Let our experts do the heavy lifting for you.

Each ATD Workshop book provides all the content and trainer’s tools you need to create and deliver engaging, compelling training guaranteed to enhance learner engagement, deepen learner understanding, and increase learning application.

Complete with:
- Interactive and engaging programs designed by leading experts and grounded in design and delivery best practices and theory
- Straightforward, practical instructions for preparing and delivering the workshops
- Flexible timing—choose from two-day, full-day, and half-day workshop formats, or create your own
- Tips and strategies for customizing the workshops, such as webinars, lunch-and-learn sessions, follow-up coaching, and more, to fit your unique business environments
- Guidance on leveraging learning technologies to maximize workshop design and delivery efficiency
- Printable training materials—online platform offers access to activities, handouts, tools, assessments, and presentation slides
- Innovative “pseudo-flipped” half-day agenda delivers key learning prior to the workshop, to allow optimal time during the workshop for participants to experience and build skills and strategies for the change efforts and people they lead.

We need to change how we change.

Organizations are challenged by the constant barrage, faster pace, and complexity of change. The most successful organizations are proactive about change and look for fresh ways to turn obstacles into opportunities. In Change Management Training, join master trainer and innovator Elaine Biech as she presents all the resources and tools needed to conduct effective change management training, including helping managers understand their expanded role, practicing new management techniques, and demystifying the people side of change. This complete workshop guide features innovative two-day, full-day, and half-day programs to help develop change-savvy managers.

Includes All the Activities, Handouts, Tools, and Assessments You Need to Create and Deliver Powerful, Effective Training
CHANGE MANAGEMENT

training
CHANGE MANAGEMENT training

ELAINE BIECH
For Shane, Thad, and Dan

The men who changed my life for the better
The ATD Workshop Series

Whether you are a professional trainer who needs to pull together a new training program next week, or someone who does a bit of training as a part of your job, you'll find the ATD Workshop Series is a timesaver.

Topics deliver key learning on today’s most pressing business needs, including training for change management, coaching, communication skills, customer service, emotional intelligence, facilitation, leadership, new employee orientation, new supervisors, presentation skills, project management, and time management. The series is designed for busy training and HR professionals, consultants, and managers who need to deliver training quickly to optimize performance now.

Each ATD Workshop book provides all the content and trainer’s tools you need to create and deliver compelling training guaranteed to

- **enhance** learner engagement
- **deepen** learner understanding
- **increase** learning application.

Each book in the series offers innovative and engaging programs designed by leading experts and grounded in design and delivery best practices and theory. It is like having an expert trainer helping you with each step in the workshop process. The straightforward, practical instructions help you prepare and deliver the workshops quickly and effectively. Flexible timing options allow you to choose from half-day, one-day, and two-day workshop formats, or to create your own, using the tips and strategies presented for customizing the workshops to fit your unique business environment. Each ATD Workshop book also comes with guidance on leveraging learning technologies to maximize workshop design and delivery efficiency and access to all the training materials you will need, including activities, handouts, tools, assessments, and presentation slides.
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Foreword

In 2002, we launched the ASTD Trainer’s WorkShop Series—a collection of books authored by practitioners that focused on the design and delivery of training on popular soft-skills topics. The creation of this series was a departure for us. These workshops-in-a-book were created to help internal trainers expedite their program delivery by using appropriate and exceptionally designed content that could be adapted and repurposed.

These topics, dealing with issues ranging from customer service to leadership to manager skills, continue to be important training programs offered in companies and organizations of all sizes and across the globe. The ASTD Trainer’s WorkShop Series has helped more than 60,000 trainers and occasional trainers deliver top-notch programs that meet business needs and help drive performance.

And while many things about the delivery of soft-skills training have not changed in the last decade, there have been advances in technology and its use in training. So, when we began talking about how to refresh this popular series, we knew we needed to incorporate technology and new topics. We also wanted to make sure that the new series was cohesively designed and had input from author-practitioners who are, after all, the heart and soul of this series.

