Promoting Change
A Resource Guide

"If you do not change you can become extinct." – *Who Moved My Cheese?*

Change is a process, and it starts by taking a good look at our assumptions and challenging them. This guide will help you continue in the ongoing challenge of examining your individual assumptions about change and help you learn how to begin initiating positive changes in the workplace. This resource packet includes weekly challenges, videos, readings, short activities, and lesson plans to help your organization jump start the change process.

Table of Contents

Weekly Challenges for Change.....3
Media and Reading Resources.....5
Group Learning Activities 7
GM Case Study.....11
Interactive Lessons 15

Weekly Challenges For Change

Adopting an Attitude of Change: 8 Week Challenge

Change takes practice. Becoming an effective change agent does not happen without preparation and conscious effort. Over the next eight weeks, focus on a weekly challenge. Note your reactions and thoughts over the course of the week. Take 5-10 minutes at the weekly staff meeting to share significant insights.

Week 1 Notice changes in your environment that frustrated you. Why did you react that way?

Week 2 Challenge yourself to reframe negative reactions to change into something positive. Were you able to do it? What effect did it have?

Week 3 Watch for an instance or event during the week when you are confronted with something out of the norm. Respond in a positive manner.

Week 4 Notice someone in the workplace who responds positively to change. Commend them for it.

Week 5 Identify a bigger goal or change you want your department to be working towards. Now identify a small thing that you and your department can do this week that will get you closer to that goal.

Week 6 Evaluate the progress that has been made towards your goal. Does your initial plan on how to reach your goal need to be adjusted or added to? Make those changes, and implement them this week.

Week 7 Have you noticed any resistance to the changes you have been trying to make in your department? How have you responded to that resistance? See if you can view the resistance you are receiving as feedback instead of as an attack. Have an honest conversation with those who are feeling hesitant about the changes being made.

Week 8 Reflect on how well your department has been doing about implementing change. Give them specific feedback.

Media and Reading Resources

Videos

Short video clips to initiate conversation about change.

"The Wisdom of Red Green - Resisting Change"
"New in Town - Resisting Change"
"If Only It Were That Simple"-Change takes work

Books & Articles

Recommended reading to continue learning about embracing change.

The Deep Change Field Guide **by Robert E. Quinn**
An interactive, guided learning book about the power of change. Through tools like reflection questions, popular movie assignments, and action plans, this book challenges you to think about personal change, and how it can increase your leadership and effectiveness.

Who Moved My Cheese? **by Spencer Johnson**
A quick, accessible read about dealing with change in a way that leads to success in your personal life and work context.

Link to story: The Lesson of the Butterfly

Group Learning Activities

Group Activities

Below is a list of interactive, group exercises. These exercises can be used in groups to initiate important dialogue about attitudes towards change and the impact of those attitudes. Some discussion questions are included.

CROSS YOUR ARMS

This exercise is quick and easy, but it still delivers results. Have employees cross their arms as they would naturally. Then have them cross their arms the other way and ask how it feels. Most employees will find this to be awkward and uncomfortable. Afterwards, engage employees in a discussion about why crossing their arms the other way felt uncomfortable, even though it's basically the same action. Use this as a jumping off point to talk about feelings toward change in general and about the specific changes in the organization.

Discussion Questions

- How did it feel when you were asked to cross your arms the other way?
- Did it come naturally or did you have to stop and think about it?
- Were you comfortable with doing this differently from your normal process?
- What are some things that make people resistant to change?
- What can you do to make it easier for people in your organization to accept the changes associated with Lean and Six Sigma?
- What kind of support is necessary to maintain the changes associated with Lean and Six Sigma?

CHANGE PLACES

Allow employees to sit wherever they want, then have them get up and move to a completely different seat. Ask them to think about how their perspective in the new seat feels compared to the old one and why. Afterwards, tell employees to get up and stretch for a minute and sit back down wherever they like. If employees go back to their old seats, then ask them why they did that. This is a great way to illustrate our resistance to change. Repeat the exercise again and discuss why people changed how they reacted the second time. This exercise should make employees conscious of their instinctive resistance to change while also reinforcing the idea that change is not necessarily a bad thing.

