

LEADING THROUGH CHANGE WORKBOOK



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MODULE INTRODUCTION

LEADING THROUGH CHANGE

Learn better faster

The concepts and ideas within each module are provided as suggestions. They should be adapted to fit your unique environment, personality, and style, while still preserving the core value of the information presented.

Your workbook includes ample white space to jot down personal notes, thoughts, or ideas you may want to put into practice.

The workbook is designed to be completed in combination with the video.

Have fun and enjoy yourself.

To make sure you get the most out of this course, please ensure you're fully prepared to begin. Here's a quick checklist to help you get ready:

1. **Tools and Materials:** Have pens, and any required textbooks or resources organised and easily accessible.
2. **Time Management:** Schedule dedicated time for each module in advance. Block out these periods in your calendar to avoid interruptions.
3. **Distraction-Free Environment:** Choose a quiet space where you can focus solely on the course material, minimizing distractions from phone calls, emails, or other activities.
4. **Progress Tracking:** Consider keeping a checklist or journal to track your completion of each module or refer to your portal which will help keep you motivated and organised.
5. **Complete the quiz**

Remember, this learning platform offers resources that you can access anytime.

Don't hesitate to reach out to Graham anytime if you want to explore this topic further, clarify any questions, or share your thoughts. He's here to assist you!

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MODULE STRUCTURE

KEY CONCEPTS

In today's fast-paced business world, change is inevitable. The ability to lead and navigate change effectively is crucial for both personal growth and organisational success. This module is designed to equip you with the essential skills and knowledge to successfully manage change, both internally within yourself and externally with your team.

EXPECTATIONS

1. **Identify the Change Journey:** Understand the stages of change and how to assess where you and your organisation currently are on this journey, setting the foundation for effective transformation.
2. **Explore the Seven Dynamics of Change:** Gain insights into the key forces that drive change, from organisational structure to employee mindset, and learn how to harness these dynamics for positive outcomes.
3. **Understand Change Internally:** Discover the psychological and emotional aspects of change, how it affects individuals, and how to manage your own reactions to change to maintain resilience and focus.
4. **Lead Your Team Through Change Externally:** Learn proven strategies to guide and inspire your team through the challenges of change, ensuring alignment, motivation, and success as you drive transformation within the organisation.
5. **Brainstorming for Change Solutions:** Develop the skills to facilitate collaborative brainstorming sessions that generate innovative solutions, empowering your team to contribute ideas and take ownership of the change process.

WHAT YOU WILL ACHIEVE

By the end of this module, you will:

- ✓ You will have a comprehensive understanding of how to lead both yourself and your team through change with confidence, clarity, and purpose.
- ✓ To identify the change journey
- ✓ The seven dynamics of change
- ✓ Understanding the change internally
- ✓ Leading the team to change externally
- ✓ Brainstorming
- ✓

TIME TO COMPLETE

This module should take you approximately:

Workbook, Video, and complete the Quiz

45 minutes approximately

We look forward to an interactive and productive session together!

Let's get started!

THE CHANGE JOURNEY



UNDERSTANDING THE CHANGE INTERNALLY

1. PRESENT STATE
2. IDENTIFYING CHANGE OPPORTUNITIES
3. THE SEVEN DYNAMICS OF CHANGE
4. THE DIFFERENCE BETWEEN AUTOCRATIC AND DEMOCRATIC CHANGE
5. GETTING PREPARED TO LEAD THE TEAM TO CHANGE

MANAGE THE CHANGE EXTERNALLY

6. LEADING AND MANAGING THE PROCESS
7. MONITORING AND MANAGE BY WALKING AROUND (MBWA)
8. FUTURE STATE



CHALLENGE

Taking in your current situation how does the land lie?

Based on your current situation, how would you assess the status?

Please complete the table below, considering the present status of each point, such as staffing levels—whether the team is understaffed, overstaffed, or appropriately staffed—and evaluate the quality of work, including whether more training is needed.

PRESENT STATE

| CURRENT SITUATION | |
|-------------------|--|
| STAFFING | |
| RESOURCES | |
| PAY PLANS | |
| LOCATION | |
| PRODUCTS | |
| ACCOUNTABILITIES | |



CHALLENGE

How do you envision the future state?

