

BRIDGING THE GAP:

Winning Administration's Support for Training

Sponsored By

National Institute of Corrections Academy
and

Northeast Regional Field Coordinators
September 14, 15, & 16, 1993

Lesson Plans

NIC ACADEMY LESSON PLAN COVER SHEET

Course Title BRIDGING THE GAP: WINNING ADMINISTRATIONS SUPPORT

Lesson Title Communicating in Style

Instructor(s) Lynn S. Kelley, Ph.D.

Prepared by Lynn Kelley Date 9/13/83

Time Frame

Total: 5 hrs. 45 min.

Suggested Schedule:

10:00 am to 4:45 pm

Target Population

**Advanced Correctional
Trainers**

Number of Participants : 30

**Space requirement 4-5 tables with
6 seats per table**

Performance Objectives

At the end of this module participants will be able to:

1. analyze and describe communication styles of administrators and colleagues.
2. present and implement new ideas, information and programs successfully based on the style needs of the decision makers.
3. communicate effectively in another style than their own.

Evaluation Procedures

(How will objectives be evaluated)

Participants will be presenting and role playing styles in groups and will be observed and critiqued based on the effective use of communication style.

Participants will be designing an action plan to take home and present in the appropriate style of the administrator.

Methods/Techniques: **Small group discussion and direct instruction**

INSTRUCTOR MATERIALS:

REFERENCES:

The 4MAT System by Bernice
McCarthy

Equipment and Supplies Needed:

Flipchart & stands 4 Number needed

Chalkboard

16mm Projector
Film length: min.

Slide Projector
Type: Carousel
 Tray
 Sound-on-Slide

Screen

Flipchart Pads 5 Number needed

Felt-tip Markers Different colors

Masking Tape (size 1/2", 3/4", 1") Size needed

Videotape Player

Type: 3/4" Cassette

Betamax

1/2" VHS

Videotape length: min.

Videotape recorder with camera

Public Address System

Overhead Projector

VideoShow

Other

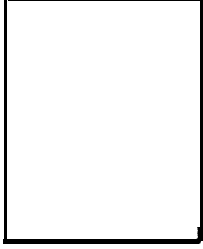
Student Materials (Handouts)

Title	#Needed from NAC	When Distributed	Comments
LSI must be purchased from Excel, Inc. 20 W. Barrington, IL 60010 1-708-382-7272.			

Copyright clearances will need to be obtained, unless otherwise indicated

LESSON PLAN

Lesson Plan COMMUNICATION STYLES

PRESENTATION GUIDE	NOTES TO TRAINER																																
<p>1. Display objectives on overhead and give an overview of day's work.</p> <p>2. Ask participants to turn to packet and</p> <ol style="list-style-type: none"> 1. describe an administrator they communicate well with. 2. describe someone who is difficult to communicate with. <p>3. Have them discuss for 5 minutes with their partners what they have written and report it to you so you can list their comments on a flipchart.</p> <p>4. Explain that people have communication, learning and personality preferences which are different and these preferences are called styles. Communication and learning are intentionally dependent on another. In order to communicate with someone you must learn about them and yourself. Explain that we will now look at their own learning and communication style.</p> <p>1. Distribute LSI and have them read the directions while you explain that they need to think of how they learn today in optimal learning conditions. They are to think of themselves in the context of who they are deep down inside (not what a teacher, boss or parent said they "should be").</p> <p>2. While they are completing the inventory (it will take about 12 to 20 minutes), put the scoring directions on the overhead and ask the early finishers to add the columns down. To check their work, the totals will add to 120. Next, they will label columns and do the algebra problem listed on the transparency.</p> <p>3. Graph results first on the bull's eye page and then next on the grid. Tell participants the numbers of each style.</p>	<p style="text-align: center;">ANTICIPATORY SET</p> <div style="text-align: center; margin: 10px 0;">  <p>HANDOUT</p> </div> <div style="text-align: center; margin: 10px 0;"> <table border="1" style="border-collapse: collapse; width: 150px; height: 100px;"> <thead> <tr> <th style="padding: 5px;">BEST</th> <th style="padding: 5px;">WORST</th> </tr> </thead> <tbody> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> </tbody> </table> <p>FLIPCHART</p> </div> <p style="text-align: center;">LSI DISTRIBUTION (OR YOU MAY HAVE IT IN PACKETS)</p> <div style="text-align: center; margin: 10px 0;"> <table border="1" style="border-collapse: collapse; width: 150px; height: 150px;"> <thead> <tr> <th colspan="4" style="padding: 5px;">LSI SCORING</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">3</td> </tr> <tr> <td style="padding: 5px;">4</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">4</td> </tr> <tr> <td colspan="4" style="text-align: center; border-top: 1px solid black; padding: 5px;">17 32 33 38</td> </tr> <tr> <td colspan="4" style="text-align: center; padding: 5px;">CE RO AC AE</td> </tr> <tr> <td colspan="4" style="text-align: center; padding: 5px;">AC-CE= AE-RO=</td> </tr> </tbody> </table> </div> <p style="text-align: center;">Ask them to reveal their styles by raising their hands and count total number of each.</p>	BEST	WORST			LSI SCORING				1	2	4	3	4	3	2	1	1	3	2	4	17 32 33 38				CE RO AC AE				AC-CE= AE-RO=			
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LESSON PLAN

Lesson Plan COMMUNICATION STYLES

PRESENTATION GUIDE	NOTES TO TRAINER
<p>4. Have participants read handouts on styles research.</p> <p>5. Answer any questions and ask class to get into 4 style alike groups: 1, 2, 3, and 4.</p> <p>6. Ask group to discuss commonalities of their own styles and any questions they might have about style.</p> <p>7. After the groups have had 15-20 minutes to discuss their style and ask questions of each other, ask them to stop talking. Then, ask if there are any unanswered questions.</p> <p>Answer any that they have.</p>	<p><u>Instructional Input</u></p> <p>This takes about 10 minutes. Be sure to ask them to read silently to respect the style of others.</p> <p>Plan about 15 minutes or so.</p>

LESSON PLAN

Lesson Plan Communication Styles

PRESENTATION GUIDE

The next section will help them understand how learning preferences relate to working environment among the different styles in a very active way. Explain to them that each of the styles feels stress and has difficulty in a painful working environment. Ask for an example from each style.

Ones will say "It's painful when my boss doesn't care about employees. "

Twos will say "when the information is disorganized or the boss doesn't know anything."

Threes will say "when nothing happens or too touchy-feely"

Fours will say "anytime it's boring"

Direct the groups to brainstorm painful working environments on a flip chart for about 10 minutes. They will then report out as a group. Each group will hear what's painful for other group. Ask the question "Do you understand why effective communicators use a variety of strategies?" Discussion will ensue. They will want to know what strategies fit which style.

8. The group will then brainstorm communicating strategies for each style.

9. Next have them design logos which represent the styles on large flip chart paper in their style alike groups. Let them know you are using this as an evaluative tool to check for understanding of their progress on styles. When the groups are finished, have them report out to the whole group. Check to see that they have done drawings which are indicators of some feature of each of the styles.

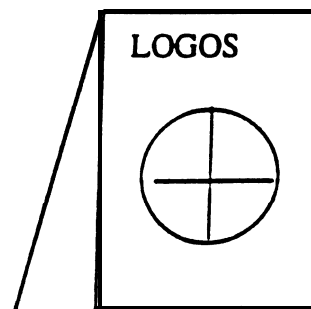
10. Guided practice- Have them read the handout "Communicating in style" and discuss it in their group. Ask them to make sure everyone in their group is clear on how to use the information. Answer any questions they might have. Tell them that they will need to use this information in the next activity.

NOTES TO TRAINER

You will need a flipchart pad and easel for each of the styles groups.



Check for understanding



Guided practice

LESSON PLAN

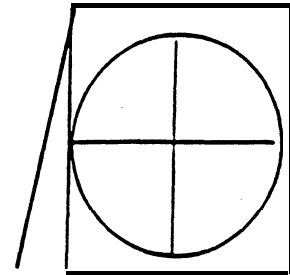
Lesson Plan Communicating in Style

PRESENTATION GUIDE

NOTES TO TRAINER

Divide the style alike groups into 4 mixed style groups with balance of styles in each group. Tell them that they will be working as a top flight group of car salespeople who must sell the most cars in order to win a free month to Hawaii on the company. Their task will be determine the style of each buyer who walks into their showroom and using a like style to communicate, sell them the car.

Guided practice



Tell them they are to brainstorm the buying strategies each of the styles might use and the appropriate sales techniques they will use to close the sale. They are also to predict the kind of car each of the styles would prefer. Give them 20 minutes to complete this activity. Have them record their ideas on the flipchart with the colored markers.

