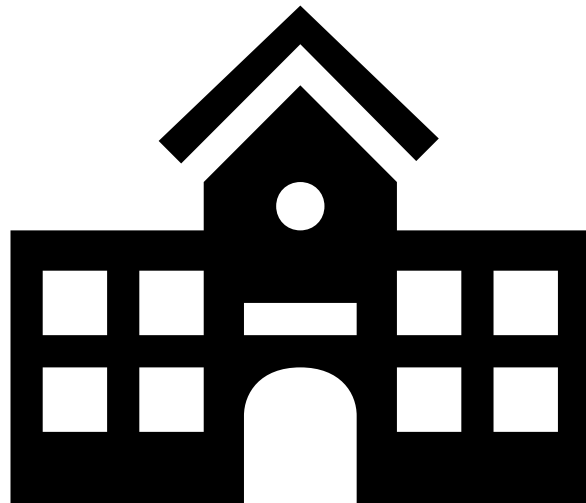


Change Management in Educational Settings

Facilitator's Guide



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Purpose & Requirements

Audience

- Optimal class size is between 20 - 30 people.
- All participants are college-educated professionals but have limited to fair knowledge of change management in educational settings.
- Adult learners who are motivated to learn about change management in educational settings because it will develop those soft skills and understanding needed to navigate a system-wide change.
- Participants must be willing to engage in cooperative learning strategies which provide purposeful discussions and sharing of experiences or opinions.
- Simulations are conducted to enhance the learner's ability to transfer the knowledge gained to their own learning environments.

Course Objectives

- The learner will be able to describe the 8 Steps of Kotter's Model for Change.
- The learner will be able to express the potential benefits of successfully completing each step.
- The learner will be able to infer the potential consequences of not successfully completing each step.

Facility or Room Requirements

- A room large enough to accommodate 20 or more people.
- Large tables
- Moveable chairs
- Projection screen
- Projector
- Internet Access
- Laptop computer with connections to projector and internet

Curriculum Plan

Scope:

- The scope of this project is to develop eight lesson modules in a training course for change leadership.
- There exists an urgent need for change and the learning environment will need support to be able to successfully reach its long-term goals.

Sequence:

- The sequence of the modules will be based on Kotter's model.
- Each module will have an introduction; in case the client needs to only focus the training session on a particular aspect of the model for change leadership.

Evaluation:

- The client will have access to all data pertaining to pre-module assessment, post module assessment, and any follow-up assessments.
- The short-term evaluation goals will be to assess the level of understanding achieved during the presentation of each learning module.
- The assessments can be given at the end of each module (for a module-based training session) or at the end of a full training session, which incorporates all eight modules.
- Evaluation results will be collected by Smarter Instructional Designs, LLC for the purpose of measuring how training affected the learners' skills and attitudes towards guiding others through change. These results will be recorded as group averages, not as individuals.
- Any comments provided in writing may be used by Smarter Instructional Designs, LLC for testimonial purposes in print and on the web. It will be decided by the learner providing the comment whether or not their identity will be revealed along with their comment.

Module-Specific Learning Objectives:

- Module 1 Objective: Identify why there is a need for creating a sense of urgency when faced with change and possible consequences for skipping this step.
- Module 2 Objective: Justify how some attributes of team members are essential to a successful change.
- Module 3 Objective: Analyze the six characteristics of an effective vision and the seven steps needed to create it.

- Module 4 Objective: Judge whether or not a vision has been communicated effectively, based on Kotter's key elements.
- Module 5 Objective: Hypothesize your learning environment's biggest obstacles to change and devise ways that these obstacles can be overcome.
- Module 6 Objective: Explain why it's important to honor short-term wins and apply that reasoning to your learning environment.
- Module 7 Objective: Predict how your learning environment will look when it is successfully implementing this major change effort.
- Module 8 Objective: Infer how anchoring changes into the culture of a learning environment will institutionalize the vision.

Resources

Google Slides Presentation

- There are 41 slides for the complete training module. Facilitator notes accompany each slide.

Lesson Plan

- A complete lesson plan is included in this guidebook. An online version is also available, upon request.

Evaluations

- All-Modules Assessment (Includes Statements Regarding Training for all modules being delivered in one day-long session.)
- Individual Module Assessments (These are only used if the content is broken into 8 one-hour classes on separate dates.)
- Statements Regarding Training (These are only used if the content is broken into 8 one-hour classes on separate dates.)

