay at their original table but comment on their resistance.

   Even a small change request can be unsettling and disruptive, which is why it's so important for change leaders to stay connected to people affected by a proposed change.

   - Refer participants to workbook pages 28–29.

2. **Introduce the three attitude groups.**

   We know that leaders who successfully implement change increase the frequency and quality of their conversations about the change with others, and they create opportunities for peer-to-peer influence and advocacy.

   Those conversations should be with people who are positive and Advocates for the change, people who are Undecided or ambivalent, and people who are Resisters.

   Let's dig a little deeper into each of these three attitudes about change.

3. **Play the *Attitudes about Change* video. (2:30 minutes)**

   Let's start with a short video about the three attitude Groups.

4. **Surface questions about the three attitudes toward change.**

   - Acknowledge and respond as needed.

5. **Transition to the next slide—Advocates.**

   Let's look at how working with Advocates—people who are positive about the change—can create momentum for the change.
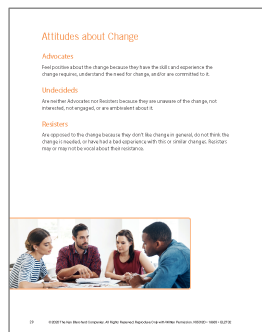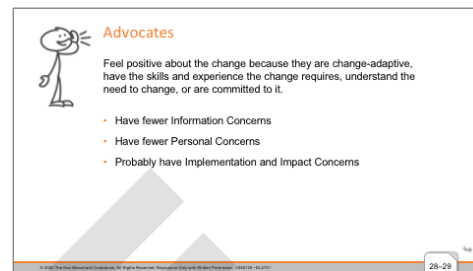
Activity 11—Three Attitude Groups

Materials:

Activity Time: 22 minutes

Slide Time: 2 minutes

PW Pages: 28–29   **Start/Stop Time**:   **(Build) Slide**: 52

Advocates

1. **Define an Advocate.**

   Advocates are team members who generally feel positive about the change because they have the skills and experience the change requires, understand the need for change, and are committed to it.

2. **Ask the group how Advocates can influence how a proposed change is accepted.**

   • Acknowledge and respond as needed.

3. **Share information about Advocates.**

   • Click to advance the slide build.

   Advocates generally have fewer Information Concerns. Why?
   - *Because they are persuaded about the value of the change.*

   Advocates also have fewer Personal Concerns. Why?
   - *Because they know they will survive, even thrive, with the change.*

   When a proposed change is announced, Advocates typically tend to raise Implementation Concerns. Why?
   - *Because they understand **what** the change is and are positive about it, they tend to jump to **how** do we make this happen.*

   If they are involved, Advocates want to be involved in creating the change plan. They can make the case for change, lower others' concerns, and test the change.

   By sharing their experience, they can often convince others to adopt the change by telling stories about how the change will have positive impacts on the organization and people's lives.

4. **Transition to the next slide—Undecideds.**

   Let's look at the second attitude pool: Undecideds.

> **Facilitation Tip**
> This slide contains slide builds. Click to advance as you review the content.

Activity 11—Three Attitude Groups

Materials:

Activity Time: 22 minutes

Slide Time: 2 minutes

PW Pages: 28–29   **Start/Stop Time**:   **(Build) Slide**: 53

Undecideds

1. **Define Undecideds.**

    Undecideds are team members who are neither Advocates nor Resisters because they are unaware of the change, not interested, not engaged, or are ambivalent about it.

    At this point, they are bystanders in the change process.

2. **Share information about Undecideds.**

    •   Click to advance the slide build.

    Undecideds may not have enough information to have an opinion about the proposed change.

    Their Information and Personal Concerns haven't been triggered yet.

    Undecideds are neutral. They don't have a strong opinion about whether the change is good or bad. They may even think the change is the "flavor or the month" that can be ignored.

3. **Ask participants about what the change leader's goal with Undecideds should be.**

    •   Acknowledge and respond as needed.

    Change leaders need to get the Undecideds' attention by providing them with information and hearing and addressing their Personal Concerns. Undecideds can be persuaded by seeing the change in action and/or hearing Advocates speak about their positive experience(s) with the change.