When they are completed, have all the groups report each style out around the wheel- ones, twos, threes, and fours. Ask them to listen carefully because they will learn a lot about how to approach their administrators from this.

When they are finished, tell them that this was a metaphor for how they will need to approach their administrators to sell new programs, ideas or get additional resources.

Ask them now with their partners to analyze 3 administrators styles on paper and share it with their learning partners. Tell them that the next step is to determine, based on style what will be the most effective way to “sell training to each of the administrators. Ask them to coach each other.

When they have finished. tell them that they will be using this information for the next two days as they plan for change.

Closure- each individual will reflect and write about new learnings in terms of communication styles.

Independent practice.

**NATIONAL INSTITUTE OF CORRECTIONS
LESSON PLAN**

COURSE TITLE: Bridging The Gap: Winning Administration's support

LESSON TITLE: Individual and Organizational Change Theory (subset entitled "Explore Belief and Value Systems")

PREPARED BY:
Sam McKeeman, Delaware
Criminal Justice Council

DATE: August, 1993

TIME FRAME	PARAMETERS
<p style="text-align: center;">TIME FRAME</p> <p>Hours: 2.0 Hours</p>	<p style="text-align: center;">PARAMETERS</p> <p>Audience: Experienced Trainers</p> <p>Number: up to 30</p> <p>Space: Sufficient room for small group activities with minimal interference</p>
PERFORMANCE OBJECTIVES	EVALUATION TECHNIQUE
<ol style="list-style-type: none"> 1. Design a training change strategy based on an understanding of belief systems. 2. Devise a group strategy for modifying or developing training topics to obtain administrative support. 3. None 4. None 	<ol style="list-style-type: none"> 1. Participants, based on knowledge of beliefs and values and their power over people, will, during class, suggest ways to approach training vis a vis training's interaction with management. 2. In small groups, participants will suggest ways to change existing training courses and what courses to offer that would both serve the administration and enhance the value of training; these suggestions will be reported out and critiqued. 3. None 4. None

INSTRUCTOR MATERIALS

Overheads

Videotapes:

Slides

Posters

Reference Documents:

EQUIPMENT/SUPPLIES NEEDED

Flipchart & stands

Videotape player

Flipchart Markers

Videocamera

Masking tape

Televisions

Slide projector
(Carousel)

Videoshow

Overhead projector

Computers

Projector screen

STUDENT HANDOUTS

Needed

Title

None

METHODS/TECHNIQUES

Lecture interspersed with questions, group discussions and Socratic questioning, with some participants asked to provide feedback to assure understanding. There will be a small group (four groups of six to seven participants) exercise where a change strategy for training is discussed, reporting out any recommendations for review and comment.

REFERENCES

The following books and other materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

Title	Author
1. No single source was used as the principal text. Instead, notes taken from courses, text chapters, and articles from various sources were used to create this material.	1. 2. 3.

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions.

Instructors should realize that one does not need high levels of knowledge about change theory or belief systems to be effective. What is needed is to convey that you value change but appreciate reluctance to it. An instructor will succeed in this topic by leading a discussion of why people change and why they don't, why participants beliefs are hard to change, and what participants generally think about change.

LESSON PLAN

TITLE: Individual and Organizational Change Theory (Belief Systems)

PRESENTATION GUIDE

TRAINER NOTES

I. SET

"As bad as things are, some people still like it" - Ask the participants how they react to this quote and what it means to them within the context of organizational change.

Put quote on flipchart and discuss

Ask the class what they think of the concept of change - intellectually and emotionally. Ask why some of them oppose or support change in their organization.

After this discussion, make sure that they have identified a few key points about change; they are:

1. Change can be frightening/threatening.
2. All things change eventually.
3. Everyone supports some change.
4. Everyone opposes some change.
5. Change can be for the better or for the worst.

Make sure that the participants understand the wisdom of this Twain quote: "We should be careful to get out of an experience only the wisdom that is in it...lest we become like that cat that sits on a hot stove lid. It will never sit on a hot lid again...but it will not sit on a cold one either."

Put quote on flipchart and discuss

The point must be made that those with bad experiences with past change should not take too much from it.

Certainly, you have some professional experience with change. But at the end of this course, you will be able to:

Overhead

1. Design a training strategy based on an understanding of belief systems; and
2. Devise a group strategy for modifying or developing training topics to obtain administrative support.

LESSON PLAN

TITLE: Individual and Organizational Change Theory (Belief Systems)

PRESENTATION GUIDE

TRAINER NOTES

One of the main parts of a change strategy is working with other people's belief system. Therefore, we will examine beliefs, attitudes, and values so we better understand people who we feel must change.

II. INSTRUCTIONAL INPUT

To start our discussion, let us examine three broad, general approaches to change, their strengths and weaknesses.

1. Power - Coercive

- 0 Power can be political, economic, moral, etc.
- 0 Has value in certain situations
- 0 Generally good for short term
- 0 Can be used with following approaches

Use flipchart

Discuss where this has worked

2. Empirical - Rational

- 0 Assumes people change based on reason
- 0 Is knowledge based (which can actually have the reverse effect that the change agent wants)
- 0 Less effective on emotional issues due to reptilian and limbic (emotional) filters
- 0 Works well for concerte or "non-people" issues

Use flipchart

Discuss where this has worked

3. Normative - Re-Educative

- 0 Time consuming
- 0 Change agent must understand and change beliefs and values
- 0 Need to build new experiences or re-interpret old experiences in collaborative fashion.
- 0 Change happens "inside" the person at the personal level (your heart not your head)

Use flipchart

Discuss where this has worked

Check for understanding

Let us look at a definition of belief and examine its parts. They are:

- 0 Mental Construct
- 0 Experiences
- 0 Prediction of Future

Overhead
Definition of belief

Have class give examples of beliefs

LESSON PLAN

TITLE: Individual and Organizational Change Theory (Belief Systems)

PRESENTATION GUIDE

TRAINER NOTES

We must discuss and understand four key points about beliefs; they are:

1. Most beliefs are difficult or impossible to prove.
2. Most beliefs are personal interpretations of information.
3. The more abstract a belief, the harder we cling to them.
4. The more we cling to a belief, the less likely that facts or other people's beliefs will change our mind.

A discussion on various beliefs at two or three levels of abstraction should occur; some examples include:

- o Will that chair hold my weight?
- o Is New York City dangerous to visit?
- o Can rehabilitation work in prisons?
- o Does the death penalty prevent crime?
- o Is there a God? (note: deal with this only to get someone to explain how difficult it would be to change their belief)

Now, attitudes need to be mentioned. They are formed from beliefs, but have the added dimension of "evaluation". People, objects, ideas or events are evaluated emotionally, forming attitude.

Give examples of positive and negative attitudes-and discuss.

Values need to be examined. This is where our belief system is observed; that is, values are action-oriented. Some key points about values include:

1. Most beliefs do not "cross-over" into values.

List on flipchart

Group discussion on beliefs: Ask what would change their minds about belief

Check for understanding

Overhead
Definition of attitude

List attitudes on flipchart

Overhead
Definition of a value

List on flipchart

LESSON PLAN

TITLE: Individual and Organizational Change Theory (Beliefs and Systems)

PRESENTATION GUIDE	TRAINER NOTES
<p>2. People like and associate with people of similar values (and the converse)</p> <p>3. Values can lead to beliefs changing.</p> <p>4. There is a strong "right/wrong" component in values that can include morality, economics, health, etc.</p> <p>Once there is a sense of the power of a belief system, trainers need to apply that knowledge to winning administrative support. This might lead a trainer to examine the <u>change climate</u> in the organization.</p> <p>Discuss the aspects of a positive change climate. Discuss how their administrators could create a better climate. Finally, discuss their role as trainers in producing a better climate.</p> <p>Finally, explain the three components of committed employees; they are:</p> <ul style="list-style-type: none">o Powero Meaningo Belonging <p>By examining three views of personal or organizational change, the participants will be able to translate this knowledge into operational activities. Now examine three basic organizational change theory models.</p> <p>1. Model A</p> <p>A. Bell-shaped curve with the horizontal axis being time, the vertical being degree of pessimism.</p> <p>B. The five key points on the continuum are:</p> <ul style="list-style-type: none">0 Uninformed optimism (located where axes cross)0 Informed pessimism (just	<p>Check for understanding</p> <p><u>Overhead</u> on change climate</p> <p>Discussion</p> <p><u>Overhead</u> on Commitment</p> <p>Discuss why having these within an organization are necessary</p> <p><u>Overhead</u> of Model</p>

LESSON PLAN

TITLE: Individual and Organizational Change Theory (Belief Systems)

PRESENTATION GUIDE

TRAINER NOTES

- o before apex)
- o Hopeful realism (just past apex)
- o Informed optimism (halfway down slope)
- o Completion (where curve crosses time axis)

2. Model B

A. Five concentric circles around a focal point.

B. The six geometrics represent:

- o The focal point is for visionaries
- o The five circles, from the inside represent degrees of support from high positives to high negatives.