Materials

- Cootie Catcher: This is a square sheet of paper with lines indicating where to fold. You may wish to pre-fold these to save time explaining how to fold them during the presentation. The purpose is to have learners connect each module to actions they can do in their learning environment. This take-away product supports the transfer of knowledge acquired in this course to their role as leaders of change within their learning environment. Be sure to explain how to open it up so learners can record their “I will...And...” statements in the appropriate sections.
- “Our Iceberg Is Melting” Corresponding Video: slide 7: If learners are unfamiliar with the penguin reference on slide 7, it may be necessary to show the corresponding video.
- Materials by Module:
 - Module 1 - on slide 10: 1 brown paper bag (per attendee) of “unfair” candy mixture. Provide each learner with a brown paper bag that has an assortment of candies: mini chocolate bars, Jolly Ranchers, mints, lollipops, and Starbursts. Make sure that no bag has every piece of candy needed for the activity, thus making it “unfair” resources.
 - Module 2 - on slide 14: a Venn-Diagram template, a poster paper and markers for each group, Timer
 - Module 3 - on slide 18: boxes of art supplies - one per group, graphic organizer, Timer
 - Module 4 - on slide 22: Rubric, Graphic Organizer, Cloze Notes, Timer
 - Module 5 - on slide 26: container of dominoes and obstacles such as wooden blocks - one per group, Timer
 - Module 6 - on slide 30 or 31: “Short Term Wins” graphic organizer, Timer

- Module 7 - on slide 35: “Issues/Concerns” graphic organizer, Cloze Notes, Timer
- Module 8 - on slide 39: Creative Writing, Timer

Intellectual Property

- Evaluation for delivery is based on Kirkpatrick’s Model. This is found at <http://www.kirkpatrickpartners.com/Resources>
- Kotter, John P. (1996) Leading Change, Harvard Business Review Press. Boston, Massachusetts
- Kotter International, “Our Iceberg Is Melting” video

Module Outline

Training Format

- Full Day - The training can be delivered as a full 8-hour long training. The introduction would only be given once and learners could revisit slide 7 as needed, determined by the facilitator's formative evaluation techniques.
- Eight Days - The training can be delivered on 8 days, one hour per module. With this option, the facilitator will need to refer to the "This Module Only" introduction and assessments. The study guide will need to be separated for each module. Alternatively, the facilitator could choose to simply use the study guide questions for that module as an open discussion.
- Two Half Days - The training may be delivered as 2 half days, breaking between the 4th and 5th modules. At the beginning of the 5th module, the facilitator should review slide 7 and modules 1-4.

Module Outline

- The modules basically follow the same outline, with variations in the first and final modules.
- Each module has an introduction page.
 - The audience is introduced to that step in Kotter's model.
 - The learning objective is stated, along with an Essential Question that the participants should be able to answer by the end of that training module.
- The next slide is the body of the learning material. It includes information for notes and a cooperative learning activity. This allows learners to consider the information presented and apply it to their own experiences. This activity also serves as a formative assessment as the facilitator circulates throughout the groups and listens for comprehension as partners share.
- After the main body of the learning material is introduced, learners will be given an opportunity for guided practice by completing a task. The tasks are completed by flexible groups. This section ends with reflection and group discussion.
- The final slide in each module brings the focus back to that module's learning objective. There is a review and an opportunity for learners to reflect on how they, as individuals, can positively or negatively affect the outcomes of this stage in their school. This slide also has an assessment, if the other modules will be delivered on a different day. Otherwise, the assessment is ignored until learners complete the 8th module. Finally, the module ends with a hint on what is next.

Andragogy

Foundational Principles

- Knowles Assumptions of Adult Learning (1980, 1984)
 - Experience is a resource for learning.
 - Adult learners are problem-centered in their application of knowledge.
 - Adult learners need to understand *why* it's important to learn that particular topic or skill.
- Maslow's Hierarchy of Needs (1970)
 - Self-actualization is the ultimate goal for adults; therefore, adult learners are internally motivated when they feel that what they are learning is going to improve their lives.
- Social Cognitive Theory - Bandura (1971)
 - People learn from observing one another.
- Constructivism - Piaget (1976)
 - Learning is built upon prior knowledge.
 - Learners need to experience learning to accommodate or assimilate the new knowledge or skill.
- Constructionism - Papert (1991)
 - Building knowledge is connected to building tangible and shareable objects.
 - People learn effectively through making things.