In this series, we are pleased to feature the work of outstanding trainers and innovators in the field of talent management—none more so than that of Elaine Biech. Change Management Training is her second book in the ATD Workshop Series. In 2015 she lent her expertise to New Supervisor Training. Inside each of the titles in the series, you’ll find innovative content and fresh program agendas to simplify your delivery of key training topics. You’ll also find consistency among titles, with each presented in a contemporary manner, designed by peers, and reflecting the preferences of training professionals who conduct workshops.

We hope that you find tremendous value in the ATD Workshop Series.

Tony Bingham
President & CEO
Association for Talent Development (ATD)
May 2016
Introduction

How to Use This Book

What’s in This Chapter
- Why change management development is important
- What you need to know about training
- Estimates of time required
- A broad view of what the book includes

Why Is Change Management Training Important?
Change happens—whether we want it or not. Sometimes we can plan for it, but often we can’t. Sometimes the best we can do is to make sense of change, make the best choices change offers, and make things happen. People and organizations who are the most successful predict and prepare for change—even creating change that benefits them.

What’s Changing? Everything. Even managing change has changed! Today’s organizations operate in a volatile, uncertain, complex, ambiguous (VUCA) world (Johansen 2012). Our organizations face more complex continuous change than ever before. Being adaptable to quickly adjust to continuous change as well as being expert at leading through complex change are more important than ever. Change is a way of life, and proficient navigation in its turbulent waters is a strategic imperative. Simply put, managing change is a required skill for all leaders, managers, and employees.

You’ve heard the statistics. Even though change management has been a recognized discipline for more than half a century, studies continue to report the high failure rates for organizational change projects. Harvard Business Review reports that “most studies still show a 60-70 percent failure rate” (Ashkenas 2013). Gallup confirms that this statistic has been constant since the 1970s (Leonard and Colteà 2013). What’s going on?
Change Is Changing. Until recently an organization addressed changes one at a time, using fundamental tools and processes. Change teams had time to follow an eight-step process, gather data, and create a vision for each change project. We continue to implement a change management approach that was designed for single-issue changes. But the VUCA environment allows us neither the time nor the ease to rely on a set of basic tools any longer.

Organizations are challenged by the constant bombardment, faster pace, and convoluted complexity of change. Organizations require change-ready employees and change-savvy managers at the ready. And organizations must build a capacity for continuous change. These challenges require a different skill set. Choices and consequences are no longer as clear as they once were.

Change-Savvy Managers Are Critical to Success. Managers have a key role to play to ensure an organization’s future success. Recent research by Accenture shows that business unit managers play the most significant role in effectively implementing change in organizations (Parry 2015). Today’s managers need to understand their expanded role, practice new management techniques, and demystify the people side of change.

Organizations Must Foster Change-Ready Employees. The Conference Board reported in its 2015 annual survey that “organizations must focus on behavioral change to make change more sustainable and become agile. It is about helping people embrace and adopt change by building personal competencies . . . It is about instilling personal responsibility and accountability for change at every level. . . .The focus should be on developing change leaders at all levels, not just reactive change managers” (Mitchell et al. 2015).

Change How We Change. The bottom line is that we need to change how we change: how we make choices, how we make things happen, even how we perceive change. Change is neither good nor bad. The most successful organizations are proactive about change. They look for ways to turn obstacles into opportunities.

The workshops in Change Management Training provide an essential component in preparing organizations and their leaders to thrive in a VUCA world. The innovative, engaging two-day, full-day, and half-day programs give you all the tools and resources you need to develop change-savvy managers who can ensure success for their organizations, satisfaction for their direct reports, and job fulfillment for themselves.
What Do I Need to Know About Training?

The ATD Workshop Series is designed to be adaptable for many levels of both training facilitation and topic expertise. Circle the answers in this quick assessment that most closely align with your state of expertise.

<table>
<thead>
<tr>
<th>QUICK ASSESSMENT: HOW EXPERT DO I NEED TO BE?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
</tr>
<tr>
<td>What is your level of expertise as a facilitator?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>How proficient are you with the topic?</td>
</tr>
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<td></td>
</tr>
</tbody>
</table>

**Two-fold novice:** Your best bet is to stick closely to the materials as they are designed. Spend extra time with the content to learn as much as possible about it. Read the examples and sample stories, and plan examples of your own to share. Also, closely read Chapter 8 on training delivery, and consider practicing with a colleague before delivering the program. Take comfort in the tested materials you are holding and have confidence in your ability to apply them!