3. Model C

A. Resembles a square root sign.

B. Represents increased effectiveness from changes employed properly.

III. GUIDED PRACTICE

Divide the class into four equal groups. They should select an appropriate training topic and decide how to improve it to win administrative support. Each group should have a spokesperson report out and respond to a class critique.

Make sure that you probe each spokesperson to assure that belief systems have caused them to re-think what changes were made in a course and how it may be presented so that participant beliefs are impacted.

Check for understanding

Overhead of model

Check for understanding

Overhead of model

Check for understanding

Group Discussion and reporting out

Seek class critiques and suggestions for incorporating these concepts into training

LESSON PLAN

TITLE: Individual and Organizational. Change Theory (Belief Systems)

PRESENTATION GUIDE

TRAINER NOTES

IV. EVALUATION/CLOSURE

During the guided practice, questions will be asked that will determine understanding of:

- o What a belief is (give, example).
- o What an attitude is (give example).
- o What a value is (give example).
- o How a trainer can approach an administrator more effectively with this knowledge..

Participants will be encouraged to ask questions during the whole module related to changing the way training is delivered, so that any course that is part of a change process will be more effective. This module needs to be understood when a strategic plan is developed.

Summarize the main points about belief **systems**, re-assuring them that everyone **labors** under the weight of their beliefs. But with some knowledge of how this affects job behavior, we, as trainers, can be in a unique position to effect change. This module needs to be understood when a strategic plan is developed.

Show the three definition overheads again

NIC ACADEMY LESSON PLAN COVER SHEET

Course Title BRIDGING THE GAP: WINNING ADMINISTRATIONS' SUPPORT

Lesson Title Managing Change from the Stages of Change

Instructor(s) Lynn Kelley, Sam McKeeman

Prepared by Lynn Kelley, Ph.D. Date 9/24/93

Time Frame

Total 2 hrs. min.

Suggested Schedule:

100:00-12:00 A.M.

Target Population

**Advanced Correctional
Trainers**

Number of Participants

30

Space requirement

**4-5 tables with
6 seats per table**

Performance Objectives

Participants will be able to :

1. apply the change research regarding stages of change to 3 situations from their working environment.
2. design an action plan which optimizes the management of change based on their own assessment of their organization's stages of change

Evaluation Procedures

(How will objectives be evaluated)

Participants will be working in small groups to produce a written description of the 3 groups' stages of change. They will be evaluated on the basis of the correct analysis.

Participants will have a written action plan with the stages of change and strategies to effect change in it. This will be Implemented through a peer and consultant coaching process.

Methods/Techniques: Small group discussion and direct instruction

<p>INSTRUCTOR MATERIALS:</p>	<p>REFERENCES:</p> <p><u>Managing Transitions: Making the Most of Change</u> by William Bridges, 1991, Addison-Wesley, Reading MA</p> <p><u>Transitions</u> by William Bridges, 1980.</p>
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Equipment and Supplies Needed:

<p><input checked="" type="checkbox"/> Flipchart & stands <u>4</u> Number needed</p> <p><input type="checkbox"/> Chalkboard</p> <p><input type="checkbox"/> 16mm Projector Film length: <u> </u> min.</p> <p><input type="checkbox"/> Slide Projector Type: <input type="checkbox"/> Carousel <input type="checkbox"/> Tray <input type="checkbox"/> Sound-on-Slide</p> <p><input checked="" type="checkbox"/> Screen</p> <p><input checked="" type="checkbox"/> Flipchart Pads <u>5</u> Number needed</p> <p><input checked="" type="checkbox"/> Felt-tip Markers <u> </u> Different colors</p> <p><input checked="" type="checkbox"/> Masking Tape (size 1/2", 3/4", 1") <u> </u> Size needed</p> <p>Other _____</p>	<p><input type="checkbox"/> Videotape Player Type: <input type="checkbox"/> 3/4" Cassette <input type="checkbox"/> Betamax <input type="checkbox"/> 1/2" VHS</p> <p>Videotape length: <u> </u> min.</p> <p><input type="checkbox"/> Videotape recorder with camera</p> <p><input type="checkbox"/> Public Address System</p> <p><input checked="" type="checkbox"/> Overhead Projector</p> <p><input type="checkbox"/> VideoShow</p>
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Student Materials (Handouts)

Title*	#Needed from NAC	When Distributed	Comments

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LESSON PLAN

Lesson Plan Managing change from the stages

PRESENTATION GUIDE	NOTES TO TRAINER
<p>Tell participants that you will now go to personal and organizational change. Hand out to them a 5x7 card and ask them to list at the top Changes in my life. Down the side they are to write What's Changed? What's currently changing and What will change? Give them the time frame of 1 year ago to next year at this time. Give them some examples from your own life and work as a model.</p> <p>Next, ask them to put a star beside the changes they initiated and a triangle beside those someone or something else initiated. Beside each line have them draw a fishbone and on the bones indicate secondary effects of the change. (Ex. son leaving for college-dad has no one to watch at the local ball games. Mom has more use of the car and less laundry to do.)</p> <p>When this is complete (about 10 minutes), ask them to share with a peer partner what those changes are and what the secondary effects are.</p> <p>Ask them to finish up.</p> <p>Ask the question "How many of you have had no changes in your life?" and "How many are expecting no changes next year?"</p> <p>Comment on the answers (if any.) List some of the changes on the flip chart and ask which ones they starred and which had triangles. "Why does that make a difference?" Let them answer that question with their partner.</p> <p>Now tell them that you are going to explore the work of William Bridges and others on the stages and processes of change. Show them the objectives for the unit on the overhead.</p> <p>Begin your lecture with the transparency "Managing the stages of change. Show them any cartoons you think appropriate and the quotes in the packet.</p> <p>Start with "the only person who likes change is a wet baby" Ask if they agree. See if anyone likes change. Next make a connection back to the styles module and ask which styles would agree with the baby quote and which would disagree.</p> <p>Ones and twos usually don't like change and threes and fours are change junkies)</p>	<p>Anticipatory set (Model fist)</p> <div data-bbox="997 427 1326 597" style="border: 1px solid black; padding: 5px;"><p>what's changed... what's changing... what will change...</p></div> <p>Instructional input</p>

LESSON PLAN

Lesson Plan Managing change from the stages

PRESENTATION GUIDE

Show the overhead "Change- Important concepts" and describe each point with examples. Ask them for examples from their life's changes. "over time"- you have hoped since your son was born that he would go to college. It didn't just happen. Nor is it a short term event-college is a 4+ year process and not over even then.

Ultimately...Ask them if they can make anyone change. Not until the individual decides to change.

Complex-tell them the research reports that for complex changes it often takes 5-7 years for a whole group or some individuals to change.

Efforts- ask them what this last statement means in terms of training.

Change process transparency- Define it and explain how individuals become disoriented as new employees or when assigned to a new shift or given new assignments. Ask them to remember what reorientation was like for them.

Discuss events such as marriage, birth of a child, new job. Non-events are being stood up at the altar, losing a baby or not getting a job you had hoped for. Explain how this alters one's perception of self. (go to next transparency "It causes you") and read it to them. Tell them that when someone is asked to change who they are deep down inside that it is a very difficult and painful process. (return to the previous transparency saying that it demands a change in assumption or behavior and that leads to growth or deterioration. Ask them if they know someone who has retired and died within two years because they did not know who they were outside work. Or someone who blossomed when the divorce grieving was over. Give them a few minutes to discuss examples from their lives with their partner.

Show the transparency "Why people resist change?" Tell them this comes from Kanter's research and ask if there are any they need explained. Ask them for their own examples.

NOTES TO TRAINER

Change
Important
concepts

handout

It causes you to

transparency

**Why people resist
change**

LESSON PLAN

Lesson Plan Managing change from the stages

PRESENTATION GUIDE

When they are ready, show the "Change is when" transparency and explain the difference is that change is external when something starts and stops and that "Transition" occurs within an individual or an organization and is the process of reorientation. Transition can be short or can take long years of hard work and sometimes needs psychological help i.e. the loss of a loved one in violent death.

This distinction has been made in the work of William Bridges. Tell them that Bridges found all transition has 3 stages:

- Ending
- Neutral zone
- Beginning

Show the next transparency and read the 5 points which define the following:

Explain that endings are periods when something actually stops existing- a job lay-off or dismissal, a program is eliminated, an old prison closes, etc. Ask them to give some examples of things in their lives to their partners.