Cooperative Learning Strategies

- Module 1 - Think, Pair, Share
 - Located on slide 9.
 - Learners are given a short amount of time to think about a given topic.
 - Then, learners must pair up (pre-determined or random) and take turns sharing, with that partner only, what they thought about the topic, within the time allotted.
 - The facilitator then calls on pairs who want to share with the whole group what they thought about the topic.
 - There are many variations on this cooperative learning strategy, based on the needs of the learners, the amount of time available for the activity, and the facilitator's preferences.
 - This resource gives a detailed, yet concise set of directions for how to use this strategy:

http://www.eworkshop.on.ca/edu/pdf/Mod08_think_pair_share.pdf

- If you would like additional information, such as the learning theory behind this strategy, please visit:
<https://www.teachervision.com/group-work/cooperative-learning/48547.html>
- Module 2 - Turn & Talk
 - Located on slide 13.
 - During an allotted time, learners turn to a partner and summarize what was just learned. The other partner listens.
 - When time is called, the 1st partner listens as the 2nd partner then adds to the summary anything that the 1st partner missed.
 - There are many variations on this summarizing strategy. For additional information, read about Dr. Spencer Kagan's work at:
<http://www.kaganonline.com/>
- Exercise 2 - Numbered Heads
 - Located on slide 14.
 - Have participants count off up to the number of groups you wish to have.
 - Assign each group an area of the room.
 - Participants move to those designated areas and begin to work as a randomized group.
- Module 3 - Inside-Outside Circle
 - Located on slide 17.
 - Divide learners into 2 groups.
 - Have the first group stand in a circle, facing out.
 - The second group should form a circle by standing in front of a person in the first group's circle, but facing in. From afar, it should appear to be 2 large circles, one inside the other.
 - The participants will be paired up with the person they are facing.
- Module 3 - Numbered Heads
 - Located on slide 17.
 - Based on the number of groups the facilitator desires, the facilitator counts off, assigning each participant a number. That number determines in which group he or she will participate.
 - Facilitator assigns an area of the room where the group meets to discuss the given topic. As each group seems about done (or, based on preferences, when a predetermined time is called) the facilitator calls out a random number. This is the group that shares.

- A variation of choosing a random number is to use a spinner or roll a die to randomly pick the group that will share.
- Module 6 - Think, Pair, Share
 - Located on slide 31.
 - Once learners reflect upon an example from their own lives, instruct them to wander the room until you call “pair” (so there are random partners).
 - Then partners share that experience and how it relates to the feelings that Kotter wants elicited during this stage of the model.

Lesson Plan

Training Module Introduction

Objective - Review course objectives and training procedures.	What & How	Required Materials	Time 10 min (20 min with video)
Greetings	Facilitator Introduction/Title Slide, Course Objectives, Course Agenda, Ground Rules, & Parking Lot	Slides 1-6	7 min
Overview of Model	Review the graphic and discuss the progression of the penguins from steps 1 - 8. <i>If learners are unfamiliar with the penguins' story, watch video.</i>	Slide 7 Video, if needed	3 min (video: additional 10 min)

Slide 1 Notes - Facilitator Introduction/Course Title

Dear Trainer,

This slide presentation is designed to be used as a whole unit or as separate modules, depending upon the length of time able to be devoted to a training session or for a specific “refresher course” as determined by a recent audience-needs analysis.

In order to accommodate this variation within the same slide presentation, a “this module only” introduction will be typed in italics. Therefore, if all slides will be presented in the same session, skip the “this module only” introduction.

The same is true for the evaluation of this presentation. A “this module only” assessment will be presented at the end of the “Notes” section, in italics. If the slides are being presented in the same session, the “this module only” assessment should be skipped until all instruction is finished. This final assessment will be comprehensive in nature and will indicate understanding of the material presented in this course.

I wish you great success and appreciate any feedback from you or the learners. Enjoy!

Slide 2 Notes

Facilitator:

Review slide and clarify any misunderstandings.

Slide 3 Notes

Facilitator:

Review slide and clarify any misunderstandings.

Slide 4 Notes

Facilitator:

“2 truths & a fib” is a great way to get to know one another. Each participant will say 3 sentences. Everyone else must guess which is the fib. Explain that each sentence should have the same amount of shock value, or that the fib should be something more mundane.

For example: If someone said, “I am a parent. I am a college graduate. I am a spy for the CIA.” The shock of someone being a spy gives it away as the fib. However, if someone said, “I’ve been hang-gliding. I’ve been parasailing. I’ve been mountain climbing.” All three sentences indicate an adventurous spirit and any of them could be plausible. This would be a harder guess and would provide 2 interesting facts about someone that you may not have known.