Discussion Questions

- How did it feel to be asked to change seats?
- Did you view changing seats as an opportunity to sit with someone new or as an uncomfortable or undesirable change?
- What are some things that make people resistant to change?
- What can you do to make it easier for people in your organization to accept the changes associates with Lean and Six Sigma?

If participants move back to their old seating arrangements after the exercise is over, ask the following questions:

- Why is it difficult to maintain changes once they are made?
- What kind of support is necessary to maintain the changes associated with Lean Six Sigma?

P-P-P-P EXERCISE

The four P's stand for project, purpose, particulars and people. In this exercise, employees work in groups and divide a large sheet of paper into four columns, one for each of the P's. Then they should go through each project and consider why it is being undertaken, what the specific changes required will be and who will be affected. This activity helps to take the uncertainty out of change and breaks it down into small chunks that are easier for employees to handle.

BOUNCING BACK FROM ADVERSITY

This is another simple exercise that only requires a few rubber balls (ideally one for each employee) and enough space to bounce them. Divide employees into pairs and have them bounce a rubber ball back and forth for a few minutes. Afterwards, ask them if they were afraid that the ball would just fall back to the ground and not bounce back up. Then explain to the employees that they are like the rubber balls and that no matter how tough a change may seem, they will always be able to bounce back from it. Let them keep the rubber balls as a reminder of this lesson.

CAN DO COMPANY

Break employees into groups and assign each group a task as part of a larger product, such as designing, marketing and distributing a candy bar for cats. At different points in the project, change some of the specifications or move members from one group to another. You can also share important information with only one group so that employees have to communicate to work effectively. This exercises helps employees get used to adapting to change and communicating with others through a fun and creative environment.

One of the greatest challenges to a successful change initiative is the natural human resistance to change. These exercises are designed to engage with that resistance in a meaningful way, questioning why we fear change and cultivating a more positive attitude toward new things. With these exercises, employees will start to embrace change, helping to ensure the success of your change initiative.

GM CASE STUDY/POST IT ACTIVITY

Have group read the GM case study. (Included in this packet.) Hand out large pieces of paper or large Post It notes with one question written on each one. Have individuals get together in groups to answer questions. Have small groups present their answers to the whole group.

Discussion Questions:

1. What led GM to form a partnership with their competitor?
2. Have you or your organization ever experienced similar feelings of defeat like GM did?
3. What similarities do you see between your company and GM? What can you learn from that?
4. Why were the employee's attitudes so negative before the merger?
5. What did Toyota do to make the changes that occurred?
6. Why do you think they were able to turn the plant around when GM couldn't?

SPAGHETTI TOWER ACTIVITY

Supplies Needed: Spaghetti sticks, Marshmallows, Manilla folders, cell phones

Hand out supplies to individuals. Tell them that they need to build the tallest tower they can in 5 minutes using only the spaghetti sticks and the Marshmallows. Rules:

- No talking
- Place folders standing up around their tower so others around them cannot cheat off of their work.
- No additional supplies can be used other than what they have been given

Before starting the timer, ask everyone to take 15-20 seconds to envision how their tower will look when it is finished. Start the timer. After only 2 minutes has elapsed, tell everyone to stop. Tell them that they now have the remaining time (3 min) to combine their tower with the tower of the person sitting next to them. No additional spaghetti sticks or marshmallows should be added. The two towers just need to be altered so that they fit together. The tower still needs to be as tall as they can make it.

Discussion Questions:

- Did the end result in any way resemble what you had envisioned at the beginning of this activity?
- How did your ideas mesh with the ideas of your partner when you were forced to work together?
- Did you feel at any time that you were setting into a comfortable groove?
- How did you feel when initially asked to collaborate?
- What was your process of combining your two different plans?