The neutral zone is called transition and is a period in one's life of free floating, disease with everything, a period of confusion and lack of direction. People in the neutral zone have given up the old ways but not yet adopted new ways. They have one foot on each shore.

It is also the most creative of times as people explore new order. new ways of doing things and even new lifestyles. This is a most important time to give careful attention to.

The last stage of change is Beginning. Beginnings are psychological phenomena, not simply practical ones. Beginnings involve new understanding, new values, new attitudes, and most of all new identities. Examples are when someone who has been struggling with a computer learning process, asks for another new program or for more computer work or offers to teach the new process to the new employee. There is a lot of anxiety and dual feelings about beginnings-think about that new baby, new job, house or spouse. The new beginning ratifies the end.

NOTES TO TRAINER

Change is when

handout

LESSON PLAN

Lesson Plan Managing change from the stages

PRESENTATION GUIDE	NOTES TO TRAINER
<p>Explain these steps in the process with the transparency.</p> <p>STEPS IN MANAGING CHANGE AND TRANSITION</p> <p>STEP 1--Determine what is changing Identify what is changing, the secondary changes, what will be different and what does the change really represent.</p> <p>STEP 2-- Identify endings and Losses Identify what people are losing and who is losing what. Acknowledge the losses and accept the grieving.</p> <p style="padding-left: 40px;">Denial Anger Bargaining Anxiety/Sadness Disorientation/Depression Acceptance</p> <p>Mark the endings symbolically.</p> <p>STEP 3--Going through the Neutral Zone Bracket it and normalize it, create temporary systems.</p> <p>STEP 4-- Using the Neutral Zone Creatively</p> <ul style="list-style-type: none">q Encourage experimentation, innovation and risk takingq Embrace losses and setbackq Find opportunities to brainstorm new answers to old problemsq Restrain from pushing prematurely for closure. <p>Step 5--Orchestrate and support New Beginnings</p> <ul style="list-style-type: none">• Clarify and communicate the <u>Purpose</u>• Create the <u>Picture</u>• Establish a <u>Plan</u>• Give people a <u>Part to Play</u>	<p>Give an example-a change is a new job with longer hours- a secondary change is that you no longer can attend your daughter's games. Loss of closeness and pride.</p> <p>Examples of symbolism- a funeral for the mountain Ma bell when ATT was divided. A "get out your anger" hot line.</p> <p>Proclaim the transition and that neutral zones are normal. Talk about the natural feelings that occur. Provide some counseling to let people talk about their confusion. Keep the number of changes limited to critical ones. Provide help for those in the "wilderness"</p> <p>Let people know that you approve of experimentation.</p> <p>Let your participants struggle with this and come up with ideas and examples where they have one each of these 4. Relate this back to styles.</p>

LESSON PLAN

Lesson Plan Managing change from the stages

PRESENTATION GUIDE	NOTES TO TRAINER
<p>Ask them to summarize what they think they understand to their learning partner and ask any questions that remain for them before you give them an activity which will let them practice. After 5 minutes, ask if there are any unanswered questions. When you have answered all of their questions, then tell them to list on a piece of paper, 3 things that are changing in their training department or in their organization as a whole that affects training. Have them describe them in detail and determine the stages of change-endings, neutral zone or new beginnings for the key administrators involved in the change. Make sure they explain why they believe this to be true. Once they have identified the stage and shared it with their partner, have them brainstorm what they need to do to help these administrators through that stage of change. Give them about 10 minutes for this. Ask them to present one to their whole learning team. This should take about 15 minutes.</p> <p>Have 2 or 3 people summarize what they thought they learned about change and how they will be able to use it. Bring closure to this segment by saying that we will be using this information to present our action plans to “Win administration’s support for training.</p>	<p>Check for understanding</p> <p>Guided practice</p> <p>Independent practice will come later in the seminar when we do the action plan.</p>

**NATIONAL INSTITUTE OF CORRECTIONS
LESSON PLAN**

COURSE TITLE: Bridging The Gap: Winning Administration's Support For Training

LESSON TITLE: Social Marketing

PREPARED BY:
Sam McKeeman, Delaware
Criminal Justice Council

DATE: August, 1993

TIME FRAME

Hours: 1.5

PARAMETERS

Audience: Experienced Trainers

Number: Up to 30

Space:
Large enough for small group activities with minimal interference

PERFORMANCE OBJECTIVES

1. Discuss all seven components of social marketing during a group exercise conducted in class.
2. Demonstrate an understanding of social marketing principles in obtaining administrative support for training by reporting out to full class after small group exercise.
3. None
4. None

EVALUATION TECHNIQUE

1. Participants will verbally discuss, with assistance from written notes, all seven components of social marketing to assure a rudimentary understanding, assisted by Instructor circulation among groups for clarification.
2. Participants will produce a verbal report that "cross-walks" social marketing in general to a specific set of tactics that could be successful on a "typical" administrator.
3. None
4. None

INSTRUCTOR MATERIALS

Overheads

Videotapes:

Slides

Posters

Reference Documents:

None

EQUIPMENT/SUPPLIES NEEDED

Flipchart & stands

Videotape player

Flipchart Markers

Videocamera

Masking tape

Televisions

Slide projector
(Carousel)

Videoshow

Overhead projector

Computers

Projector screen

STUDENT HANDOUTS

Needed "Social Marketing" title Philip Kotler

METHODS/TECHNIQUES

Lecture interspersed with questions and issue-specific discussions, with some participants being asked to verbally illustrate understanding of various concepts. There will be a small group (four groups of 6 to 7 participants) exercise with a spokesperson reporting out to plenary group which will verbally critique the report.

REFERENCES

The following books and other materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

Title	Author
1. Social Marketing	1. Philip Kotler and Edward Roberto
2. "Social Marketing and Public Health Intervention" in Health Education Quarterly (Fall, 1988)	2. Craig Lefebvre and June Flora
3.	3.

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions.

First, it is critical that any instructor of social marketing understand the principles of belief and value systems, taught earlier within this course. So much of social marketing is about beliefs, attitudes, values and the behaviors resulting from them. Second, and more obviously, the principles of social marketing must be learned. The basics are fairly straight forward but the implementation requires a mix of skills and knowledge. This module is to introduce this concept and its utility to assist trainer in getting administrative support while motivating experienced trainers to learn more about social marketing.

TITLE: Social Marketing

PRESENTATION GUIDE

TRAINER NOTES

I. SET

Ask "How many of you have applied social marketing principles in your interactions with your boss?"

Expect few responses

Let's first figure out what social marketing is:

- o Term coined in 1971;
- o Define social marketing, using elements in manual, and clarify and discuss the concepts; and
- o Give general examples of social marketing.

See
Definitional
Elements in
Manual and in
Overhead

See General
Examples in
Manual and
Overhead

Ask for areas within corrections where social marketing might assist management succeed such as:

- o More emphasis on adult corrections
- o Truth In Sentencing
- o Improved Recruiting
- o Need for Training
- o Legal Problem

Social marketing is a complex subject. However, some basic understanding of its power and elements can give any trainer an advantage in winning support for training. Since administrators have many functions seeking resources and support, people with some social marketing knowledge can devise strategies to help managers with their issues with various "publics" (e.g. the legislature, the "taxpayer, service providers, etc.)

While you will not be social marketing experts, you will be able to:

1. Discuss all seven components of social marketing during a group exercise conducted in class; and
2. Demonstrate an understanding of social marketing principles in obtaining administrative support for training by reporting out to full class after the small group exercises.

Overhead

TITLE: Social Marketing

PRESENTATION GUIDE

TRAINER NOTES

As an indirect objective, you will be motivated to learn more of social marketing, adding to your skill base. We will make sure that you know the fundamental elements of social marketing.

II. INSTRUCTIONAL INPUT

First, to understand why just giving (communicating) information, even good, well-packaged information, to people who you want to change is insufficient, we must appreciate four "guiding principles" of marketing; they are:

1. There is, on any major social issue, a hard core group of "know-nothings".
2. A positive response to new information will increase with audience interest or involvement in the issue.
3. The likelihood of audience receptivity to new information increases when information is compatible with beliefs and attitudes.
4. People see different things from the same information.

When you strategize on how to win training support (i.e., where you know training can help the agency get out of, or stay out of, trouble), recognize that there are stages in social movements - even yours. They are:

1. Crusading (small core of people with a vision).
2. Popular cause, where recruits are enlisted.
3. Managerial, where implementation complexities require issue management.
4. Bureaucratic, where functionaries take over.