Slide 5 Notes

Facilitator:

Review slide and clarify any misunderstandings.

Slide 6 Notes

Facilitator:

“We are also going to establish a parking lot. This parking lot is meant to house any great thoughts that we may not have time to discuss in detail during our time together. We certainly don’t want to lose the idea but want to make sure we can get through all of our content. We will agree as a group to put something in the “Parking Lot”. Are there any questions?”

Slide 7 Notes

Facilitator:

Regardless if this slide presentation is used as a whole unit or as individual modules, this slide must be presented at the beginning of the presentation. The trainer must establish context for that learning module in with the other “Steps of Change”. It should be revisited often, for continuity of learning.

Be sure to emphasize that the first 4 steps are part of “unfreezing the status quo”. The 5th through 7th steps are “introducing new practices”. The goal is the 8th step - “creating a new culture”.

If learners are unfamiliar with the penguin story, it is available on Youtube.

Module 1: Creating a Sense of Urgency

Module 1 Objective: Identify why there is a need for creating a sense of urgency when faced with change and possible consequences for skipping this step.	What & How	Required Materials	Time 45 mins *
Lesson - Kotter's Model, Step 1: Create a Sense of Urgency	Lesson Introduction: Review learning objective in this module.	Slide 8	2 min
	Introduce the Cootie Catcher takeaway and explain its purpose. Participants may add to it at any time during the presentation.	Cootie Catchers	3 min **
	Discuss information on slide. "Think, Pair, Share" & whole-group share.	Slide 9	10 min
	Exercise 1 - Candy Trading Game <u>Directions:</u> 1. Provide each learner with a brown paper bag that has an assortment of candies: mini chocolate bars, Jolly Ranchers, mints, lollipops, and rock candy. Make sure that no bag has every piece of candy needed for the activity, thus making it "unfair" resources. This will cause attendees to need to trade candies with other attendees in order to get the pieces they need for their ideal organization. 2. Guide the learners to work competitively to get the items they need within the time allowed. It should be fairly difficult to obtain every needed piece so that learners experience some anxiety in trying to accomplish this goal. 3. Allow 4 minutes for exchanging candies. 4. Share.	Candy in brown bags - one bag per attendee Slide 10 Timer	15 min
	• Lead a whole-group discussion based on this slide. Clarify any misunderstandings. • Instruct learners to reflect upon the learning objective for this module and record their "I will..." statement in the cootie catcher. • Wrap-up: "Remember, this is only the first step. Once a need for change is identified, we need to pull in those who can best	Slide 11 Cootie Catchers	15 minutes

	guide us through this impending change. Who should we get, and what qualifies them for this daunting task?"		
<i>Evaluation - this module only</i>	<i>"Why does there need to be a sense of urgency within any organization to successfully enact change? What are some possible consequences for you and your learning environment if you tried to lead change without bringing attention to why the change needs to occur now?"</i> • <i>Distribute assessment. Offer additional blank paper, if needed.</i> • <i>As learners finish, collect assessments.</i> • <i>Distribute Training Evaluation.</i> • <i>Collect Training Evaluation as participants leave.</i>	<i>Module 1 Test</i> <i>Training Evaluation</i>	<i>15 min</i>

* Additional time will need to be allotted if the "This Module Only" Assessment and Training Evaluation is administered.

** Additional time will be required if Cootie Catchers are not pre-made.

Slide 8 Notes

This Module-only Introduction:

"The objective in this module is to better create a sense of urgency in your organization. This is the first step in Kotter's 8-Steps of Change." (as seen in Slide 7) "Today's focus is simply about why there needs to be a sense of urgency to help fuel change and the possible consequences when this isn't done."

Introduction:

"Today we're going to be thinking about how change can be used to create the best possible results. In order to do that, the change that is on the horizon must be identified as real. It needs to be acknowledged as valid and worthy of our attention. Because the world isn't going to stop with its demands on our time, energy, and resources, we need to see the change for what it is and adjust accordingly."

Facilitator:

Review slide and share the lesson objective.

Lesson Objective:

Identify why there is a need to create a sense of urgency when faced with change and explore the possible consequences if this step is skipped.

Slide 9 Notes

Facilitator:

Be sure that your audience understands that the term "change" can represent anything. Some examples could be a change in curriculum, a literacy program, the process by which students with special needs are identified, a school-wide behavior management system, or other large-

scale need that affects all stakeholders.