**Developing your expertise in one or both areas:** Logical choices for you may include using the outline and materials, and then including material you have developed that is relevant to the topic and your participants’ workplace needs. Or, take the core content of the materials and revise the learning techniques into interactive approaches you have used with success in the past. Play to your strengths and develop your growth areas using the resources in this volume that complement your existing skills.
Authority twice over: Feel free to adapt the agendas and materials as you see fit and use any materials that you have already developed, or simply incorporate training activities, handouts, and so forth from this volume into your own agenda. Enjoy the benefits of ready-to-use processes and support tools and have fun tailoring them to your preferences and organizational needs.

How Much Time Will Preparation Take?

Putting together and facilitating a training workshop, even when the agendas, activities, tools, and assessments are created for you, can be time consuming. For planning purposes, estimate about four days of preparation time for a two-day course.

What Are the Important Features of the Book?

Section I includes the various workshop designs (from two days to a half day) with agendas and thumbnails from presentation slides as well as a chapter on customizing the workshop for your circumstances. The chapters included are

- Chapter 1. Two-Day Workshop (16 hours program time) + Agenda + PPT (thumbnails)
- Chapter 2. One-Day Workshop (8 hours program time) + Agenda + PPT (thumbnails)
- Chapter 3. Half-Day Workshop (4 hours program time) + Agenda + PPT (thumbnails)
- Chapter 4. Customizing the Change Management Workshops.

The workshop chapters include advice, instructions, workshop at-a-glance tables, as well as full program agendas.

Section II is standard from book to book in the ATD Workshop Series as a way to provide a consistent foundation of training principles. This section’s chapters follow the ADDIE model—the classic instructional design model named after its steps (analysis, design, development, implementation, and evaluation). The chapters are based on best practices and crafted with input from experienced training practitioners. They are meant to help you get up to speed as quickly as possible. Each chapter includes several additional recurring features to help you understand the concepts and ideas presented. The Bare Minimum gives you the bare bones of what you need to know about the topic. Key Points summarize the most important points of each chapter. What to Do Next guides you to your next action steps. And, finally, the Additional Resources and References sections at the end of each chapter give you options for further reading to broaden your understanding of training design and delivery. Section II chapters include
• Chapter 5. Identifying Needs for Change Management Training
• Chapter 6. Understanding the Foundations of Training Design
• Chapter 7. Leveraging Technology to Maximize and Support Design and Delivery
• Chapter 8. Delivering Your Change Management Workshop: Be a Great Facilitator
• Chapter 9. Evaluating Workshop Results.

Section III covers information about post-workshop learning:
• Chapter 10. Follow-Up for Change Management Training.

Section IV includes all the supporting documents and online guidance:
• Chapter 11. Learning Activities
• Chapter 12. Assessments
• Chapter 13. Handouts
• Chapter 14. Online Supporting Documents and Downloads.

The book includes everything you need to prepare for and deliver your workshop:

• **Agendas**, the heart of the series, are laid out in three columns for ease of delivery. The first column shows the timing, the second gives the presentation slide number and image for quick reference, and the third gives instructions and facilitation notes. These are designed to be straightforward, simple agendas that you can take into the training room and use to stay on track. They include cues on the learning activities, notes about tools or handouts to include, and other important delivery tips. You can download the agendas from the website (see Chapter 14) and print them out for easy use.

• **Learning activities**, which are more detailed than the agendas, cover the objectives of the activity, the time and materials required, the steps involved, variations on the activity in some cases, and wrap-up or debriefing questions or comments.

• **Assessments, handouts, and tools** are the training materials you will provide to learners to support the training program. These can include scorecards for games, instructions, reference materials, samples, self-assessments, and so forth.