Next form people into groups of 2-3 people. Tell them they have 5 minutes to build the tallest tower they can—working together from the beginning this time. After 2 minutes, tell them to stop. Go around and give each group a "change" that they have to make while completing their tower. Examples: Change the shape of the base from a square to a cirvle. Move the entire tower to a different location to complete it. Switch members of one group into a different group. Give them the remaining 3 minutes to finish their towers.

Discussion Questions:

- Was it easier or harder to complete this activity as a group?
- How did you feel when you were asked to make changes?
- What was your group's process in dealing with those changes?

(Short Activity and Discussion Sources):

http://change.walkme.com/7-fun-and-engaging-change-management-exercises/

https://www.isixsigma.com/training/training-materials-aids/change-game-engaging-exercises-teach-change/

General Motors Case Study

Taken from The Deep Change Field Guide by Robert L. Quinn, pg. 36-38

ORGANIZING AS A LIVING SYSTEM

Many of us think of an organization as a machine-like object. Yet it is often more fruitful to think of an organization as a living system that has a trajectory: it is either gaining or losing energy. According to the second law of thermodynamics, unless work is done to the contrary, a system tends to close down and move toward entropy, or the loss of energy.

A key phrase is *unless work is done to the contrary*. The work that turns the organizational trajectory upward is called *leadership*. A leader overcomes the slow death of an organization by transcending his or her assumptions and then getting others to do the same.

A useful illustration of organizational death and rebirth is found in a book cowritten by Kim S. Cameron and myself: *Diagnosing and Changing Organizational Culture* (2011). The case begins in the 1950s and continues over several decades. It concerns the transformation of an auto assembly plant in Fremont, California. Here's a summary:

In the 1950s, General Motors embarked on what was referred to as a "sunbelt strategy": plants were built in southern and western states. Because these were all states where unions were not allowed to require that new workers become union members, the United Auto Workers (UAW) viewed this as a union-avoidance

move. When the UAW eventually organized at the plants, they became among the most hostile, conflict-ridden plants in GM's entire corporation.

The Fremont plant was particularly troublesome. By 1982, the plant was operating at a disastrously low level, with high absenteeism, disgruntled employees, and wildcat strikes. Costs were 30 percent above those of GM's Japanese competitors, sales were trending downward, and the plant was at the very bottom of companywide quality and productivity rankings. Moreover, customer satisfaction with the Chevy Nova, which was built in Fremont, had hit rock bottom.

A variety of improvement programs had been attempted, but nothing worked. The reputation of the entire corporation was being negatively affected, the operating costs were overly burdensome, and management had nothing but grief from the employees. The decision was made to close the plant.

Then GM did something interesting. The company approached a competitor, Toyota, with an offer to collaborate on designing and building a car. Toyota jumped at the chance. After all, GM was the world's largest company, had the world's largest supplier and dealer networks, and was giving Toyota a chance to establish a firm footing on U.S. soil. GM offered the use of the Fremont facility, but the plant was not to be remodeled. Toyota said, "Fine." UAW workers had to be hired back first, on the basis of seniority. The oldest and most recalcitrant employees, those who had complained about management the longest, were given first crack at jobs. Toyota said, "Fine." Toyota had just one request: to allow Toyota managers to run the place. GM said, "Fine."

Approximately a year and a half after being shuttered, the plant was reopened with a new name: NUMMI—New United Motors Manufacturing Incorporated. Everything improved—employee satisfaction, sales trends, quality, productivity, and customer satisfaction.

What accounts for this dramatic improvement in performance? The most important factor was described by a production employee who had worked in the GM facility for more than twenty years. He said that prior to the joint venture, he would go home at night chuckling to himself about the things he had thought up during the day to mess up the system. He'd leave his sandwich behind the door panel of a car, for example. "A month later, the customer would be driving down the road and wouldn't be able to figure out where that terrible smell was coming from.

This employee's job was to monitor robots that spot-welded parts of the frame together. "Now," he commented, "because the number of job classifications has been so dramatically reduced [from more than 150 to 8], we have all been allowed to have business cards and to make up our own job titles. The title I put on my card is 'Director of Welding Improvement.' When I see a Toyota Corolla in a parking lot, I leave a business card under the windshield wiper with a note: 'I made your car. Any problems, call me.' I do it because I feel personally responsible for those cars."