“What are some ways that you, as a leader in your learning environment, can call attention to this change? Will ignoring this change make it go away? What kind of data would you share about the upcoming change that would cause others to realize that a solution is needed?”

- Introduce the Cootie Catcher takeaway and explain its purpose. Participants may add to it at any time during the training session.
- Discuss the information presented on the slide. Pose the question about what kind of consequences could there be if no one feels a sense of urgency. Give learners a few minutes to “Think, Pair, Share”. (Learners take a moment to think about the question. Instruct learners to pair up with someone who is sitting at a different table. Then learners share those thoughts with their partner.)
- After a few minutes, have learners finish what they are sharing and direct attention to you. Call on volunteers to share what they discussed with their partner. Their responses should include things like: 1) everyone may ignore it and then not be ready for the change when it happens, 2) some people may be ready and become overwhelmed trying to help others find their way through the change, 3) when the change comes, some people refuse to change or they leave.
- Proceed to Exercise 1 on Slide 10.

Slide 10 Notes

Facilitator:

- Allow participants to think over this slide as you distribute pre-filled brown lunch bags. Instruct learners to keep the bag closed until you give all directions and start the timer.
- Participants should move around the room, exchanging candies until they get the amount of each type they want for their ideal facility.
- Closure:
 - How do you build a sense of urgency for change within your organization?
 - How do you remember feeling today during our candy exchange activity?
 - Did you feel the energy? Where did it come from? How do you sustain it?
- When the learning activity is finished, go on to the next slide.

Reminder: Provide each learner with a brown paper bag that has an assortment of candies: mini chocolate bars, Jolly Ranchers, mints, lollipops, and Star Bursts. **Make sure that no bag has every piece of candy needed for the activity, thus making it “unfair” resources. This will cause attendees to need to trade candies with other attendees to get the pieces they need for their ideal organization.** Guide the learners to work competitively to get the items they need within the time allowed. It should be difficult to obtain every needed piece so that learners experience some anxiety in trying to accomplish this goal.

Slide 11 Notes

Facilitator:

- Lead a whole-group discussion based on this slide. Clarify any misunderstandings.

- Instruct learners to reflect upon the learning objective for this module and record their “I will...” statement in the cootie catcher.
- Wrap-up: “Remember, this is only the first step. Once a need for change is identified, we need to pull in those who can best guide us through this impending change. Who should we get, and what qualifies them for this daunting task?”

This Module-Only Assessment: “Why does there need to be a sense of urgency within any organization to successfully enact change? What are some possible consequences for you and your learning environment if you tried to lead change without bringing attention to why the change needs to occur now?” Distribute assessment. Offer additional blank paper, if needed. As learners finish, collect assessments. Distribute Training Evaluation. Collect these as participants leave.

Module 2: Build a Guiding Coalition

Module 2 Objective: Justify how some attributes of team members are essential to a successful change.	What & How	Required Materials	Time 45 mins
Lesson - Kotter's Model, Step 2: Build a Guiding Coalition	Lesson Introduction: Review learning objective in this module. Encourage learners to add new information to their Cootie Catcher.	Slide 12 Cootie Catcher	5 min
	Discuss information on slide "Turn & Talk"	Slide 13	10 min
	Exercise 2 - Leaders & Managers <u>Directions:</u> 1. Your goal is to have 6 people in each group. So, if there are 24 participants, create 4 groups - each group having 6 members. Create new groups by having all participants line up. Start at one end of the line and have participants call out a number - 1 through? (depending on your total number of participants divided by 6). Then repeat until all participants have a number. Call for all the "ones" to gather in one area of the room and begin the exercise. Repeat for all groups. 2. Participants should decide which 2 in the group are leaders and the other participants will be managers. 3. Set the timer for 10 minutes. 4. As groups work, distribute Venn Diagram and poster paper, one per group, to use to record a final draft of their compare/contrast of managers & leaders. (Groups may re-use the Venn Diagram format or may choose to format the information differently.) 5. When time is up, give groups an opportunity to share. Discuss what these attributes mean in terms of the well-being of any organization. Which of these attributes are needed on a guiding coalition? • Lead a whole group discussion based on this slide. Clarify any misunderstandings.	Slide 14 Timer	20 min
		Slide 15	

