Supporting the Team Through Change
(Making it happen)

Purpose	To give participants a methodology to help achieve change in any aspect of their job, career or personal life.
Application	Use this module, in whole or in part, to help your participants to develop their own plans for implementing change. You may simply be asking for their commitment to changes which have arisen during one of the earlier modules. Or you may be encouraging them to develop their own 'change management' strategy. Whilst the focus is on individuals making changes, the module very much encourages, and indeed depends upon support from other team members.
What happens?	This session introduces the concept known as 'Progress Focussed' which, if followed closely can lead to a change of culture within a team. The team are led through a process which helps them to formulate comprehensive personal action plans by which their actions in the workplace will be determined. They are introduced to a series of techniques which, when used as a sequential process, can help to signpost the route through an otherwise difficult journey.
Resources	**Overall time required: 2 hour 45 minutes** 5 minutes introduction 5 minutes to identify 'Where do I want to be?' 5 minutes to identify 'Where am I now?' 15 minutes discussion with partner 5 minutes to list the PEST forces 10 minutes to do SWOT analysis 10 minutes discussion with partner 15 minutes for Force Field analysis 15 minutes for Fishbone diagram 15 minutes to develop Action Plans 15 minutes to consider progress focussed 5 minutes to close **Materials and resources** - Flipchart Stand with Blank Pads, or a whiteboard, with marker pens Blu-tac etc - Paper, Pens or Pencils for Participants A4 paper

How do I do it?	Before starting this session, confirm that your participants have plenty of clear space in front of them, and several sheets of A4 paper. They also need open minds, (but it's difficult for you to check that)!

PROGRESS FOCUSSED

The progress focused approach (as defined by psychologist Coert Visser) is a positive, goal-oriented, pragmatic approach that focuses on what works and is working well.

The focus of the first part of this session should be on the future not the present, what it is and what they want it to be like but not how they are going to make the changes as this will be identified later on through a series of reflective activities.

WHERE DO I WANT TO BE?
There is an old saying: 'If you don't know where you're going, you will probably end up somewhere else!'

So the first task for your participants is for them to visualise their ideal work place situation. Ask them to imagine the ideal 'work world' - What does it feel like? How are people behaving? What emotions are at play? Where is it? What does it look and smell like?

DISCUSS WITH A PARTNER
Now ask everyone to find a partner. Give them 10 minutes to discuss their ideal situations. They should describe what it looks and feels like.

WHAT IS IT LIKE NOW?
The next step along the journey is for individuals to assess the current workplace situation. They can do it like this:

- Ask everyone to take another sheet of paper. Now give them 5 minutes to write down all the words which describe their current situation. Encourage them to use **'doing'**, **'thinking'** and **'feeling'** words.

- Their thoughts might wander from their career, to their family, or even their state of health. It might include their knowledge or skills, their wealth (or lack of it), or hobbies and interests.

DISCUSS WITH A PARTNER
Once the five minutes are up, give a maximum of a further 5 minutes to discuss and identify the gap between their ideal state and their current state.

Ask everyone to take another sheet of paper. Now give everyone 5 minutes to write down all the words which describe their ideal world. They should ignore practicalities, like 'How will I ever do it?' Just write down how they want their ideal situation to be.

PLANNING FOR THE FUTURE, YOUR COLLECTIVE STRATEGY
Now that people know where they want to be and where they currently

are, it is vital to plan the strategy for making the journey. One thing can be almost relied upon - if they don't plan to go where they want to be, they may well end up where they don't want to be!

So there are a number of key steps your participants can go through to help them develop their own personal strategy for success.

Use as many of these steps as you feel appropriate for your team, depending on time and their own level of personal development.

PEST CONTROL
Throughout history mankind has been threatened by various pests, which we have struggled to control and, eventually to destroy.

So, a useful starting point is for your participants to identify the **PESTs** which threaten their lives. They can do it like this. First of all, what are the **PESTs**?

Ask your participants to draw a simple grid, like this, and to name the four window frames after the **PEST**.

1. Political	2. Economic
3. Sociological	4. Technological

There are four main forces which can influence our lives, and they can be easily remembered by the memory device **PEST**, which stand for:

1. **Political** - what changes are there to the world and domestic political scenes, and how will they affect me? New countries and alliances are created, whilst others, old and established are dying.

2. **Economic** - what is happening to interest rates, prices of stocks and shares and inflation? How will the general economic situation affect me now and in the future?

3. **Sociological** - how are changes in society, and the way we live likely to affect me personally?

4. **Technological** - we have all seen the amazing impact of new technology. This will have a mixed blessing on me personally - what will be the overall impact?

Now give them 5 - 10 minutes to consider their own personal situation, and to identify the **PESTs** which will influence their future. Encourage everyone to list at least five items for each category.

You may wish to circulate around to prompt anyone who may be struggling with the concept.

Once everyone has some ideas, ask them to briefly discuss them with their partner. How do their two lists compare? What differences are there in perception?

SWOT THE PEST!
How do we control the **PESTs** in our lives? One of the simplest techniques is to **SWOT** them, and this can be the next step for your participants.