The plant continued for years. In 2009 GM pulled out of the joint venture. In 2010 the plant became a cooperative effort between Tesla Motors and Toyota.

Think About It

- What key changes do you imagine must have taken place within the plant once the Toyota managers took over?

  _____

  _____

  _____

- Consider the "Director of Welding Improvement" who placed his business card on Corollas he saw parked around him. What kind of atmosphere in your organization would cause you to take as much pride in your work? How could you contribute to building that kind of culture?

  _____

  _____

  _____

Interactive Lessons On Change

Handwriting on the Wall

Lessons on Change

Inspired by the book Who Stole My Cheese?

Created by: U.S.U. Presenting Team

(Erin Fitt, Phillip Estes, Jordan Knutson, Nate Elwood)

LESSON 1

"If you do not change you can become extinct."

Topics for discussion and learning:

- Learn how to be more open minded.
- Become aware of, and avoid "slow death" in your organization

Videos to Watch:

Open Mind (https://youtu.be/HAMm7Jq-jr8)

- How can our own incorrect assumptions lead to our own failure or the death of our organization?

Read:

Slow Death Excerpt from The Deep Change Field Guide by Robert E. Quinn, pg. 35-36 (attached next page)

- Ask individuals to identify an aspect of slow death in themselves over the next week and report back.

Activity:

(Source: http://duncannuggets.com/2012/07/duncan-nugget-84-genuine-open-mindedness.html)

Have each person in the room write down something that is accepted as truth by most people. Examples: the sky is blue; the sun rises in the east; a car is fast; sharks are dangerous; etc. Have group members write their statements on a small piece of paper that can be picked out of a bag or something similar. Fold the papers so that people can't see what's written on them, and place them in a bag.

Every individual will reach into the bag and choose a piece of paper. Teams/individuals will have 3 minutes to come up with at least one argument to prove that the statement they drew from the bag is not always true. Each team/individual will have 1 minute to present argument to group. The group will have a discussion about open-mindedness after the activity.

Discussion Questions:

- Talk about why it's important to look at change from different perspectives to truly see its benefit.
- Talk about how problems that we think are unsolvable can be solved if we just take a look at those problems from a different point of view.
- Talk about the "blinders" each of us have as individuals that stop us from seeing ways that change can be made.
- What are your employees having trouble being open minded about right now? How could that be fixed? Ask group members to come back with ideas next meeting.

CHARACTERISTICS OF THE SLOW DEATH PROCESS

Here are some of the patterns you might have recognized in these six stories.

- *Goal inversion:* External environments continually change. Organizations, however, are structured by assumptions based on previous experience. Rather than change in response to new expectations and demands, people act their way into a new goal: to serve the needs of others in the organization rather than those of the customers or clients.
- *Conflict:* A change in external demands has implications for internal politics. The slow death process is often linked to some organizational conflict that is being ignored or covered up by leaders who do not know how to transform conflict into collaboration.
- *Denial:* Denial is one way to avoid conflict. The most difficult problems that emerge in an organization often have political implications. I might know that the boss has no idea how to deal with a given conflict, and that self-interest leads him or her to ignore it. Because my own self-interest is best served by not antagonizing the boss, I remain silent. Together we collude to deny the problem. This "dance" is a central dynamic in slow death.
- *Abdication:* A variation on the denial theme is the abdication of leadership. People point fingers and articulate blame but they do not take responsibility. Everyone hungers for a vision that inspires and integrates, but no one knows how to find one. In the absence of a meaningful vision, people lose hope and become defensive. They begin to point fingers, sending blame up, across, and down the organization. Everyone becomes disempowered.
- *Posturing:* When trust dies and people pursue self-interest, their communication ceases to be authentic, and learning slows. Yet people in positions of authority are expected to know the truth and have an effective strategy. Because they cannot do

this in an inauthentic environment, they begin to posture—for example, to call for new outcomes while refusing to engage in new behaviors. Such posturing makes authentic communication difficult.