4. **Transition to the next slide—Resisters.**

    Let's look at the third attitude pool—Resisters.

> **Facilitation Tip**
> This slide contains slide builds. Click to advance as you review the content.
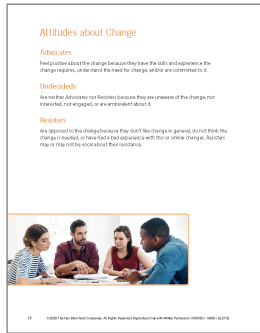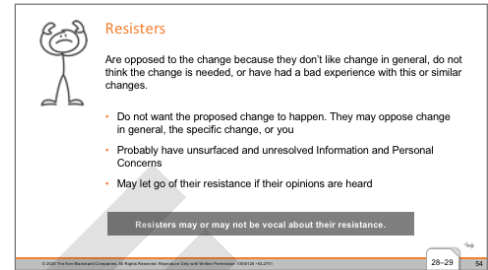
Activity 11—Three Attitude Groups

Materials:

Activity Time: 22 minutes

Slide Time: 2 minutes

PW Pages: 28–29   **Start/Stop Time**:   **(Build) Slide**: 54

Resisters

1. **Define Resisters.**

   Resisters are team members who are opposed to the change.

2. **Share information about Resisters.**

   - Click to advance the slide build.

   Resisters do not want the proposed change to happen because they're resistant to change in general, they oppose this specific change, or they dislike or don't trust those leading the change. It's possible they may think the change is a good idea but the timing isn't right.

   Resisters probably have unsurfaced and unresolved Information and Personal Concerns, and in some cases, Implementation Concerns, if they have experienced a similar change before.

   Resisters may or may not speak up and share their concerns. They can be passive aggressive.

   Change leaders can create or deepen resistance by not listening for or addressing Resisters' concerns. High-involvement change leaders involve Resisters in planning for the change and enlist Advocates in uncovering Resisters' reasons for resisting.

   In enlisting Advocates to talk about the change with Undecideds and Resisters, change leaders can turn passive Advocates into active Advocates, and through the Advocates conversations with Resisters, they can learn about challenges to the effective implementation of the change.

   If Resisters' opinions are heard, their resistance may go down. In fact, one of the biggest shifts change leaders can make is to view resistance as feedback, not negativity.

> **Facilitation Tip**
> This slide contains slide builds. Click to advance as you review the content.
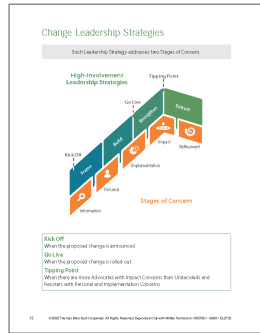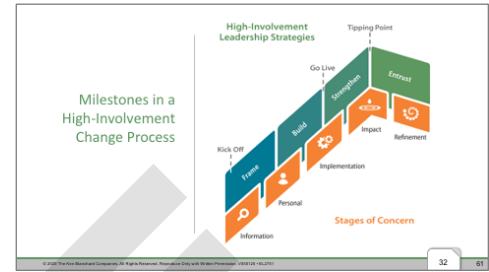
Activity 12—Milestones and Leadership Strategies in High-Involvement Change

Materials:

Activity Time: 8 minutes

Slide Time: 2 minutes

PW Page: 32   **Start/Stop Time**:   **Slide**: 61

Milestones in a High-Involvement Change Process

1. **Describe where the three milestones occur on the model.**

   Let's quickly look at where these milestones occur in relation to Leadership Strategies.

   Kick Off occurs in Frame when leaders are framing the change in response to Information Concerns.

   Go Live occurs between Build and Strengthen. The change plan has been created; the change has been piloted; and now it's ready to be scaled or rolled out to a larger group. Typically, there are more Implementation Concerns at this point.

   The **Tipping Point** occurs between Strengthen and Entrust. There is momentum for the change, people are succeeding with it, and it's likely to be sustained. There are more Advocates than Undecideds and Resisters, and more Impact Concerns than Personal and Implementation Concerns.