Please complete the table below, as the previous challenge, considering what the status will look like for each point,

IDENTIFYING CHANGE OPPORTUNITIES: NEW OUTCOMES AND PROPOSED FUTURE STATE

| FUTURE STATE | |
|------------------|--|
| STAFFING | |
| RESOURCES | |
| PAY PLANS | |
| LOCATION | |
| PRODUCTS | |
| ACCOUNTABILITIES | |



CHALLENGE

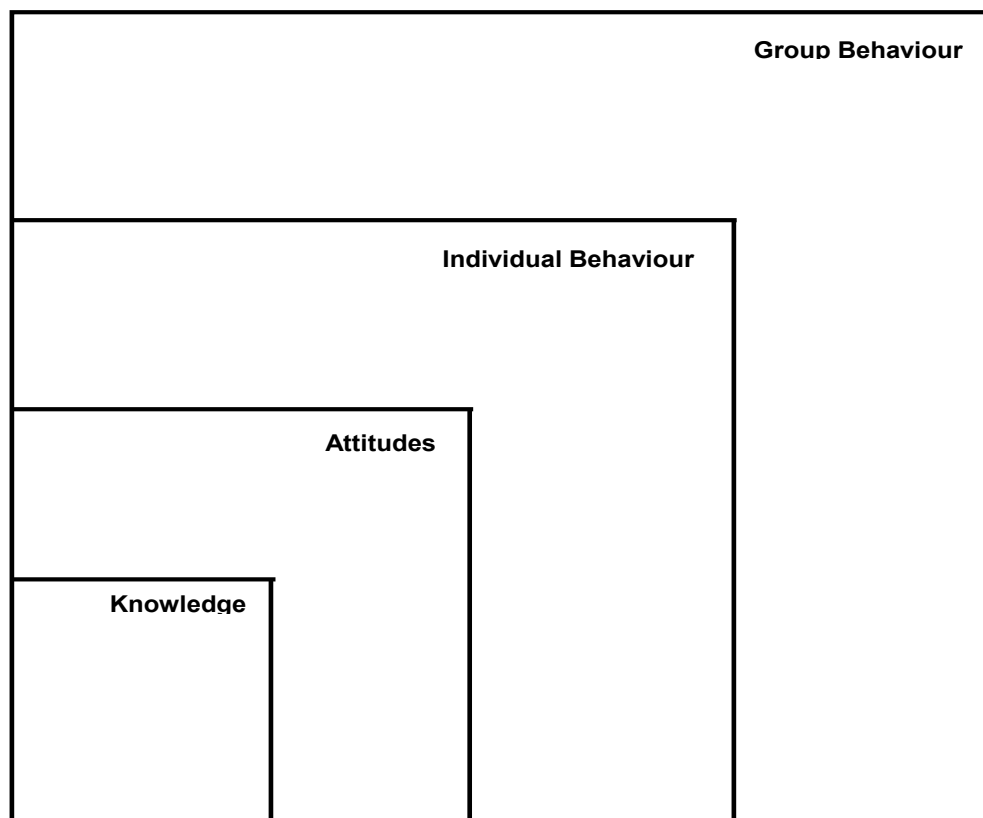
Complete the table below by completing the sentences.

THE SEVEN (7) DYNAMICS OF CHANGE



| |
|---|
| People will feel |
| People will feel they will lose |
| Even though the change impacts on everyone they will feel |
| People can only handle so much |
| People are at different readiness for |
| People will think we have little resources like |
| When the focus is off people will revert to old |

THE DIFFERENCE BETWEEN AUTOCRATIC AND DEMOCRATIC CHANGE



The autocratic approach is the most common and if you consider the first three steps you took before leading the team it is probably that approach that is still the most effective because as the leader you MUST have a plan of action before brainstorming with the team.

The democratic approach is the approach to take after you have a plan. This way you will maximise the buy-in and the speed of the change working.

COMMON REACTIONS TO CHANGE

| | |
|--|---|
| SHOCK, ANGER People will tend to undermine | RESISTANCE Identify advocates |
| ACTION Some good news but watch for fallback | ACCEPTANCE Go on high alert. Some undermining and resistance may still be an issue |



1. UNDERSTAND THE CHANGE

Be clear about the change yourself, you cannot lead unless you are completely aware of the change.
Reasons for the change

Recognising the state you're in and how you are reacting to the change

2. IDENTIFY BENEFITS AND OPPORTUNITIES

Itemise the benefits and opportunities the change will bring. There is always cost associated to benefits and opportunities so assess these and be fully aware of the issues and be prepared.