To increase program success, the trainer must include these "success factors" in every program; they are:

1. The Force - intensity of motivation

Check for Understanding of what Social Marketing is

Put on flipchart and discuss

Remind class of previous module discussion on beliefs, et al

Put on flipchart and discuss

Put on flipchart and discuss

LESSON PLAN

TITLE: Social Marketing

PRESENTATION GUIDE

TRAINER NOTES

- toward the goal.
2. The Direction - so people know where to respond when motivated.
 3. The Mechanism - the way to translate motivation into action.
 4. Adequacy/Compatibility - ease in getting to location to do the action relative to your needs.
 5. Distance - measure of amount of energy needed to take action.

Check for Understanding

Finally, here are the last set of general reminders about social marketing that you need to understand before seeing the seven steps. There are four areas where you may try to change your administrator or management. In order of difficulty, they are:

Put on flipchart and discuss

1. Cognitive Changes
2. Changes in Actions
3. Behavior Change
4. Change in Values

Check for Understanding

Now, lets look at the manual. We will review the seven steps of a social marketing plan. They are:

See Social Marketing Components in the manual

1. Problem Definition
2. Goal Setting
3. Target Market Segmentation
4. Consumer Analysis
5. Influence Channel Analysis
6. Marketing Strategies
7. Program Implementation and Evaluation

Check for Understanding

III. GUIDED PRACTICE

You may need help to talk through some of these steps. But if you can market a training program that assists management, that solves or prevents problems, you become a valued member of the team. Once "club status" is secured, you are in a position to be involved in other management issues, some of which you and training could have a role

LESSON PLAN

TITLE: Social Marketing

PRESENTATION GUIDE

TRAINER NOTES

Let's discuss some of the areas where you could see marketing a solution to your boss. Now divide the class into four groups. Ask the group to:

1. Pick a spokesperson.
2. Decide on a single issue that could require the sophistication and effort of social marketing.
3. Discuss, in general terms, what the group would do under each of the seven steps.
4. Report out to plenary group.
5. Add comments to those that come from the full group. The idea is to both help clarify the meanings and intent of the seven steps, and to begin to see them applied to a real situation.

IV. EVALUATION/CLOSURE

Ask:

1. Are there any ideas for social marketing from your own experiential base?
2. I am going to ask for the class to collectively re-state the seven steps of social marketing; can you do that?
3. Can you give me three areas where you will consider social marketing that were not topics of the group work today?

In sum, social marketing is a way to change attitudes, beliefs, behavior, and values that can make trainers and training an invaluable part of management. You can become like internal consultants to the administration, which translates into resources and respect.

Social marketing is an integral part of strategic planning which will be more fully explored. It will be clear that there is a role for marketing for certain issues that just do not respond well to routine strategies.

Generate list on flipchart

Instructor should circulate among groups; this exercise requires each group to analyze the concept; design a marketing strategy, and defend the expenditure of time/resources

**NATIONAL INSTITUTE OF CORRECTIONS
LESSON PLAN**

COURSE TITLE: Bridging The Gap: Winning Administration's Support For Training

LESSON TITLE: Strategic Training Plan

PREPARED BY:
Sam McKeeman, Delaware
Criminal Justice Council

DATE: August, 1993

TIME FRAME

Hours: 6.0 Hours

PARAMETERS

Audience: Experienced Trainers

Number: Up to 30

Space:
Sufficient to have group work with little interference

PERFORMANCE OBJECTIVES

1. To relate general strategic planning principles to the development of a strategic training plan, demonstrated by class exercises.
2. To combine various strategic planning skills in new combinations to create a more versatile and skilled training administrator, as determined by class exercises.
3. None
4. None

EVALUATION TECHNIQUE

1. Participants will discuss and practice, in class, several key components and skills and devise ways to apply those broad concepts to a specific type of strategic plan.
2. Participants will add knowledge and skills to their trainer "tool bag" by practicing and critiquing skills, culminating in devising an action plan for a real situation.
3. None
4. None

INSTRUCTOR MATERIALS

Overheads

Videotapes:

Slides

Posters

Reference Documents:

EQUIPMENT/SUPPLIES NEEDED

Flipchart & stands

Videotape player

Flipchart Markers

Videocamera

Masking tape

Televisions

Slide projector
(Carousel)

Videoshow

Overhead projector

Computers

Projector screen

STUDENT HANDOUTS

Needed

Title

30

Example of PERT Chart

METHODS/TECHNIQUES

Lecture interspersed with group discussions and activities, a short case study, and skill practice. A session with brainwriting will occur, giving participants a chance to learn the techniques and practice it.

REFERENCES

The following books and other materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

Title	Author
1. Planning in Criminal Justice	1. A five-volume set of training courses developed by LEAA in the 1970's and available in many libraries
2. Assessing Your Needs Assessment	2. Barbara Bowman
3. A Systems Approach to Needs Assessment	3. Sam McClelland

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions.

This module should lean heavily on discussion and skill building. It is important to frequently crosswalk the generic skill or knowledge to the specific needs for this course. Strategic Planning must be distinguished from routine or long range planning. They are different and this difference must be made clear.

LESSON PLAN

TITLE: Strategic Training Plan

PRESENTATION GUIDE

TRAINER NOTES

I. SET

First, explain the areas that will be covered under this section; they are:

- o Brief Overview of Planning
- o Strategic Planning Defined
- o Needs Assessment
- o Developing a Strategic Plan
- o Plan Linking Training and Agency
- o Action Plans

Emphasize the cross-walk from planning as a general practice and strategic planning.

"Although many of you have planned throughout your lives, we must appreciate what strategic planning can do for us, as trainers".

At the end of the module, participants will be able to:

1. Relate general strategic planning principles to the development of a strategic training plan; and,
2. Combine various strategic planning skills in new combinations to create a more versatile skilled training administrator, as demonstrated by class exercises.

II. INSTRUCTIONAL INPUT

First, we must have an understanding of basic planning principles. There are some key points that are generic to any planning efforts.

Now we will ascertain the key differences of strategic planning, showing why it is a "superior product". Strategic planning has six basic steps.

1. Define mission and philosophy
2. Identify and address the issues
3. Establish goals and objectives
4. Develop an Action Plan and budget
5. Organize internal resources
6. Implement the plan

Overhead of Planning definition

Refer to Manual: Some planning and strategic planning principles, considerations, and definitional elements are cited

Refer to Manual: Needs assessment strengths and particulars

Overhead: Sample Action Plan

Overhead on Objectives

Refer to Manual: Planning definition and elements

Refer to Manual: Examine strategic planning principles and considerations

Overhead on basic steps

LESSON PLAN

TITLE: Strategic Training Plan

PRESENTATION GUIDE

TRAINER NOTES

Let's examine each one more closely.

1. The mission covers things like:
 - o Why agency exists
 - o Types of activities
 - o Rationale for doing them
2. In addressing issues:
 - o Do not run from the tough issues
 - o Problems must be clearly defined and "set"
 - o Use environmental scanning
3. Establish goals and objectives so that a clear pathway leads to the mission. That is, major efforts must help meet goals and the mission or something is wrong. Goals should:
 - o Describe what agency needs or wants
 - o State these as outcomes
 - o These must be understood by the administrator (therefore you need to understand his/her beliefs)
4. Develop Action Plans that:
 - o Involve specific tasks
 - o May involve a marketing plan
 - o Has a budget for cross-comparisons
5. Organize Internal Resources, including:
 - o Cost drivers
 - o Stakeholders
 - o Other factors that could influence implementation
6. Implement, including monitoring

Check for understanding

Use flipchart to record responses to questions that clarify and seek feedback to show understanding on each step

Define this process

Continue flipchart recording of responses

Check for Understanding

LESSON PLAN

TITLE: Strategic Training Plan

PRESENTATION GUIDE

TRAINER NOTES

Now in four groups, develop an outline of a strategic plan for a topic chosen by the group. Be sure to choose a spokesperson to report the outline to the group.

Next, we will review some basics of needs assessments. There are several reasons why these need to be done. One reason not typically considered is to solve, via training, an administrative problem. These can be identified by doing an "Ideas in Good Currency" exercise.

Let's look at types of assessments and how they can help trainers. Assessments, in general, have strengths. Why don't we talk about them and see how they can help us bridge the gap toward administrative support.

We saw above, under step two of strategic planning where environmental scanning is crucial. Let's learn this process, practicing later in the module.

Environmental scanning entails looking at four areas of the agency's environment.

- o Political
- o Economic
- o Social
- o Technological

Within each, one must scan internally (intra-agency) and externally, further finding internal strengths/weaknesses and external threats/opportunities.