2. **FOR DEEPER LEARNING and AS TIME ALLOWS, clarify how the change leader's focus and actions shift at each milestone.**

   At Kick Off, when the change is being launched, the change leader's role is to share as much information as possible about what is, what could be, and the gap between the two. The change leader's goal is to help people understand the need to change.

   At Go Live, the change leader's role shifts from actively co-creating the change plan to looking for Advocates who have had early success with the change that can be shared with Undecideds.

   The change leader's role is to share success stories and impact data that the change is working. Change leaders strengthen the change effort by modeling a high-involvement change mindset as the change goes live: being curious about what is and isn't working and agile in helping resolve implementation problems.

   Finally, at Tipping Point, the change leader's actions should be to delegate day-to-day responsibility for the change to others. Change leaders have to stay connected and supportive, but trust that refinements and change leadership will come from a growing number of Advocates.

3. **Transition to the next slide—Change Leadership Strategies.**

   Let's now look at how effective change leaders involve others at each step of the change process.
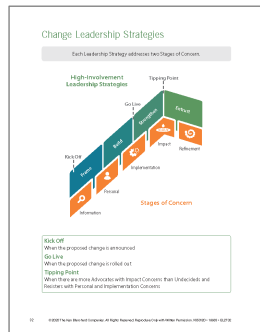
Activity 12—Milestones and Leadership Strategies in High-Involvement Change

Materials:

Activity Time: 8 minutes

Slide Time: 5 minutes

PW Page: 32   **Start/Stop Time**:   **Slide**: 62

Change Leadership Strategies

1. **Introduce the *Change Leadership Strategies* video.**

    We've talked about the value of high involvement throughout the change process. People being asked to change want to have opportunities to voice their concerns, share their perspectives and ideas, and have their voices heard.

    Let's look at how effective change leaders engage others in collaboratively launching the change, building the change plan, and in piloting and implementing the change.

2. **Play the *Change Leadership Strategies* video. (3:20 minutes)**

    So, these are the four High-Involvement Change Leadership Strategies: Frame, Build, Strengthen, and Entrust. Each strategy addresses two Stages of Concern, as you can see on the model in your workbook on page 32.

    What questions do you have?

    •   Acknowledge and respond to questions about the video.

3. **Transition to the next slide—Frame.**

    Let's look at each of these High-Involvement Leadership Strategies in more detail and learn how change leaders engage and involve others in leading change, starting with Frame on workbook page 33.
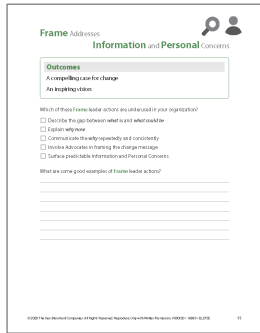
Activity 13—Leadership Strategy 1: Frame

Materials:

Activity Time: 30 minutes

Slide Time: 1 minute

PW Page: 33   **Start/Stop Time**:   **Slide**: 63

Frame

1. **Introduce the first of the four High-Involvement Leadership Strategies: Frame.**

    In framing a proposed change, the change-leadership team and/or executive sponsors begin to explain what the change is and why it's needed. Their goal is to describe a gap between ***what is*** and ***what could be***.

    Frame addresses both Information (why is the change needed?) and Personal Concerns (how will the change impact me personally?).

2. **FOR DEEPER LEARNING and AS TIME ALLOWS, mention that Frame addresses the three of the reasons Why Change Efforts Derail.**

    *   Refer to reasons 4–6 in on page 15 of the Leading People Through Change At a Glance.