MAINTAIN A SUPPORT NETWORK (ADVOCATES)

3. CHOOSE YOUR ACTIONS

Set a course of action. What problems and what feedback can you expect, who are your advocates and enablers.

CURRENT STATE TO DESIRED FUTURE STATE

Be prepared to ask and listen as outlined in the steps of leading the team to change.

Identify your advocates.

PLANNING THE CHANGE

Accept the change.

Identify who are the stakeholders.

How will you communicate the change to the team.

Focus on open conversation.



CHALLENGE

LEADING THE TEAM TO CHANGE (EXTERNAL)



EXPLAIN THE CHANGE

Using the template below explain to the team what is happening and why. Go over the benefits and opportunities and be open about costs and how it will affect them and the business

| STEPS | CHANGE IDEAS |
|---------|--------------|
| What | |
| Why | |
| When | |
| How | |
| Benefit | |



CHALLENGE/TEMPLATE



ASK FOR OPINIONS

Brainstorm: The team's input is extremely important. Although you have already formed an action plan their input will confirm your potential actions and will add some other contexts and ideas that you can mold into your plan. Use This template when required during discussions with your team members.

| STEPS | FEEDBACK |
|---|----------|
| Brainstorm. | |
| Ask for opinions. | |
| Listen without getting defensive. | |
| Draw out the quiet employees. | |
| Clear up any misunderstandings. | |
| Dispel any rumours. | |
| Stress the expected outcomes and be positive. | |



CHALLENGE/TEMPLATE

SOLICIT IDEAS TO ACCOMPLISH THE CHANGE AND COMMITMENT

Reconfirm their opinion and confirm their input is important, encourage their participation

| STEPS | REASON |
|---|--------|
| Keep the session focused on the problem | |
| Encourage an enthusiastic, uncritical attitude among members of the group. Try to get everyone to contribute and develop ideas, including the quietest members of the group | |
| Have fun brainstorming. Come up with as many ideas as possible, from solidly practical ones to wildly impractical ones. Welcome creativity | |
| Follow the brainstorming rules | |

ASK FOR COMMITMENT

Ask for a commitment to work together for a common goal. Not everyone will be enthusiastic, so consensus is critical.

Go on high alert and please do not just listen to what they say WATCH what they do

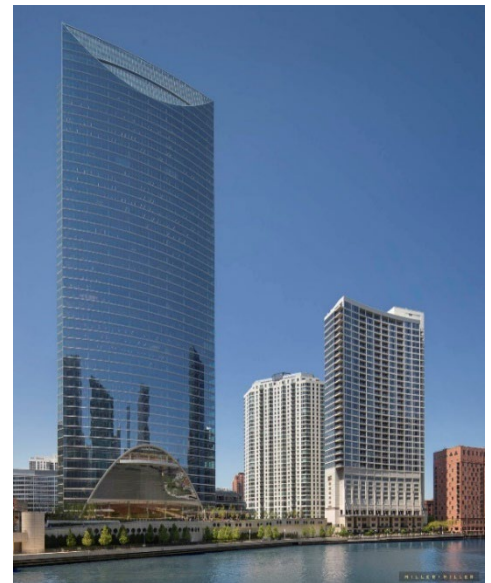
| STEPS | |
|---------------|--|
| What | |
| When | |
| How/who/where | |

MONITOR AND MBWA

Speaking of going on high alert make sure you have some benchmarks and milestones to measure the implementation and any issues that arise. Sometimes you will have to discuss some of these issues one-on-one.