	- Instruct learners to reflect upon the learning objective for this module and record their "...and..." statement in the cootie catcher (located under the paper flap labeled "2. Form a Powerful Guiding Coalition".) - Wrap-up: "Now we know the types of people we would want in our guiding coalition. You probably even have some names floating around in your head. But how will they lead us through the change if we don't exactly know how we want things to look once we get there?"	Cootie Catchers	10 minutes
Evaluation - <i>this module only</i>	<i>"As a leader of change, you may be asked to organize the powerful Guiding Coalition. Think about who you would like to ask to be a part of that team and what previously demonstrated strengths they could bring to the group that would be needed for success. Justify your choices."</i> <i>Distribute assessment. Offer additional blank paper, if needed.</i> <i>As learners finish, collect assessments.</i> <i>Distribute Training Evaluation. Collect these as participants leave.</i>	Module 2 Test Training Evaluation	15 min

Slide 12 Notes

This Module-Only Introduction:

"The objective in this module is to better understand what is needed to build a successful guiding team in your learning environment. This is the second step in Kotter's 8-Steps of Change". (Slide 7) Explain the purpose of the cootie catcher.

Introduction:

"When I was in high school, I was in the marching band. Our band director, Mr. Cappellini, wore a special ball cap during band camp. As a joke, it had 2 bills pointing diagonally, instead of 1 bill in the center. On the front it read, "I'm their leader, which way did they go?" Unfortunately, we can all probably think of a time when we were stuck with a leader, although he or she may have had their heart in the right place, didn't really know what they were doing...as a leader. That's why this step is so important. We're going to think about our leaders of change."

Facilitator:

Review slide and share the lesson objective.

Lesson Objective:

Justify how some attributes of team members are essential to a successful change.

Slide 13 Notes

Facilitator:

Clarify any misunderstandings over the term “guiding coalition”. Emphasize that it needs to be a group effort that will provide the support that the school will need to successfully change.

Learners do a version of “turn and talk” in which they summarize attributes of a powerful guiding coalition. “Partner 1, you have 30 seconds to come up with 5 attributes you would want in your guiding team members. When time is up, Partner 2 has 30 seconds to guess why those attributes were chosen. Then Partner 1 confirms or denies the reasoning behind choosing those 5 attributes, explaining any alternative reasonings.” Allow learners to find a partner and start the timer.

Slide 14 Notes

Facilitator:

- Your goal is to have 6 people in each group. So, if there are 24 participants, create 4 groups - each group having 6 members. Create new groups by having all participants line up. Start at one end of the line and have participants call out a number - 1 through? (depending on your total number of participants divided by 6). Then repeat until all participants have a number. Call for all the “ones” to gather in one area of the room and begin the exercise. Repeat for all groups.
- Participants should decide which 2 in the group are leaders and the other participants will be managers.
- Set the timer for 10 minutes.
- As groups work, distribute Venn Diagram and poster paper, one per group, to use to record a final draft of their compare/contrast of managers & leaders. (Groups may re-use the Venn Diagram format or may choose to format the information differently.)
- When time is up, give groups an opportunity to share. Discuss what these attributes mean in terms of the well-being of any organization. Which of these attributes are needed on a guiding coalition?

Slide 15 Notes

Facilitator:

- Lead a whole group discussion based on this slide. Clarify any misunderstandings.
- Instruct learners to reflect upon the learning objective for this module and record their “...and...” statement in the cootie catcher (located under the paper flap labeled “2. Form a Powerful Guiding Coalition”).
- Wrap-up: “Now we know the types of people we would want in our guiding coalition. You probably even have some names floating around in your head. But how will they

lead us through the change if we don't exactly know how we want things to look once we get there?"

This Module-Only Assessment:

"As a leader of change, you may be asked to organize the powerful Guiding Coalition. Think about who you would like to ask to be a part of that team and what previously demonstrated strengths they could bring to the group that would be needed for success. Justify your choices."

- *Distribute assessment. Offer additional blank paper, if needed.*
- *As learners finish, collect assessments.*
- *Distribute Training Evaluation. Collect these as participants leave.*