• **Presentation media** (PowerPoint slides) are deliberately designed to be simple so that you can customize them for your company and context. They are provided for your convenience. Chapter 7 discusses different forms of technology that you can incorporate into your program, including different types of presentation media.

All the program materials are available for download, customization, and duplication. See Chapter 14 for instructions on how to access the materials.
### How Are the Agendas Laid Out?

The following agenda is a sample from the two-day workshop.

#### Day One: (8:00 a.m. to 4:00 p.m.)

<table>
<thead>
<tr>
<th>TIMING</th>
<th>SLIDES</th>
<th>ACTIVITIES/NOTES/CONSIDERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Slide 1A</td>
<td><strong>Welcome and Introduction</strong></td>
</tr>
<tr>
<td>(10 min)</td>
<td></td>
<td>Arrive 1 hour before the session starts to ensure that the room is set up, equipment works, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>materials are arranged for participants. This gives you time to make participants feel truly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>welcomed. Chatting with them builds a trusting relationship and opens them up for learning.</td>
</tr>
<tr>
<td>8:10 a.m.</td>
<td>Slide 2</td>
<td><strong>Learning Activity 1: Managers Navigate Constant, Complex Change</strong></td>
</tr>
<tr>
<td>(20 min)</td>
<td></td>
<td>• Handout 1: Managers Navigate Constant, Complex Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This activity is the icebreaker. It will introduce participants to the content, to each other,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and to the action orientation of this workshop. It is meant to be lively and noisy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow the instructions in the learning activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NOTE: The workshop uses a nautical theme. The pictures, terminology, activities, and titles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>all add to the fun and intrigue. Please feel free to add your own touches, such as toy sailboats,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sailors’ “knot puzzles,” or other things that your participants will enjoy.</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Slide 3</td>
<td><strong>Learning Activity 2: Quote Me</strong></td>
</tr>
<tr>
<td>(10 min)</td>
<td></td>
<td>• Quote Me Cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In this activity, participants will select a change quote printed on a card that resonates with</td>
</tr>
<tr>
<td></td>
<td></td>
<td>them and continue to get to know the people at their tables.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow instructions in the learning activity.</td>
</tr>
</tbody>
</table>
How Do I Use This Book?

If you’ve ever read a “Choose Your Own Adventure” book, you will recognize that this book follows a similar principle. Think back to the self-assessment at the beginning of this introduction:

- If you chose authority, you can get right to work preparing one of the workshops in Section I. Use Section II as a reference. Each of the chapters in Section II features a sidebar or other information written by the author who has much experience in the topic under consideration. This advice can help guide your preparation, delivery, and evaluation of training.
- If you chose developing expertise, read Section II in depth and skim the topic content.
- If you chose novice at training and the topic, then spend some serious time familiarizing yourself with both Sections I and II of this volume as well as the topic content.

Once you have a general sense of the material, assemble your workshop. Select the appropriate agenda and then modify the times and training activities as needed and desired. Assemble the materials and familiarize yourself with the topic, the activities, and the presentation media.

Key Points

- The workshops in this book are designed to be effective at all levels of trainer expertise.
- Good training requires an investment of time.
- The book contains everything you need to create a workshop, including agendas, learning activities, presentation media, assessments, handouts, and tools.

What to Do Next

- Review the agendas presented in Section I and select the best fit for your requirements, time constraints, and budget.
- Based on your level of expertise, skim or read in-depth the chapters in Section II.
- Consider what kind of follow-up learning activities you will want to include with the workshop by reviewing Section III.

References


Chapter 3
Half-Day Change Management Training Workshop

What’s in This Chapter
- Objectives of the half-day Change Management Workshop
- Summary chart for the flow of content and activities
- Half-day program agenda

We know that our organizations have been struggling to navigate the turbulent waters of constant, complex change. Bill Pasmore (2015), in his book *Leading Continuous Change*, likens the change organizations face to “riding a roller coaster: sudden drops, jarring turns, anxious climbs into the unknown.” It’s a challenge to adapt to change on a daily basis. It’s even more of a challenge to deliver meaningful content in a half-day workshop about change. Many of the topics in this book could lend themselves to full-day discussions, such as improving communication, gaining resiliency, problem solving, addressing resistance, working on teams, and so on.