Do this by revisiting the earlier steps.

| Steps | |
|---|--|
| People go at a different pace. | |
| Effective leaders listen first. | |
| Encourage people to solve their own problems. | |



| | |
|--|--|
| Recognise learning styles. | |
| Check-in with your employees. | |
| When dealing with pushback go back to steps 2 and 3. | |

MBWA ONE-ON-ONE

| | |
|---|--|
| Ask for feedback. | |
| Clear up any misunderstandings. | |
| Ask for commitment. | |
| Empathy and understanding can shift negativity. | |
| The change will come undone if left alone. | |
| Give positive feedback. | |
| Expect and deal with setbacks. | |
| Ask for feedback. | |

PRINCIPLES RELATING TO THE RULES OF BRAINSTORMING

Withholding judgment

- Ideas, that initially seem like they won't work, can sometimes have enormous benefits when modified.
- You will reduce the inhibitions in others.
- You will encourage others to give you the freedom to share your own ideas.
- Original ideas are more likely to surface.

Encourage wild and exaggerated ideas

- Ideas, that stimulate good solutions, are more likely to be shared.
- Wild ideas are better at stimulating new thought patterns.
- Original ideas are encouraged by such actions.
- A loss of inhibitions is more likely.

Quantity counts at this stage, not quality

- It's easier to pick out good ideas from a large list than a small list.
- It's easier to create a good idea from combining lots of little ideas.
- People get more absorbed by the process and think more freely.
- Quantity, in this case, brings quality.

Build on the ideas put forward by others

- Every idea put forward has a principle or concept that will be useful.
- Wild ideas can be turned into valid solutions.
- You encourage others to put forward stimulating ideas by using those ideas.
- It's often easier to adapt someone else's idea than to generate a completely original one.

Every person and every idea has equal worth

- You will get solutions from a wider range of people.
- The breadth of ideas will cover different personality types.
- You will encourage others to listen to your own ideas.
- Every idea has equal worth as a stimulus.

HAVE FUN

BRAINSTORMING IDEAS

If you want to have a good mix of ideas, then you should invite a large mix of people – the ingredients.

The beauty of having lots of people from different backgrounds is that each brings their unique view of the world.

They have had different experiences, know different things, and see the world with different priorities.



1. Use a video camera or tape recorder to make sure no ideas are lost.
2. Lower the lighting in the room to make people more relaxed and less inhibited.
3. Have some toys and interesting play objects to stimulate and relax people.
4. Use a room outside your normal office environment for extra effect.
5. Have a different room with refreshments and encourage people to meet and chat in the break.
6. Remove or turn off the telephones in the room.
7. Close the curtains or blinds if there are any distractions outside.
8. Have lots of coloured pens and pencils around.
9. Play a relatable video.
10. Break into small groups and appoint a spokesperson.

BRAINSTORMING STRUCTURE

- At the start of the workshop, introduce the aim and process – agree on expectations – and answer queries.
- Brainstorm the ideas and opportunities with the whole group – a flip chart is best.
- Split the group into pairs or threes (more usually creates passengers) and ask them to come up with outline actions/initiatives/plans to achieve the agreed purpose/aim. (20–30 minutes)
- Have groups present back their ideas – review and praise positive aspects in each, and gently agree on areas that would benefit from improvement/refining. (max 5 minutes per group)
- Task groups or individuals to refine outline plans into clear objectives during the workshop, or afterward to be fed back to the manager, which can then be followed up and coached during implementation.
- Apply the MOST model.
- Follow up, coach, encourage, support, and invite ideas for future workshop items and process improvements.



THE MOST APPROACH

The MOST model allows you to list the ideas from your brainstorming session, and then sort them in priority. Finally establish the structure and timing to be implemented.

1. Main points
2. Organise by importance and priority
3. Structure and training style
4. Timing and expectations

| | |
|--|---|
| <p>Main points from brainstorming</p> <p>Brainstorming ideas</p> | <p>Organise: Your original plan</p> <p>Overlay brainstorming ideas and the initial plan</p> |
| <p>Timing</p> <p>Set timelines and milestones</p> | <p>Structure</p> <p>Set and action plan and roll out strategy combining all input</p> |

Training topics and delivery
Process for best outcomes

IMPLEMENTATION

When you deliver to the team the proposed program, the team will recognise their ideas as well as some of yours.

This makes the team feel empowered.

Some of their ideas may have already been suggestions you were considering but that's not important. The great news is some of their ideas you may not have considered or thought of are now in the plan.

This makes the change process autocratic from your point of view and democratic from their point of view.

The likelihood of the change being implemented and sticking has improved greatly.

But remember managing by walking around and continually monitor and adjust.

GOOD LUCK!