3. **Transition to the next slide—Frame Outcomes.**

    Let's look at what change leaders are trying to accomplish in Frame.
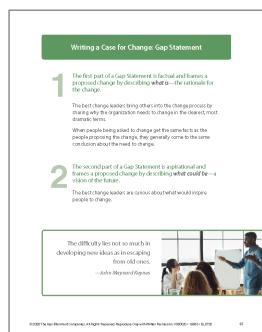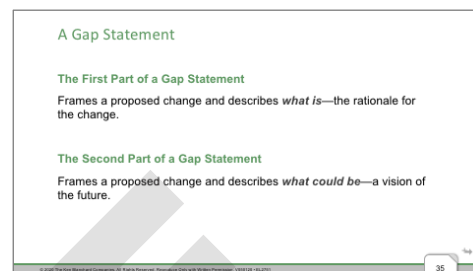
Activity 14—Describing the Gap in Frame

Materials:

Activity Time: 20 minutes

Slide Time: 2 minutes

PW Page: 35   **Start/Stop Time**:   **(Build) Slide**: 70

A Gap Statement

1. **Introduce the first part of a Gap Statement.**

   The first part of a Gap Statement frames a proposed change by describing what is: the rationale for the proposed change. The first part of a Gap Statement is factual. It is an objective description of what is actually happening.

   As a change leader, you know that some people will experience a sense of loss during change (their Personal Concerns cannot be resolved), but as a change leader you want to share enough facts so that most people view the change as a rational decision.

   As one CEO said, "The best change leaders bring others into the change process by sharing why the organization needs to change in the clearest, most dramatic terms. When people being asked to change get the same facts as the people proposing the change, they generally come to the same conclusion about the need to change."

   Facilitation Tip
   This slide contains slide builds. Click to advance as you review the content.

2. **Introduce the second part of a Gap Statement.**

   • Click to advance the slide build.

   The second part of a Gap Statement frames a proposed change by describing what could be—an inspiring vision of the future. The second part of a Gap Statement is aspirational.

   The best change leaders are curious about what the people who are being asked to change think the organization should aim to achieve in the future. They want to know what would inspire people to adapt to change.

3. **Comment on the quote at the bottom of workbook page 35.**

   John Maynard Keynes said, "The difficulty lies not so much in developing new ideas as in escaping from old ones."

   Your effectiveness as a change leader is correlated with your ability to challenge established ways of doing things and to frame the proposed change so that people want to change.

4. **Transition to the next slide—Sample Gap Statement.**

   Let's look at a sample Gap Statement that will illustrate what these two parts of a Gap Statement would sound like. Please turn to pages 36–37 in your workbook.
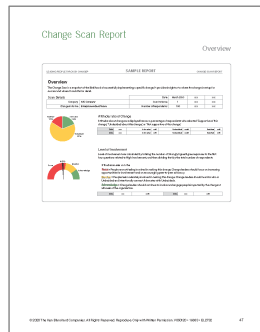
Activity 20—The Change Scan

Materials:

Activity Time: 20 minutes

Slide Time: 2 minutes
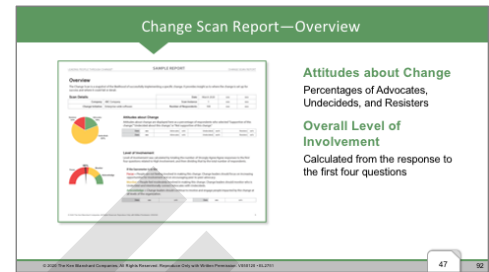
PW Page: 47   **Start/Stop Time**:   **Slide**: 92

Change Scan Report—Overview

1. **Introduce the Change Scan Report—Overview.**

   By using the Change Scan, change leaders can look at a composite report to identify where the change is set up for success; and they will be able to identify potential derailers to the successful implementation of the change. The data will show the change-leadership team where to take action to increase involvement and/or lower or resolve concerns.

2. **Review the Change Scan Report—Overview.**

   Let's look at the first section of the Change Scan Composite Report: the Overview, or dashboard, on workbook page 47.

   In the middle of the page, you'll find a pie chart showing the percentage of your respondents in each attitude pool: Advocates, Undecideds, and Resisters.

   This pie chart summarizes responses to question #25 on the Change Scan. It displays the percentages of respondents who indicated they were supportive of the change (Advocates), undecided about the change (Undecideds) or not supportive of the change (Resisters).

   At the bottom of this page you'll find an overall barometer about how your change is being received.

   The Level of Involvement score was calculated by totaling the number of Strongly Agree/Agree responses to the first four statements on the Change Scan related to High-Involvement and then dividing that sum by the total number of respondents.