To help you deliver an effective and engaging workshop on this complex and vast topic in just four short hours, we have designed a “pseudo-flipped” approach to provide as much content as possible and yet give participants an opportunity to practice the skills and receive feedback. The concept of flipped learning emerged in K-12 education but has now made inroads into the workplace learning world. Flipped learning is an approach to learning in which direct instruction moves from the group space to the individual learning space so that the group space can
be transformed into a dynamic, interactive learning environment. This workshop is “flipped” in the sense that it moves some of the content learning to the participants before the workshop begins. It is “pseudo” because unlike in most flipped learning where individuals learn by video instruction, we do not have videos to accompany the book—yet! Rather, this workshop uses reading assignments, partner activities, and opportunities for self-reflection to introduce participants to the content.

Managing change in an organization is one of the most critical roles for a manager. Change managers must think broadly, across the organization. Making that mindset change can be difficult for many new managers. Flipping the learning will help to ensure that we don’t short change the participants.

Leaders’ attitudes and actions greatly influence an organization’s culture. The Conference Board reported in its 2015 annual survey that “organizations must focus on behavioral change to make change more sustainable and become agile. It is about helping people embrace and adopt change by building personal competencies . . . It is about instilling personal responsibility and accountability for change at every level. . . . The focus should be on developing change leaders at all levels, not just reactive change managers” (Mitchell et al. 2015). The research was conducted with CEOs of global corporations. This is powerful information. When we also learn that recent research by Accenture shows that business unit managers **play the most significant role in effectively implementing change** in organizations, we have a compelling reason to provide as much knowledge and as many skills as possible to managers (Parry 2015). It’s all pretty heady stuff!

**The Design.** This half-day pseudo-flipped workshop is designed with a broad overview in mind. In a half day participants can experience the challenges of managing change. During the half-day session we do not try to cram lots of content into the learner. Instead, the workshop allows participants to create, design, experience, reflect, and produce tools and options for those they lead. It gives participants the chance to face how it might actually feel to be bombarded with many changes at the same time. Handouts are designed to be excellent sources of information before, during, and after the workshop ends.

The bottom line is that participants will benefit almost as much as they would with the complete two-day workshop.

**Pre-Work.** Prior to the workshop, participants must complete a lengthy reading assignment and several personal reflection activities as listed here. You will need to provide a complete set of handouts to each participant at least 21 days prior to the session.
• **Pre-reading** includes reading all handouts.

• **Pre-work** includes completing the activities in three handouts: Handout 4: Rate Your Managing Change Skills; Handout 8: Determine Organizational Readiness (completed for their departments); and Handout 15: Oceans of Respect for Good Role Models (including one of the choices in the deep-dive section).

• **Partner assignments** start at least 14 days prior to the session. Introduce the partners and give them these assignments:

  1. Call at least once to learn more about each other by answering these questions:
     - What kind of change are you involved in?
     - How much experience have you had?
     - What are your strengths and what do you need to work on?
     - What did you learn by completing the three work assignments?
     - How do you think I can be most helpful to you?

  2. Email the three assignments to each other.

Much of how we address change has changed (no doublespeak intended!) dramatically. Change is constant, complex, and happening at a dizzying pace. Success requires much more than what change management models offer. No longer is a step-by-step model enough. Things are changing all the time, everywhere, and overlapping in all areas. How can managers face everything that is flying at them at once? We suggest they focus on four key actions:

• Ensure the fundamentals are in place
• Enable excellent communication in all directions and at all times
• Confirm that all direct reports are change-ready with skills, mindset, knowledge, and attitude
• Build organizational capacity for continuous change in the future.

**Half-Day Workshop Objectives**

Due to the flipped design of the half-day workshop, participants will be able to do the same things as those who attended a full-day workshop and almost as many as those who attended a two-day workshop. It does require preparation and dedication by participants. By the end of the half-day workshop, participants will be able to

• Assess their change management areas of strength and areas requiring improvement
• Create a plan to determine organizational and departmental readiness
• Clarify the fundamentals of change management
• Lead a change management initiative in their department
• Manage change from an operational and an employee perspective
• Build change capacity for their organization
• Evaluate a change initiative from three result perspectives: effort, organization, and personal.