Excuses: As you have already learned, a major excuse for not making deep change is time. People justify their behavior patterns by saying that they lack the time to get involved in a significant change effort. To use an old analogy, this is like rearranging the deck chairs on the *Titanic* as it goes down. By keeping busy with everyday tasks, people distract themselves from the important but unsettling truth: the ship is sinking.

Chaos: Slow death often reaches a tipping point and becomes fast death. At the tipping point, people engage in a series of last-ditch, wild and uncoordinated change efforts in an attempt to avoid disaster. It is a death dance performed by horrified people in terrifying circumstances.

"What would you do if you weren't afraid?"

Topics for discussion and learning:

- Learn how to face the fear of change.

Videos to watch:

Clip from Moneyball – Adapt or Die (https://youtu.be/ugN5aD5p2NU)

Clip from Cool Runnings – Ice! (https://youtu.be/6G0zo1r04Lk)

- How often do we react like the people in these videos when presented with change?
- Why do we react that way?

Read:

Positively Present - 11 Ways to Conquer Your Fear of Change

http://www.positivelypresent.com/2013/09/11-ways-to-conquer-your-fear-of-change.html

Activity:

Have one person come to the front of the room. Explain to the group that you are going to give this individual a hypothetical change they have to deal with.

> **Problem:** A new employee has been placed in your department. They were hired through a staffing agency, and are struggling to learn their new job. Other members of your team are becoming frustrated, and productivity has gone down. Then just when you are about to fire him, this employee gets injured on the job and qualifies for worker's compensation. Your boss tells you that you must adjust his responsibilities to be "light duty", and you cannot terminate him or the company could be sued.

As a group help this individual identify the parts of this change that are out of their control and the parts that are within their control. Using the parts of the change that are within the individual's control, help this person come up with a strategy to deal with the change without becoming immobilized by fear/anger.

LESSON 3

"Smell the cheese often so you know when it is getting old."

Topics for discussion and learning:

- Change is a continuous process.
- Leading with vision and creativity.

Videos to Watch:

No More There (https://www.youtube.com/watch?v=nJhRPBJPoO0)

Top 10 Businesses Killed by the Internet (https://www.youtube.com/watch?v=xGoow-F-0gQ)

- How many companies ignored the digital revolution 30 years ago… and lost?
- Could they have survived if they had "smelled the cheese often" and sensed that it might be getting old?

Activity:

Blind Draw Team Building Activity

In this activity, the team has to instruct their "artist" to draw an item. They have to describe their chosen item without revealing what it is and they are not able to see what the "artist" is drawing. At the end of the activity, the team whose drawing is closest to the actual item wins.

Supplies Needed: Flipcharts, markers. A small selection of everyday items (for example: a coin, a well-known company logo, a pencil, a bottle, a key, etc). You could also print pictures instead of actual items.

Space Required: Small. Ideally indoors.
Group Size: 6 – 20 is ideal. Each small team should have 4 – 6 participants.
Total Time: 30 minutes (10 minutes brief and setup, 10 minutes for activity,10 minutes to review and debrief)

Activity: Each team appoints a member to be the "artist" and the "artist" is then separated from the rest of the group. The remaining members select an item from those provided by the facilitator and will instruct the "artist" to draw it without saying what the item is. There is a time limit of 3 minutes for the drawing to be completed. Each flipchart is positioned to face away from the group so that they cannot see what the "artist" is drawing. At the end of the activity, all the drawings are revealed. The team whose drawing is closest to the actual item they picked wins the game.

Rules:
The team cannot tell the "artist" what their item is; they can only give instructions.
The "artist" cannot ask any questions and can only draw based on the instructions given by their team.
There is a time limit of 3 minutes for the drawing to be completed.

Activity Guidance and Notes:
This activity is great for promoting communication skills. While it sounds like an easy task, the one-way communication from the team to their "artist" needs to be precise in order for the "artist" get the drawing right.