What is **SWOT**? Very simply, **SWOT** will help people to identify four vital forces which they can influence, to a greater or lesser extent.

How do you do it? Start with the window again, only this time the frames are called:

1. Strengths	2. Weaknesses
3. Opportunities	4. Threats

What do they stand for?

1. **Strengths** - what can I do well? What are my best skills or attributes? Where do I have the greatest natural talent?

2. **Weaknesses** - be honest, what are my significant weaknesses? Which aspects would I like to improve most?

3. **Opportunities** - look around - use an open mind to identify all the opportunities which exist. Look beyond the usual areas - try to see things from a different perspective.

4. **Threats** - what changes or forces may adversely affect my cosy world? Again, look beyond the initial ideas, and try to anticipate underlying problems or concerns.

Encourage everyone to list at least five items under each heading. After the initial thoughts, ask people to discuss their lists with their partner.
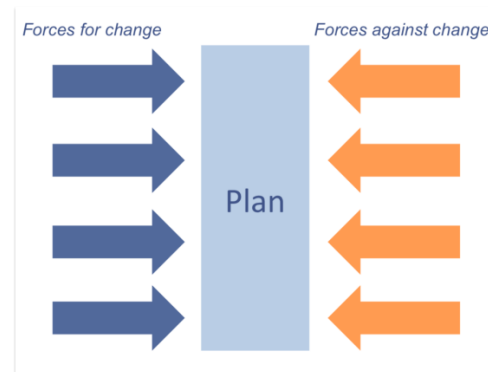
FORCE FIELD ANALYSIS

The **SWOT** window is in effect a form of **Force Field** diagram (see below). The forces for change are represented by the **Strengths** and **Opportunities**, with the forces against change represented by **Weaknesses** and **Threats**.

Each participant should approach this exercise by concentrating initially on one side of the window, e.g. the driving forces.

Once the ideas start to dry up, cover up the list which has just been brainstormed, and then apply the same process to the other side.

The final part of the process is to evaluate the lists, and decide which of the forces can be controlled or influenced. Additionally, this process will help to identify the forces over which people have little or no control. This is important, as people can worry or moan about things they just can't affect and this wastes important time!

Encourage people to reduce their lists to a manageable 'vital few' items, otherwise an endless list of tasks will seem quite overwhelming.

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The underlying concept is to **'accentuate the positive, and eliminate the negative'.** This process at least enables people to see the things which are worth putting the effort into, and clearly shows aspects which are simply not worth bothering about.
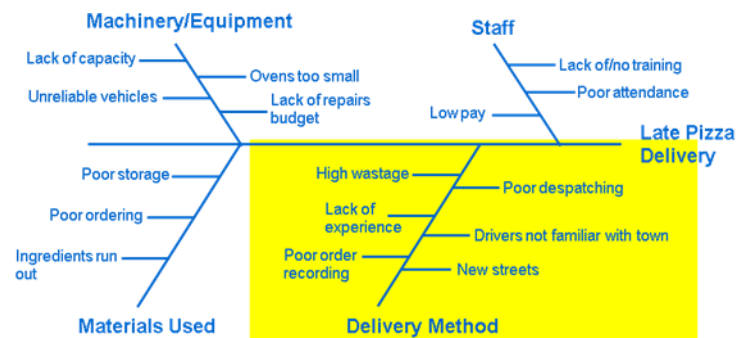
FISHBONE DIAGRAM
The next step could be to develop a Fishbone (or Cause and Effect) diagram for the most significant driving forces which they have identified.

This would enable a wide range of ideas to be created and grouped, which would almost certainly help with implementation.

As before, encourage people to discuss their ideas with a partner, to test out concepts and check practicality.

In the fictitious example below, four potential causes to an organisations inability to met delivery targets have been identified; Machinery/Equipment, Staff, Materials, Delivery Method. Through detailed discussion and the ability to 'drill down', the root cause of the problem was identified as the methods used to deliver the product. Once this was done, it was easier to think about actions to take that can solve the underlying problem. Without identifying the root cause, much is left to speculation and guesswork.

ACTION PLANS

The final step in the process is to develop an action plan, to start to turn the strategy into reality.

If your participants already have an action plan format with which they are familiar, then suggest they use it. However, if this is not so, you may wish to use the following ideas for guidance.

An action plan should cover the following key points:

- **WHO** will be involved? Key players - teams and individuals
- **WHY** is this approach being taken? Brief outline of background
- **WHAT** results are expected? A precise statement of requirements and benefits
- **WHERE** is action required? Clear definition of locations, departments, etc.
- **HOW** can I gain their support?
- **WHAT** resources will be required? People, time, money or equipment?
- **WHAT** specific pieces of work will be done?
- **WHEN** must it be done? Milestones, target dates
- **HOW** must it be achieved? The methodology involved
- **HOW** will progress be measured?
- **WHEN** will progress be reviewed? Date and time