Half-Day Workshop Overview

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Opening: The Changing World of Change</td>
<td></td>
</tr>
<tr>
<td>Welcome, Introductions, and Objectives</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Q&amp;A: Is Change a Sinking Ship?</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Q&amp;A: Change Fundamentals</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Phase I: Assess the Situation</td>
<td></td>
</tr>
<tr>
<td>Partner Activity: Organizational/Departmental Readiness</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Phase II: Accept Leadership Accountability</td>
<td></td>
</tr>
<tr>
<td>Learning Activity 9: What’s Leadership Accountability?</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Learning Activity 10: Optimize Communication</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Partner Activity/Learning Activity 11: Navigate Resistance to Change</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Learning Activity 12: Work Is a Juggling Act</td>
<td>15 minutes</td>
</tr>
<tr>
<td>BREAK</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Phase III: Attain Implementation Progress</td>
<td></td>
</tr>
<tr>
<td>Partner Activity: Oceans of Respect for Good Role Models</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Q&amp;A: Implementation Progress</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Learning Activity 20: Smooth Sailing</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Cross Your Arms, Fold Your Hands</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Brainstorm: Foster Change-Ready Employees</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Phase IV: Advance to Future Initiatives</td>
<td></td>
</tr>
<tr>
<td>Partner Activity: My Next Steps</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Close: Sending You Off</td>
<td>5 minutes</td>
</tr>
<tr>
<td>TOTAL</td>
<td>240 minutes (4 hours)</td>
</tr>
</tbody>
</table>
### Half-Day Workshop Agenda

**Half Day: (8:00 a.m. to 12:00 p.m.)**

<table>
<thead>
<tr>
<th>TIMING</th>
<th>SLIDES</th>
<th>ACTIVITIES/NOTES/CONSIDERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Slide 1C</td>
<td><strong>Welcome, Introductions, and Objectives</strong></td>
</tr>
<tr>
<td>(15 min)</td>
<td></td>
<td>• Supplemental Handout: What Floats Your Boat? (in Learning Activity 7)</td>
</tr>
<tr>
<td></td>
<td>Slide 4</td>
<td>Briefly review the workshop objectives with the participants. Let them know that you will not be reviewing any of what they read in the pre-reading assignments, but you will ask if anyone has questions as the workshop progresses. If you cannot answer the questions in the time allotted, follow up during one of the activities.</td>
</tr>
<tr>
<td></td>
<td>Slide 5</td>
<td>Use this slide to remind participants of the Manager’s Change Model introduced in their reading assignments. Point out that the workshop will follow the four change management phases, with at least one activity per phase.</td>
</tr>
</tbody>
</table>
Encourage them to use their What Floats Your Boat? sheets to capture ideas they wish to implement when they return to their workplace.

8:15 a.m.
(10 min)

Learning Content/Q&A
Is Change a Sinking Ship?
• Handout 5: Is Change a Sinking Ship?
• Handout 6: It’s Time to Change How We Change!

Handouts 5 and 6 were part of the pre-reading prior to the workshop. They explore the past record of managing change and how it has changed today. Both handouts are information dense, and you will want to read and digest them thoroughly prior to the workshop so that you can lead a quick but informative discussion. If you are not familiar with VUCA, get yourself up to speed quickly. You’ll find interesting information with just a quick search on the Internet.

Use Slides 9 and 10 to highlight key points in Handouts 5 and 6 and ask if they had comments based on their pre-reading assignment.
### Change Fundamentals

- **Handout 7a: Ensure the Fundamentals Are in Place**
- **Handout 7b: Fundamental 1**
- **Handout 7c: Fundamental 2**
- **Handout 7d: Fundamental 3**
- **Handout 7e: Fundamental 4**

Handouts 7 were assigned as pre-reading to ensure that participants were grounded in the basics of change management principles. Ask what questions they have about the fundamentals. Share the quote from legendary writer, educator, and management thinker Peter Drucker.