It may be useful to run this activity in two rounds; after the first round, the team will realize how important it is to be detailed in their instructions. Challenge the teams to do better in the second round.

Discussion Questions:

- How well did the team describe the item to their “artist”?
- How well did the “artist” understand the instructions and how close were they to duplicating the actual item?
- What problems did you encounter during the challenge?
- Did you identify a leader?
- What leadership was demonstrated during the challenge?
- How well did you communicate during the challenge?
- (If the activity is done in two rounds) How did the team act differently in the second round?
- What did you learn from the challenge?

LESSON 4

"Movement in a new direction helps you find new cheese."

Topics for discussion and learning:

- As you begin with the end in mind, not the process, you will can find new ways to inspire change.

Videos to Watch:

Ted Talk "Start with Why" by Simon Sinek. (18 min)

Read:

Monty Roberts Excerpt from The Deep Change Field Guide by Robert Quinn, pg. 10-13 (attached next page)

Discussion Questions

- Why could Monty train horses faster than his peers?
- How can you, like Monty, change your assumptions about your boss/employees/life etc. in order to achieve success?
- Think of a time in your life when you had to do something in an unfamiliar way. What did you learn? Did you grow from that experience? How?
- In the video Simon Sinek says quite often, "People don't buy what you do they buy why you do it." How does this apply to change?
- How can you apply the "Golden Circle" to change?

Challenge:

Next time you are faced with a monotonous task find a new way to accomplish the same result.

"There are only two ways to influence human behavior: you can manipulate it or you can inspire it."
-Simon Sinek

Monty Roberts Excerpt

Taken from The Deep Change Field Guide by Robert E. Quinn, pg. 10-13

Becoming a Transformational Leader: An Analogy

In his book The Man Who Listens to Horses (1997), Monty Roberts tells how he discovered his potential. Monty grew up with a father who trained horses. Actually, his father “broke horses,” using violent physical force.

Monty's father based his approach to horse training on assumptions of control. The objective was to subjugate the horse, break its spirit, and make it a slave to the rider's will. Seeing how the broken horses suffered, the young Monty vowed to find a better way.

On visits to Nevada as a youngster, Monty became fascinated with wild mustangs. He spent long hours observing these horses in the wilderness. He watched how they used their bodies to establish relationships, communicate, and shape behavior in the herd. He formulated hypotheses about what he was seeing. He began to recognize the hidden or deep organization of the herd.

Based on his reflection, Monty began experimenting with ways to use his eyes, hands, and body to communicate with the animals. Through trial and error, he was eventually able to communicate in the language of the herd. His goal was to build trust. Monty would adapt to the horse and the horse to Monty as each learned about the other. This would continue until the horse was willing to allow Monty to climb on and ride.

Monty eventually learned to train horses in a fraction of the time that it took his father and his father's colleagues. His process was not only faster, his horses were more dependable and more responsive. Monty began transforming animals that other trainers had given up on. He even trained wild mustangs to be gentle mounts, a feat that many trainers had considered impossible.

Monty became a master of change because of a disciplined self-change effort. He paid deep attention to how horses organize themselves, coming to know things that most people in his profession never learn. Through this process, he developed adaptive confidence, a belief that he could move forward into uncertain situations and learn what he needed to know as he needed it. Masters of deep change often have a universal theory of change; they tend to believe in their capacity to bring about transformation in nearly any situation.

A Second Analogy

What does becoming a master of horse training have to do with becoming a leader of deep change? There are vast differences between training horses and changing human systems. In examining any phenomenon, it is natural to see differences. With more work, it is often possible to see deeper commonalities. When we learn to see commonality, we cross normal conceptual boundaries and we gain insights that open the door to new possibilities. If we are willing to learn from many different examples, we gain unusual new insights. We can see that Monty Roberts's careful reflection and willingness to try new methods is an example of the care and openness to learning that characterize transformational leaders in every human system.