REFLECTION

Now that you've watched the video and completed the workbook, it's time to reflect on what you've learned from this module.

Reflecting on and reviewing information helps solidify what you've covered, supporting a deeper and more lasting understanding.

To get the most from your learning, take your time as you complete the review section.

Engage fully with each question—whether you're writing, discussing, or creating a visual summary. This process will reinforce your understanding and make it easier to apply these concepts in the future.

Please complete these questions.

What did you learn from this module?

What behaviour will you change based on learning?

How can you apply this knowledge in your role?

THE QUIZ

The quiz is here for you to review before completing your course online or to complete if you're not taking the course online.

The objective of change management is to move from the present state to...

- Future state ☐
- Current state ☐
- Another state ☐
- Altered state ☐

Autocratic change usually has buy-in from the stakeholders

- True ☐
- False ☐
- Unsure ☐

Common reactions to change are?

- shock, anger, resistance, acceptance and action ☐
- Shock, anger, resistance, understanding, and action ☐
- Shock, anger, resistance, reflection, and action ☐
- Shock, confusion, resistance, adjustment, and action ☐
- Shock, denial, resistance, acceptance, and action ☐

It is important to understand the change internally first

- True ☐
- False ☐
- Unsure ☐

What is the first step when leading the team to change?

- Explain the change ☐
- As options ☐
- Expect the best ☐
- Solicit ideas ☐

What is the abbreviation for "Managing By Walking Around"?

- MBWA ☐
- MMBEA ☐
- LBWA ☐
- MWBA ☐

When brainstorming what should you withhold?

- Judgment ☐
- Smiling ☐
- Temper ☐
- Frustration ☐

When implementing change the team should feel?

- Empowered ☐
- Fed up ☐
- Confused ☐
- Okay ☐

NOTES AND QUESTIONS

Use this section for any additional thoughts or information or if you have any questions that you would like to discuss.

ABOUT US

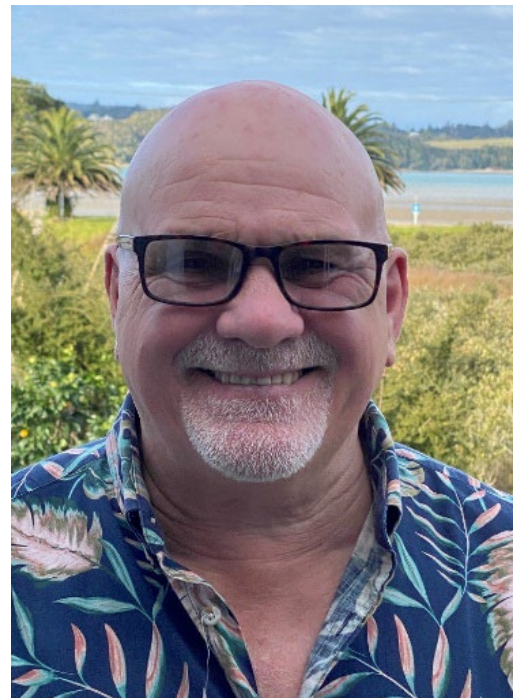
Graham (GTE) leads over 100 workshops annually, focusing on leadership, sales, fixed operations, and customer experience. He's the founder of Success Resources International, a Registered Training Organisation based in Brisbane, and the Managing Director of GTE Training and Development in New Zealand.

Originally from North Wales, Graham has spent 17 years in Australia (2001 – 2019) after more than two decades in New Zealand. His background includes service in both the Royal Navy and the Royal New Zealand Navy.

He's married to Shelley, a Kiwi from the Bay of Islands, and together they have two children Mackenzie and Gareth, along with four grandchildren: Hudson, Avyana, Reo and Vivienne.

Graham (GT) is a highly regarded coach and workshop facilitator specialising in leadership, sales, service and customer experience. He brings a wealth of expertise with the following qualifications:

- Advanced Diploma of Leadership and Management
- Diploma in Automotive Management
- Diploma of Training and Education and Design
- Certificate IV in Finance and Mortgage Broking
- Certificate IV in Business Sales
- New Zealand Certificate in Marketing
- NLP Practitioner



GRAHAM TAYLOR-EDWARDS

Graham's diverse skill set quips him to empower individuals and organisations to achieve their goals