3. **Transition to the next slide—Change Scan Report—Data.**

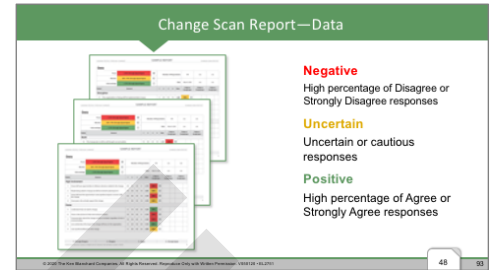   Let's look at the second section of the report on workbook page 48.
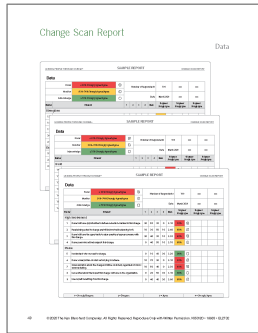
Activity 20—The Change Scan

Materials:

Activity Time: 20 minutes

Slide Time: 2 minutes

PW Page: 48   **Start/Stop Time**:   **Slide**: 93

Change Scan Report—Data

1. **Review the Change Scan Report—Data.**

   Now, look at the Data section in the Change Scan Report, on page 48 of your workbook. This section spans three pages and is a snapshot of all responses to the first 24 questions on the Change Scan.

   1. The **green scores** indicate where respondents to the Change Scan felt positive (or anticipate feeling positive) about how the change is going. Change leaders should **Acknowledge** what is scored green.

   2. The **yellow scores** indicate where respondents felt uncertain or cautious about their experience with the proposed change. Change leaders should **Monitor** what is scored yellow.

   3. The **red scores** indicate where respondents felt (or anticipate feeling) negative or unsupportive of these aspects of the change process. Change leaders should **Focus** on what is scored red. Statements marked red are potential derailers of the proposed change.

2. **Transition to the next slide—Change Scan Report: Detailed Data.**

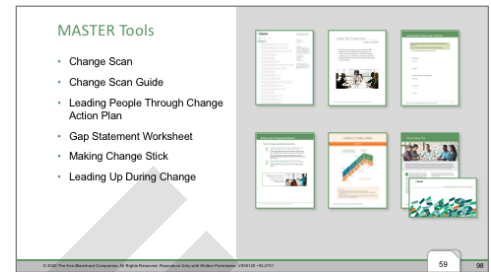   Let's look at the last three pages of the Change Scan Composite Report.

Activity 22—Wrap-up

Materials:

Activity Time: 15 minutes

Slide Time: 3 minutes

PW Page: 59   **Start/Stop Time**:   **Slide**: 98

Next Steps

1. **Introduce the Master Tools.**

   After this workshop, through your learner portal, you will have access to

   The Change Scan Online: Use this tool for a single-wave, multi-response implementation.

   The **Change Scan Guide:** Use this tool to guide you in administering, compiling and interpreting the Change Scan and Change Scan Reports.

   The Leading People Through Change Action Plan: Use this interactive tool to document and update your action plan—your next steps to put what you learned into practice.

   The Gap Statement Worksheet: Use this interactive worksheet to document and update your Gap Statement for framing the change you are launching.

   Making Change Stick Article: Use the short article on high-involvement change to introduce your team members or other leaders in your organization to the key concepts of Leading People Through Change.

   Leading Up During Change: Use the slide deck and handout, Leading Up During Change Highlights, to share what you learned with your team members. The conversation starters in the Highlights handout will help them voice their concerns when change is introduced in your organization.

   Remember you also have **Leading People Through Change At a Glance.** You might want to keep this booklet handy to remind you to use the concepts you learned in this workshop. In it, you'll also find all the Concerns Conversations questions.

2. **Transition to the next activity—Closing, and the next slide—Inspiring Change Leaders.**

   Now, the challenge you face as change leaders is to step back and integrate and use what you've learned in this workshop to lead more successful and sustainable change. To do that, you may have to give up some old ways of being a leader in your organization and intentionally practice the skills and mindset of high-involvement change leaders.

   Let's watch a short video that may inspire you to be a high-involvement change leader.

   Please turn to workbook page 60.