Here is another example. Describing a master craftsman repairing a motorcycle, Robert Pirsig, author of Zen and the Art of Motorcycle Maintenance (1974), writes:

> Look at a novice workman or a bad workman and compare his expression with that of a craftsman whose work you know is excellent and you'll see the difference. The craftsman isn't ever following a single line of instruction. He's making decisions as he

> goes along. For that reason he'll be absorbed and attentive to what he is doing even though he doesn't deliberately contrive this. His motions and the machine are in a kind of harmony. He isn't following any set of written instructions because the nature of the material at hand determines his thoughts and motions, which simultaneously change the nature of the material at hand. The material and his thoughts are changing together in a progression of changes until his mind is at rest at the same time the material is right. [p. 148]

Here I take the liberty of adapting Pirsig's description of how a master repairs a machine to Monty Roberts's horse-training method.

Monty isn't ever following a single line of instruction. He's making decisions as he goes along. For that reason, he'll be absorbed and attentive to what he is doing. His motions are in a kind of harmony with the horse. He isn't following any set of written instructions because the horse's state determines what Monty thinks and does. What Monty thinks and does then further shapes the state of the horse, which, in turn, further shapes Monty's actions. In all of this there is ever-increasing trust. The quality of the relationship between Monty and the horse is changing. The two are in a dynamic relationship that is giving rise to a capacity that neither has individually. Each relationship with each horse is not exactly like any previous relationship. But there is a desired outcome and general principles that Monty follows until the outcome is co-created.

LESSON 5

"Imagining yourself enjoying your new cheese leads you to it."

Topics for discussion and learning:

- What results do you want to create in your life?
- What results do you want to create in your organization?
- Let the vision motivate you through the process of change

Videos to watch:

Jim Carrey Tells Oprah How He Visualized $10 Million Dollars
(https://www.youtube.com/watch?v=DXwVD2ncqfE)

- How can having a powerful mental vision carry you through the process of change to find your "new cheese?"

Read

How to Create a Powerful Vision for Your Success by Joel Brown
(https://addicted2success.com/success-advice/how-to-create-the-perfect-vision-for-your-success/)

Activity:

End-of-the-World Game

The purpose of the game is to understand how a positive vision of the future can change attitudes and behaviors in difficult times of change.

Divide your group into two teams. Each team is going to represent the same fictional person or organization. Team 1 will be speaking from the middle of a current crisis, and Team 2 will be speaking from the future, telling about the positive outcomes.

Ask Team 1 to come up with a short list of significant crises that the person or organization may encounter. (Examples may include: loss of job, car accident with insufficient insurance, product recall leading to significant profit loss, a new policy change from corporate that is causing conflict in the workplace, etc.) Be creative! These may be based in real-life current scenarios, or they may be fictional.

The members of Team 1 will take turns reading off each crisis in the first person, playing the role of our fictional character or organization. Ending with the sentence, "It's the end of the world!" For example:

Scenario 1: *"I just lost my job, I have been living check to check and I have no savings. I don't know how I'm going to take care of my family and my bills. It's the end of the world!"*

Scenario 2: *"My company just had a massive product recall that is going to result in a massive profit loss. We're going to have to start making drastic cuts in expenses. Our company may not survive this. It's the end of the world!"*

Team 2 will take a turn after each scenario is presented. They will collaborate on positive outcomes (the silver lining) from the negative event, and respond from the future. For example:

Scenario 1: *"Because I lost my job, I had to find creative ways to make ends meet. It led me to start my own successful business using skills that I have never before put energy into developing. I am happier than I was in my previous job, I feel more satisfied with my work, and I have money in the bank."*

Scenario 2: *"In our efforts to cut costs because of the recall, we discovered several inefficiencies in our process, and made changes to cut out the waste. Not only were we able to rebound from the recall, we have developed a competitive edge that has made us more profitable and increased our market share."*

Discussion Questions:

- (Ask both teams) What difference does it make when facing a crisis to have a positive and optimistic vision of the future?
- Revisit a few of the scenarios. How would the attitudes --and more importantly the behavior--of the individual or organization have been different if they could have known the positive future in the most difficult moment of change?