CONTINGENCY PLANNING

The action plans will quite naturally focus on the positive, however it is worth your participants spending some time considering what could go wrong, and planning accordingly.
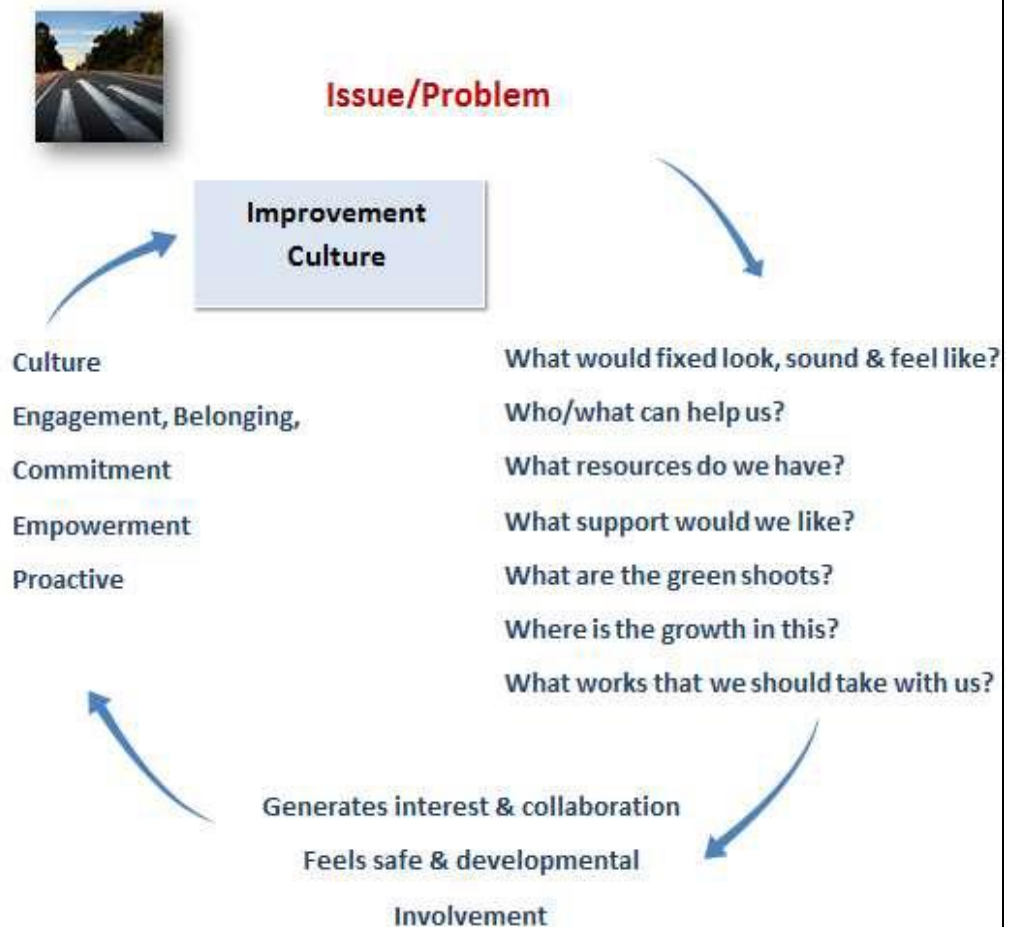
The method is simple - just consider the key elements of the plan and ask 'If we wanted to sabotage the plan, what could we do?' Adopting this approach will quickly reveal any potential weak spots.

Next consider the likelihood of a particular event occurring, and assess its impact should it occur. The final task is to prepare contingency plans for the eventualities which present the greatest overall threat.

A PROGRESS FOCUSSED APPROACH TO PROBLEM SOLVING

In organisations it is important to focus on what is being done, not dwell on what isn't. Focusing on what is being done and the way it is being achieved, can be more beneficial to individuals and teams and allows us to stop dwelling on past practice.

Progress-focused work is a realistic, results-oriented, pragmatic and simple approach to help bring about improvement. It should be considered complimentary to any of the activities in this module when used in real time situations.

Issue/Problem

Improvement Culture

Culture

Engagement, Belonging,

Commitment

Empowerment

Proactive

What would fixed look, sound & feel like?

Who/what can help us?

What resources do we have?

What support would we like?

What are the green shoots?

Where is the growth in this?

What works that we should take with us?

Generates interest & collaboration

Feels safe & developmental

Involvement

	CLOSE THE SESSION End this session by asking each participant in turn to publicly declare at least one thing he/she intends to do differently and why it is important to him/her. The final task is to agree a follow-up procedure with the team. Of course, being largely personal action plans there will not be a requirement for a report back on a team-wide basis. However, it would be useful to agree some form of review process.
Note	This process is very thorough and as a result, can take a fair time to complete. It would be very useful to complete as a closing session for any substantial team development activity. Alternatively, you might wish to simply ask your participants to prepare action plans, to cover the key elements of future work, together with any contingency plans they might need. This session often results in people asking pretty fundamental questions about what they are achieving with their own lives, or in their close relationships. The extent to which you feel able to respond to questions will depend on many factors. However, at least be prepared for these questions to arise.
When?	• As complimentary activities to any problems and solutions sessions