Another quick process that can be used in many meeting types is brainwriting. Similar to brainstorming, this process is done silently and is good for:

- o Finding consensus or divergence
- o Developing group cohesion
- o Generating issues and "debate"

Group Exercises

Critique each plan outline

On flipchart, define and explain "Ideas in Good Currency"

Question: What are examples of administrative problems where training can assist?

Refer to Manual on Assessment particulars and strengths and group discussion

Use flipchart to show this process

Check for understanding

Practice brainwriting

LESSON PLAN

Title: Strategic Training Plan

PRESENTATION GUIDE

TRAINER NOTES

GANTT and PERT charts can help develop and manage your strategic training plan and the projects within it. We will briefly examine both, giving an example from which you can observe their design.

For GANTT charts, note their simplicity. It really contains only two issues:

1. Major Tasks
2. Starting/Stopping Times

They are used with Action Plans to help manage and control a project.

The PERT chart is more complex in that it seeks more detailed relationships among various tasks in addition to time and tasks. Also, PERT charts include key decision points and what is known as Critical Path Analysis - the shortest route from start to finish. Doing a PERT chart requires more knowledge of the project than a GANTT chart.

Finally, Action Planning will be discussed. It will be shown how to do one, why to do one, and how it assists a trainer manage his projects within the Strategic Plan.

III. GUIDED PRACTICE

Various guided practices have occurred throughout this module. Since the module has several skill areas, this seemed to be a more logical approach. The results of the several practices will be critiqued by the class and instructor. There will be constant attention to the need to work these generic skills into a training plan.

Iv. EVALUATION/CLOSURE

The "reporting out" and critiquing of the various exercises will occur throughout the module. Feedback will occur that will allow participants to clarify their knowledge and begin to acquire skill experiences.

Overhead of a GANTT and PERT chart

Overhead on GANTT chart and discuss its utility

Overhead on PERT chart and discuss its utility

Group Exercise:
Two groups each do a GANTT and PERT chart

Check for understanding

Overhead on Action Plan components

Check for understanding

LESSON PLAN

TITLE: Strategic Training Plan

PRESENTATION GUIDE

TRAINER NOTES

Make sure that the several elements of strategic planning are listed and understood. But most important, it must be clear that by doing a strategic training plan, the trainer is assuming an expanded role within the organization, with all the responsibilities that accompany that.

List on
flipchart

NIC ACADEMY LESSON PLAN COVER SHEET

Course Title BRIDGING THE GAP: WINNING ADMINISTRATIONS SUPPORT

Lesson Title Outcomes Activity

Instructor(s) Lynn Kelley, Sam McKeeman

Prepared by Lynn Kelley, Ph.D. Date 9/24/83

Time Frame

Total 1 hrs. min.

Suggested Schedule: **9:00-10:00 A.M.**

Target Population

**ADVANCED CORRECTIONAL
TRAINERS**

Number of Participants
30

Space requirement

**4-5 tables with
6 seats per table**

Performance Objectives

1. Participants will create personal learning outcomes for the seminar.

Evaluation Procedures (How will objectives be evaluated)

1. Participants will have written their outcomes and will share them aloud with their learning group and consultant.

NIC ACADEMY LESSON PLAN COVER SHEET

Course Title BRIDGING THE GAP: WINNING ADMINISTRATIONS SUPPORT
Lesson Title Creating your Plan of Action
Instructor(s) Lynn Kelley, Sam McKeeman
Prepared by Lynn Kelley, Ph.D. Date 9/24/93

Time Frame

Total 3 hrs. min.

Suggested Schedule: 1:00-4:00 P.M.

Target Population

**Advanced Correctional
Trainers**

Number of Participants 30

**Space requirement
4-5 tables with
6 seats per table**

Performance Objectives

Participants will:

1. create an action plan with a peer consulting team that enables them to communicate effectively with administrators in their organization to gain support for training.

Evaluation Procedures

(How will objectives be evaluated)

Participants will be evaluated on the quality of the action plan and the use of strategies learned in this seminar.

Participants will be presenting their action plan to their peer coaching group for critique and feedback.

Participants will be implementing their action plan back at their work site and will be providing progress reports to their consultant.

**NIC ACADEMY
LESSON PLAN COVER SHEET**

Course Title BRIDGING THE GAP: WINNING ADMINISTRATIONS' SUPPORT

Lesson Title Evaluating the Seminar

Instructor(s) Lynn Kelley, Sam McKeehan

Prepared by Lynn Kelley, Ph.D. Date 9/24/93

Time Frame

Total 1 hrs. min.

Suggested Schedule: 4:00-5:00P.M.

Target Population
Advanced Correctional
Trainers

Number of Participants 30

Space requirement

4-5 tables with
6 seats per table

Performance Objectives
Participants will summarize their learning outcomes in this seminar and evaluate the quality of the learning design overall.

Evaluation Procedures
(How will objectives be evaluated)
Participants will write a written evaluation that will be collected, summarized, and evaluated.

**U.S. Department of Justice
National Institute of Corrections**

**Northeast Regional Field Coordinators
National Institute of Corrections Academy**

Present:



**Bridging the Gap: Winning Administration's
Support for Training
9341102**



September 14, 1993

1960 Industrial Circle, Suite A
Longmont, Colorado 80501

Dear Participant,

Welcome to **Bridging the Gap: Winning Administration's Support for Training** workshop. This workshop was designed specifically for you, a correctional trainer. It is brought to you as part of the National Institute of Corrections Academy Regionalization project, by the Northeast Regional Field Coordinators.

Developing a strategic action plan which links training with agency needs is critical to your effectiveness. During the next three days, you will receive instruction on communication styles, values, and organizational change theory and its effect on social marketing.

As participants in this regional event, only your active and sustained participation throughout the three days will make it possible for you to take home the framework for gaining administration's support of your training programs. The team of consultants, Academy staff, and Regional Field Coordinators are committed to your learning progress and will look forward to hearing about the positive impact your plan has in your training programs.

Welcome!

A handwritten signature in cursive script that reads "Dianne Carter".

Dianne Carter, Ed.D.
President

National Institute of Corrections Academy



**COMMUNICATING IN
STYLE**

**At the end of this module,
participants will be able to:**

**1. analyze and describe
communication styles of
administrators and
colleagues.**

**2. present and implement
new ideas, information and
programs successfully based
on the style needs of the
decision makers.**

**3. communicate effectively
in another style than their
own.**

Describe the supervisor with whom you have the easiest time communicating. How did you learn to communicate so well with this person?

Describe the administrator with whom you have difficulties communicating. What keeps you from learning to communicate well?

4

THE PROMOTING STYLE

Promoters get involved with people in active, rapidly changing situations. These people are seen as socially outgoing and friendly, imaginative and vigorous. Because people react to behaviors as a result of their own value biases, some see the promotional style as dynamic and energetic while others perceive the same behavior as egotistical.

In a work situation, promoters can get things going but may sometimes settle for less than the best in order to get on to something else. When faced with a task, these people can generate creative ideas for work, but are less likely to follow through to get the task done. If a group or organization can accommodate this style, it will benefit from enthusiasm, but must tolerate a lack of concern for details. Promoters are frequently highly competitive and may need to learn to work with others in a collaborative manner.

1

THE SUPPORTING STYLE

Supporters value interpersonal relations. These people try to minimize conflict and promote the happiness of every body. Some people see the supporting style as accommodating and friendly, while others describe it as wishy-washy and "nice."

In a work situation, supporters may find it difficult to say "no," thus they frequently find themselves overcommitted. They can be counted on to do what will please others. Supporters are people-oriented and non-aggressive. They will rely on others to give directions about how to get the tasks done.

3

THE CONTROLLING STYLE

Controllers want results! They love to run things and have the job done in their own way. "I'll do it myself." is a frequent motto of the controller. These people can manage their time to the minute. Some see them as businesslike and efficient, while others refer to them as threatening and unfeeling.

In a work situation, controllers will make sure the job is done. They will get impatient with long discussions about "the best way" or "the way to please everybody." Controllers are confident in their ability, take risks, and push forward.

2

THE ANALYZING STYLE

Analyzers are problem solvers. They like to get all the data before making a decision. Some say they are thorough, but others complain that they're slow. These people are frequently quiet and prefer to work alone.

In a work situation, analyzers bring valuable conceptual skills. They ask the difficult, important questions. Interpersonally, they may seem aloof and cool. Analyzers may miss the deadlines, but they'll have all the reasons to support the delay.