### Organizational/Departmental Readiness

- **Handout 8: Determine Organizational Readiness**

The assessment in Handout 8 was part of their assigned pre-work. Ask partners to share the assessment results with each other and discuss how they would refine the assessment so that it is customized to meet their organization’s unique needs.

### What’s Leadership Accountability?

When it comes to change, there are always questions about leadership and accountability, and so a few minutes spent here will help your participants focus on practical things they can do to demonstrate leadership accountability.

Follow the instructions in the learning activity. Assure participants that there are no right or wrong answers.

Use the final 2 minutes to ask partners to discuss what leadership accountability means to them.
Learning Activity 10: Optimize Communication

- Handout 10: Your Communication Plan
- Handout 11: Optimize Your Communication Plan With Social Media

Move quickly through the handouts stating that they will be good references at a later time. Form the groups and begin the lively activity that gives them experience with using metaphor as a powerful communication tool.

Slide 22

Follow the instructions in the learning activity but tighten up the times. Have participants work as teams to use metaphors to create a communication or marketing statement for a very unlikely candidate: the lowly brussels sprout.

Slide 23

Use this slide to list common metaphor themes to help the groups get started on their relaunch campaign. Expect fun.

Slide 25

Close the activity by sharing Jimmy Dean’s quote on leadership, which is, by the way, a great example of the power of just the right metaphor.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:20 a.m.</td>
<td>Slide 27&lt;br&gt;<strong>Partner Activity/Learning Activity 11: Navigate Resistance to Change</strong>&lt;br&gt;<strong>• Handout 12: Navigate Resistance to Change</strong>&lt;br&gt;This practical activity results in participants tapping into the Internet to better understand resistance. They will learn ideas to keep their employees afloat.&lt;br&gt;Follow the instructions in the learning activity except shorten the end by leading a discussion instead of having them design their own plan. Suggest that they design a plan for their employees once they complete the workshop.</td>
<td>20 min</td>
<td></td>
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<tr>
<td>9:40 a.m.</td>
<td>Slide 26&lt;br&gt;<strong>Learning Activity 12: Work Is a Juggling Act</strong>&lt;br&gt;Now participants will get firsthand experience of how they, as managers, might be causing some of the resistance to change. Practice this lively activity before the session with some colleagues because it can be a little tricky.&lt;br&gt;Follow the instructions in the learning activity.</td>
<td>15 min</td>
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<tr>
<td>9:55 a.m.</td>
<td>Slide 26&lt;br&gt;<strong>BREAK</strong></td>
<td>15 min</td>
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</tbody>
</table>
Partner Activity

Oceans of Respect for Good Role Models

- Handout 15: Oceans of Respect for Good Role Models

This handout was part of the participants’ pre-work, so they should be familiar with the content. It exposed them to research that supports the behaviors that are expected of them. They probably have some “personal changing” they need to do.

Ask them to work with their partners. Refer to the first page as a resource and have them focus the majority of their time on the second page.

Be supportive during this activity, ensuring you are mingling during their partner discussions. Encourage them to continue their discussions with their partners after the workshop.

Learning Content/Q&A

Implementation Progress

- Handout 16: Involve and Engage Others
- Handout 17: Full Speed Ahead to Generate Gains

Ask what questions they have about engaging others and generating gains, two key skills in the third phase of the Manager’s Change Model: attaining implementation progress. If time prevents you from responding to all questions, list the questions and get back to participants following the workshop.
Learning Activity 20: Smooth Sailing

Supplemental Handouts:
- Smooth Sailing Observer Sheet
- Smooth Sailing Engineering Team Role
- Smooth Sailing Marketing Team Role
- Smooth Sailing Financial Team Role
- Smooth Sailing Post-Leadership Meeting Debrief

This activity helps participants use everything they have learned in the workshop to analyze and solve problems that are exaggerated but realistic. It is busy, fun, and chaotic. It may be difficult to get them to stop learning!

Follow the instructions in the learning activity, tightening up the timing a bit. Be sure partners are on the same teams.