Module 3: Develop the Change Vision and Strategy

Module 3 Objective: Analyze the six characteristics of an effective vision and the seven guidelines needed in the process to create it.	What & How	Required Materials	Time 45 mins
Lesson - Kotter's Model, Step 3: Develop the Change Vision and Strategy	Lesson Introduction: Review learning objective in this module. Encourage learners to add new information to their Cootie Catcher.	Slide 16 Cootie Catchers	5 min
	Discuss information on this slide Distribute Graphic Organizer for Module 3 . Learners discuss the 6 characteristics using the inside-outside circle cooperative learning strategy. Explain the process for developing the change vision and strategy. Learners use the numbered-heads cooperative learning strategy to discuss the process.	Slide 17	10 min
	Exercise 3 <u>Directions:</u> 1. Distribute pre-made art supply boxes. 2. Review directions and emphasize that the group must use their prior knowledge and artistic skills to create a vision of what the model of the body system should be (how it will look and how they will make it.) Some body systems are the nervous system, the respiratory system, the skeletal system, the digestive system. 3. Set timer for 15 minutes. 4. Encourage discussion: a. How would you transform a large pile of supplies into a recognizable model of human system? b. What is your vision? c. What can and should be done to meet the deadline? d. Will you plan out the entire project before you start, or will you plan some, then do some? Is this project feasible – to create a model of a body system in just 15 minutes?	Slide 18 Timer Pre-made art supply box (1 per group)	25 min

	i. Do you trust your teammates to do some of it or do you have to be in charge of everything? e. Participants gallery-walk to judge the results. i. Instruct learners to return to their seats when finished reviewing the projects. ii. Hold your hand above one project at a time. iii. Each person's vote for their favorite project is applauding. iv. The project with the loudest applause "wins". Closure: - Who makes decisions in your learning environment: managers or leaders? - Who was making them today: managers or leaders? Alternatives to making a body system: - Build a car – parts (individual parts of the vehicle) to whole (an entire vehicle) - Build a playground – parts (individual playground equipment) to whole (an entire playground) - Build a town or a city block – parts (individual buildings – hospital, school, fire station) to whole (town or city block) - Build a menu - parts (individual menu items) to whole (complete menu for a reception or a restaurant)		
	- Lead a whole-group discussion based on this slide. Clarify any misunderstandings. - Instruct learners to reflect upon the learning objective for this module and record their "I will..." statement in the cootie catcher (located under the paper flap labeled "3. Develop the Change Vision and Strategy").		
	Wrap-up: "Now we understand what the vision needs to be and how it needs to be	Slide 19	5 minutes

	created - how will we communicate it throughout the learning environment?"	Cootie Catchers	
<i>Evaluation - this module only</i>	<i>Are all 6 characteristics necessary in an effective vision and strategy? Why or Why not? How will using the guidelines for creating the vision and strategy be helpful? Are any of those guidelines irrelevant? Should other guidelines be included? If so, why? (If time allows, work with your group to create a vision and strategy for change. Then analyze the vision for this change effort, based on the characteristics learned in training.)</i> • <i>Distribute assessment. Offer additional blank paper, if needed.</i> • <i>As learners finish, collect assessments.</i> • <i>Distribute Training Evaluation.</i> • <i>Collect Training Evaluation as participants leave.</i>	<i>Module 3 Test</i> <i>Training Evaluation</i>	<i>25 min</i>

Slide 16 Notes

This Module-Only Introduction: *"This lesson focuses on how to develop a vision for the impending change. This is the 3rd step in Kotter's Model." (Slide 7) Explain the purpose of the [cootie catcher](#).*

Introduction: "Your organization has already established a sense of urgency and has built a guiding coalition. So, today, we are going to analyze what is needed for a vision to be effective and examine the logical steps needed to make it a reality."

Facilitator:

Review slide and share the lesson objective.

Lesson Objective: Analyze the six characteristics of an effective vision and the seven guidelines needed in the process to create it.

Slide 17 Notes

Facilitator:

"We are now beginning the 3rd step of Kotter's Model, "Develop a Change Vision and Strategy."

Review information on slide.

Distribute the Graphic Organizer - Module 3.

"Kotter explains that an effective vision has six characteristics. It must be imaginable, desirable, feasible, focused, flexible, and communicable. An **imaginable** vision conveys a picture of what the future will be like. A **desireable** vision appeals to the long-term interests of employees, customers, stockholders, and others who have a stake in the enterprise. A **feasible** vision

comprises realistic, attainable goals. A **focused** vision is clear enough to provide guidance in decision-making. A **flexible** vision is general enough to allow individual initiative and alternative responses in light of changing conditions. And finally, a **communicable** vision is easily shared. In fact, it should be so concise that it could be completely explained in under 5 minutes.”

Instruct learners to discuss these characteristics in an “inside-outside circle” cooperative learning strategy.

- Divide learners into 2 groups.
- Have the first group stand in a circle - facing out.
- The second group should form a circle by standing in front of a person in the first group’s circle - facing in.
- Call out a characteristic. The 2 people facing each other (one from the first group and one from the second group) need to break down the reasons why that characteristic is needed for a vision to be effective.
- The outer circle (or second group) rotates once clockwise. (Each person should be facing someone new.)
- Call out the next characteristic. The 2 people facing each other (one from the first group and one from the second group) need to break down the reasons why that characteristic is needed for a vision to be effective.
- Continue this pattern until all six characteristics have been discussed.
Learners return to their seats.