BEHAVIORAL COMPARISONS

Learning Style	# 1	2	3	4
Behavioral	Supporting	Analyzing	Controlling	Promoting
Needs to learn	Determination Assertiveness	Spontaneity	Humility Empathy	Patience Discipline
Measures progress by	Attention	Research	Results	Applause
Will ask	Why?	What?	How?	What if?
Saves	Friendships	Face	Time	Effort
Takes endorsements from	Friends- If they still like me I must be doing it right.	Knowledge	Getting the job done well and on time	Social skills likes to be good at winning people
Needs to be given	Structure for the goal and methods for the task	Some methods of dealing with other people	A position that requires relying on cooperation with others	Some structure within which to reach the goal
Relies on the power of	Acceptance- uses compliments to get approval	Expertise- gathers more data when in doubt	Personality hopes to be strong enough to overpower	Feeling-- expects that "winning ways" will carry through
Motivated by	Trust and security Need for services Appeal to loyalty	Logic Routine Structure	Responsibility Authority Achievement	Friendly people New opportunities Attention
Most effective environment	Respecting Supporting Reassuring Idealistic	Unemotional Factual Scientific Organized	Competitive Practical Challenging Opportunistic	Social Changing Playful Optimistic

TO MAKE THE BEST USE OF YOUR STRENGTHS

1. CAPITALIZE

Find as many opportunities as possible to use your strongest style. Do what you do best.

"If ya got it, flaunt it."

2. AUGMENT

Team with the people who have the strengths that you don't. Provide checks and balances for each other. Ask hard questions "How did you do that?" Learn about what others do by watching, appreciating and questioning.

"You do your thing and I'll learn from you while I do my thing."

3. EXTEND

Take the risk. Try some new behaviors. Find safe environments to practice behaviors from one of the other quadrants.

"The only way to do it, is to do it."

4. CONTROL EXCESSES

When the chips are down and the pressure is on, resist the temptation to go back into the old tried and true method of responding. Practice moderation.

"Balance is the key to power."

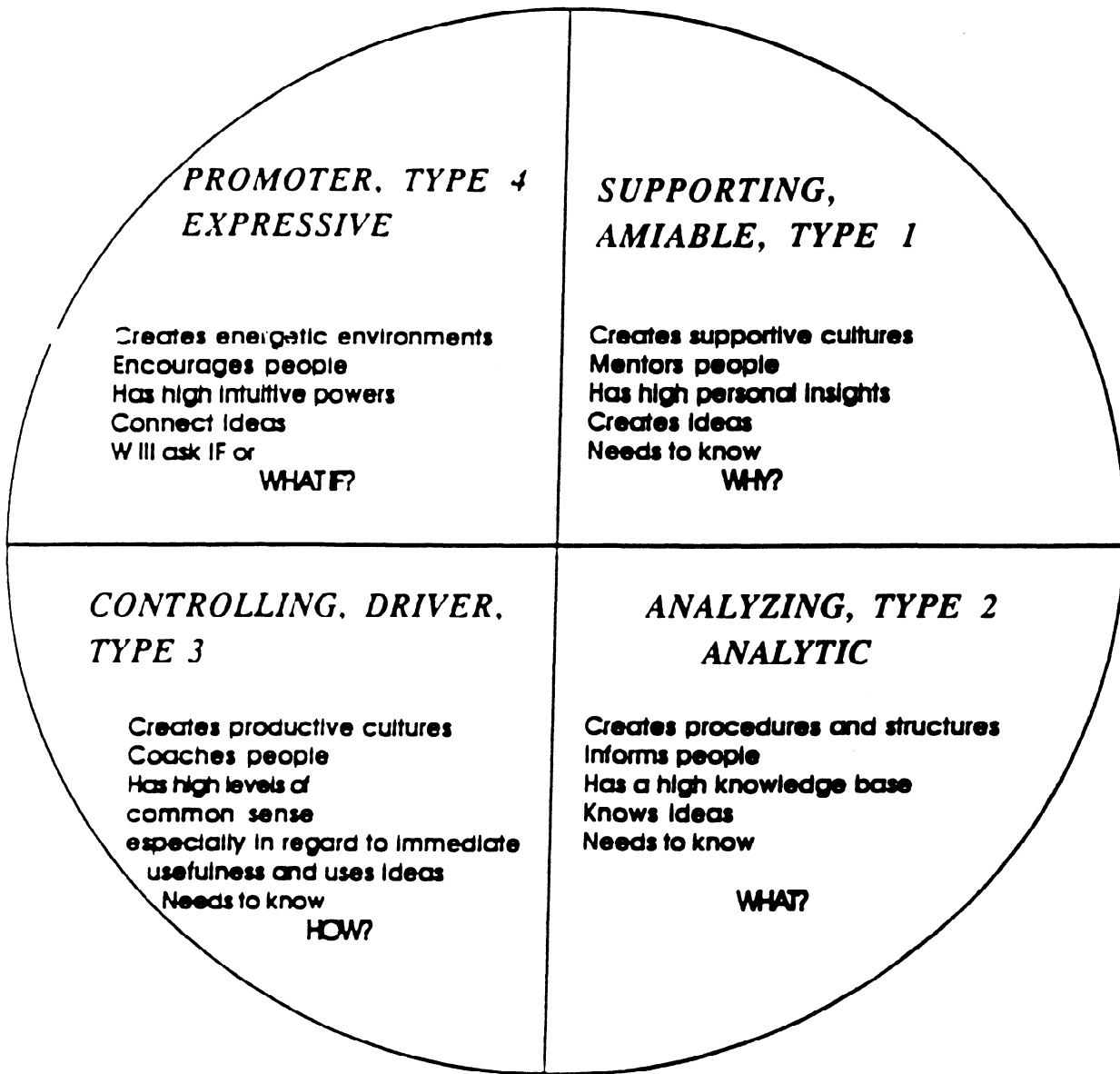
Communicating in STYLE

Be Sure the Communication:

- Is interesting
- Is possibility-oriented
- allows the person to participate equally in the problem-solving
- Is interactive and collegial

Be Sure the Communication:

- Is authentic
- elicits from the person an expression of her/his needs
- takes time to explore & validate what the person already knows
- Is values oriented



Be Sure the Communication:

- Is straightforward
- allows the person to make her/his own decisions
- describes the action
- Is pragmatic and precise

Be Sure the Communication:

- Is logical
- allows the person to ask specific, detailed questions
- makes analytic comparisons
- Is informative

TAKE HOME

CAPTURE

PASS ALONG

D E F I N I T I O N O F A B E L I E F

A MENTAL CONSTRUCT THAT ALLOWS ONE
TO INTERPRET PAST OR PRESENT EXPERIENCES
(REAL AND VICARIOUS) AND PREDICT WHAT WILL HAPPEN

D E F I N I T I O N O F A N A T T I T U D E

A BELIEF WHERE A PERSON, OBJECT, IDEA, OR
EVENT IS EVALUATED

D E F I N I T I O N O F A V A L U E

A TYPE OF BELIEF ABOUT WHAT IS WORTH
PURSUING, USUALLY CONCERNING THE
CONCEPT OF RIGHT OR WRONG

ADMINISTRATIVE ATTRIBUTES OF A POSITIVE CHANGE CLIMATE

- o Where employees know your beliefs about the organization.
- o Establish a change procedure where employees can "win" if they are right.
- o Show individuals how change can improve them or their careers.
- o Involve employees in major changes where they are affected by the change.
- o Avoid direct confrontation.
- o Realize that to challenge your employees' beliefs, attitudes, or values is a high risk strategy.
- o Decide what must be changed versus what you personally would like changed, but you could live with.
- o Seek to develop committed employees.

EMPLOYEE COMMITMENT FACTORS

1. Employees must have some organizational power, such as:
 - o Levels of Choice
 - o Measures of Control
 - o Talents recognized (expert or referent power)

2. Employees work must have meaning -
 - o Their work must be viewed as important and relevant
 - o Their work must be valued
 - o What they do must be seen as having an impact

3. Employees must feel that they belong -
 - o Employees want someone to like and care about them
 - o Employees want to be needed
 - o Employees want to be involved with formal and informal activities

Participants will be able to :

1. apply the change research regarding stages of change to 3 situations from their working environment.

2. design an action plan which optimizes the management of change based on their own assessment of their organization's stages of change



MANAGING THE STAGES OF CHANGE

***“the only person who likes change
is a wet baby.”***

-Roy Z-M Blitzer

CHANGE

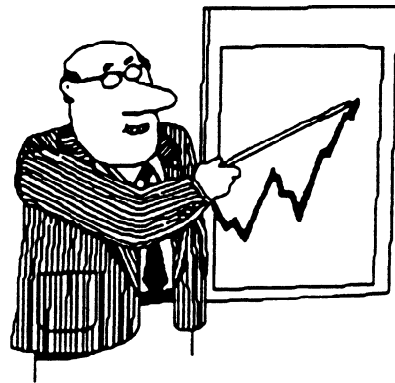
Important concepts...