To wrap up the activity, use this slide, which provides an example of a paper boat design that actually floats. Debrief the activity selecting only a couple of the most pertinent discussion questions provided in the learning activity.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity/Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>11:10 a.m.</td>
<td>Cross Your Arms, Fold Your Hands</td>
<td>These two quick activities bring participants back to why change can be difficult. First, tell participants to cross their arms, look at how they are crossed, and then cross them with the <em>opposite</em> arm on top. Keep talking with them about how it feels, why, how they ended up with these feelings—any topic that keeps their arms folded the wrong way as long as possible. Soon you will see people separating their arms. For some, crossing their arms in a different way will be so uncomfortable that they can barely listen to you. Make the point that if they are that uncomfortable with such a little thing as crossing their arms, imagine how their employees must feel with the larger changes foisted on them. Second, make the same point by asking participants to fold their hands and then refold them with the <em>opposite</em> thumb on top. How long are they able to do this? Let them know that these are both good activities they can take back to their people to help them understand their teams’ discomfort and difficulty with change.</td>
</tr>
<tr>
<td>11:15 a.m.</td>
<td>Learning Content/Brainstorm Foster Change-Ready Employees</td>
<td>Lead a brainstorm with the group and post ideas generated on a flipchart as you facilitate. Ask two questions: 1. What content do employees need? (for example, resiliency) 2. How can you best provide development? (for example, coaching, mentoring, or shadow a leader) Suggest that they take pictures of the flipcharts with their smartphones during the break.</td>
</tr>
</tbody>
</table>
### Partner Activity

**My Next Steps**

- **Handout 21: Build Capacity for Continuous Change**
- **Handout 22: Action Planning: My Next Steps**
- **Handout 23: Nothing Will Change If You Don’t**

Review Handout 21 with the participants as a group.

Ask participants to work together with their partners to create an action plan (Handout 22) to help ensure that they implement the ideas they have learned in the workshop. Remind them to refer to the partner discussions they had and what they learned about each other prior to the workshop.

### Slide 49

Workshops can have a positive effect on people—until they return to the real world and are faced with real problems in real time. Have partners work together to complete Handout 23, which will give them an opportunity to reflect on what will motivate them to take action to become a change-savvy manager. It also gives them ideas for how they can continue to support each other. Encourage them to schedule a follow-up time with their partners.

### Slide 50

**Close: Sending You Off**

- **Assessment 2: Change Management Training Workshop Evaluation**

Distribute the workshop evaluations. Close the workshop by sharing the Dr. Seuss quote. Its simple, positive message is a great way to inspire change. Give everyone a high-five and send them on their way to be change-savvy managers.

Be available to answer any questions participants might have about the workshop topics. Share plans for follow-up coaching if applicable (see Chapter 10 for ideas to follow up the training with support and activities).
What to Do Next

- Determine the schedule for training classes; reserve location and catering you may wish to provide.
- Identify and invite participants.
- For this half-day pseudo-flipped session to work, all participants must complete the reading and pre-work assignments. Send the instructions and resources for the assignments to arrive at least 21 days prior to the workshop session.
- Introduce partners to each other at least 14 days prior to the session.
- Review the workshop objectives, activities, and handouts to plan the content you will use.
- Prepare copies of the participant materials and any activity-related materials you may need. Refer to Chapter 14 for information about how to access and use the supplemental materials provided for this workshop.
- Ensure that you have printed the supplemental handouts required for Learning Activities 7 and 20. These handouts are included with the corresponding learning activities in Chapter 11 and require a close hold by you until the appropriate time within the activity.
- Gather tactile items such as Koosh balls, crayons, magnets, Play-Doh, or other items you wish to place on the tables for tactile learners. See Chapter 8 for other ideas to enhance the learning environment of your workshop.
- Prepare yourself both emotionally and physically. Confirm that you have addressed scheduling and personal concerns so that you can be fully present to facilitate the workshop.
- Get a good night’s sleep before you facilitate your workshop so that you have the energy and focus to deliver an outstanding session for your participants.

References