“Kotter provides us with guidelines to the process of creating this vision. Like any other writing activity, you will have the **first draft**. This is usually an initial statement from a single individual, reflecting both his or her dreams and real marketplace needs. Since we have a guiding coalition, we know they will be involved in creating an effective vision. After all, you have identified those who possess the skills needed to lead your organization through this change. Therefore, the **role of the guiding coalition** is to provide continuous feedback, starting with the first draft, to encourage a positive evolution of the vision. Of course, we can’t ignore the **importance of teamwork**. Nurturing care and regular communication is necessary as the vision is transformed into all it needs to be. Essential throughout the activity is the **role of the head and the heart**. All involved in producing an effective vision need to dream analytically - imagining the ideal while still grounded in the real world. And everyone needs to accept the fact that this journey toward an effective vision will be a complex one - one step forward, two steps back. You must accept the **messiness of the process**. This is not a “once and done” situation. The **time frame** for creating the vision may take months, even years, to fully develop. Finally, though, there will be an **end product**. This final version of the vision will provide a direction for the future that is desirable, feasible, focused, flexible, and is conveyable in five minutes or less. (Kotter, 1996, p. 81)

Instruct learners to discuss this process in the numbered heads cooperative learning strategy.

- Facilitator numbers participants based on the number of groups desired and directs where each group will convene.
- Participants move to their group area.
- Facilitator calls out “first draft”. Participants break down how the first draft is essential to creating a vision.
- Facilitator calls out a random number it seems most of the groups are done. Only that group gets to share. Other groups may react to what the sharing group said.
- Facilitator calls out “role of the guiding coalition”. Participants break down how the guiding coalition plays a vital role in creating the vision. Facilitator calls out a random number. Only that group gets to share. Other groups may react to what the sharing group said.
- This repeats so that all seven guidelines of the process is analyzed.

Slide 18 Notes

Facilitator:

- Distribute pre-made art supply boxes.
- Review directions and emphasize that the group must use their prior knowledge and artistic skills to create a vision of what the model of the body system should be (how it will look and how they will make it.) Some body systems are the nervous system, the respiratory system, the skeletal system, and the digestive system.
- Set timer for 30 minutes.

Encourage discussion:

- How would you transform a large pile of supplies into a recognizable model of human system?
- What is your vision?
- What can and should be done to meet the deadline?
- Will you plan out the entire project before you start, or will you plan some, then do some?
- Is this project feasible – to create a model of a body system in just 30 minutes?
- Do you trust your teammates to do some of it, or do you have to be in charge of everything?
- Participants gallery-walk to judge the results. Instruct learners to return to their seats when finished reviewing the projects. Hold your hand above one project at a time. Each person’s vote for their favorite project is applauding. The project with the loudest applause “wins”.

Closure:

- Who makes decisions in your learning environment: managers or leaders?
- Who was making them today: managers or leaders?

Alternatives to making a body system:

- Build a car – parts (individual parts of the vehicle) to whole (an entire vehicle)
- Build a playground – parts (individual playground equipment) to whole (an entire playground)
- Build a town or a city block – parts (individual buildings – hospital, school, fire station) to whole (town or city block)
- Build a menu - parts (individual menu items) to whole (complete menu for a reception or a restaurant)

Slide 19 Notes

Facilitator:

- Lead a whole group discussion based on this slide. Clarify any misunderstandings.
- Instruct learners to reflect upon the learning objective for this module and record their “I will...” statement in the [cootie catcher](#) (located under the paper flap labeled “3. Develop the Change Vision and Strategy”).
- Wrap-up: “Now we understand what the vision needs to be and how it needs to be created - how will we communicate it throughout the learning environment?”

This Module-Only Assessment: Are all 6 characteristics necessary in an effective vision and strategy? Why or why not? How will using the guidelines for creating the vision and strategy be helpful? Are any of those guidelines irrelevant? Should other guidelines be included? If so, why? (If time allows, work with your group to create a vision and strategy for change. Then analyze the vision for this change effort, based on the characteristics learned in training.)

- Distribute [assessment](#). Offer additional blank paper, if needed.
- As learners finish, collect assessments.
- Distribute [Training Evaluation](#).
- Collect these as participants leave.