- ✓ Change is a process that occurs over *time*.
- ✓ Ultimately change is an individual act.
- ✓ The more complex the new idea/behavior, the longer it takes for change to occur.
- ✓ Change efforts must be directed not only toward the new idea itself, but also toward individuals and the *time and assistance* they need in implementing the new idea.

CHANGE PROCESS

A natural process of disorientation and reorientation, that can be caused by an event or non-event:

- that alters the individual's perception of self and the world,*
- that demands a change in assumption or behavior and*
- that may lead either to growth or deterioration.*



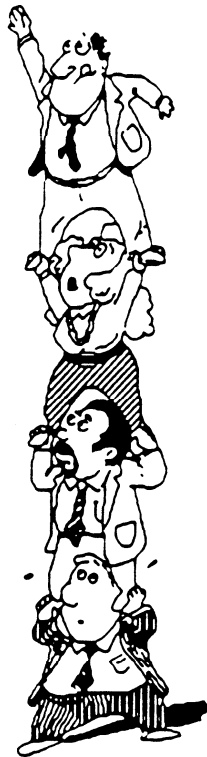
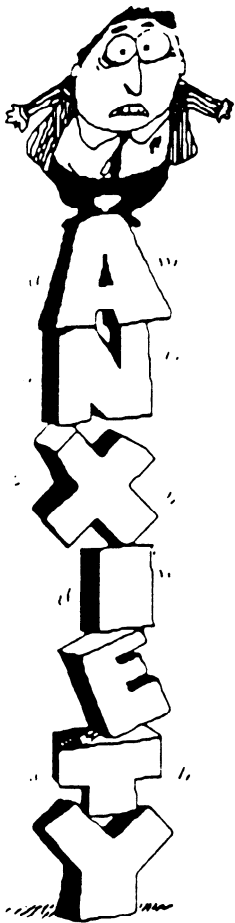
**It causes you to re-
evaluate your
assumptions.**

**If you ask me to
change my
assumptions,**

**You ask me to change
myself!**

WHY PEOPLE RESIST CHANGE

1. Loss of control
2. Excess of uncertainty
3. Surprise, Surprise!
4. The "Difference" Effect
5. Loss of Face
6. Concerns About Competence
7. Ripple Effects
8. More Work
9. Past Resentments
10. Sometimes the Threat is Real

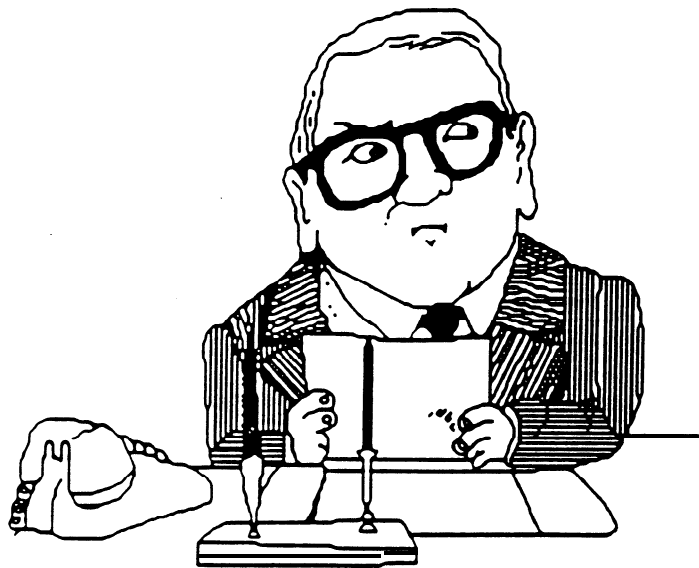


*-Rosabeth Moss Kanter
Managing Change-
The Human Dimension*

***What right do I have to ask
anyone to change if I don't
model or discuss my life's
changes?***

You can change what you
do-

or you can change your
attitude
about what you do.



C h a n g e is when something starts and stops.

T r a n s i t i o n is a psychological reorientation process.

S t a g e s o f t r a n s i t i o n

E n d i n g

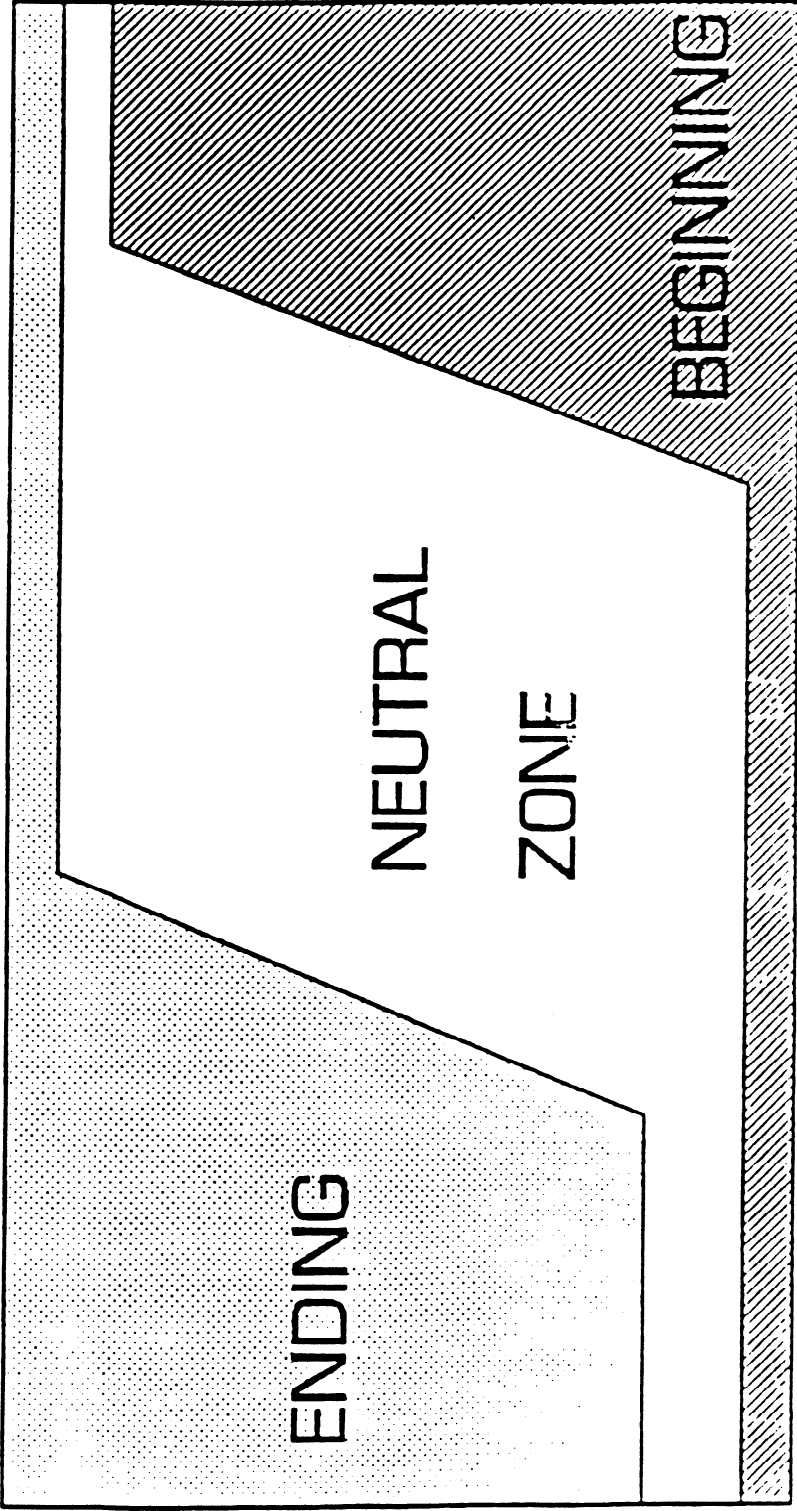
N e u t r a l z o n e

B e g i n n i n g

Transition differs from

Change in the following ways:

1. It goes on inside a person not outside.
2. It takes much longer.
3. It starts with an ending.
4. It finishes with a new beginning.
5. Between is the neutral zone.



Bridges, Managing Transitions, p 70

STEPS IN MANAGING CHANGE AND TRANSITION

STEP 1--Determine what is changing

Identify what is changing, the secondary changes, what will be different and what does the change really represent.

STEP 2-- Identify endings and Losses

Identify what people are losing and who is losing what. Acknowledge the losses and accept the grieving.

Denial
Anger
Bargaining
Anxiety/Sadness
Disorientation/Depression
Acceptance

Mark the endings symbolically.

STEP 3--Going through the Neutral Zone

Bracket it and normalize it. create temporary systems.

STEP 4-- Using the Neutral Zone Creatively

- Encourage experimentation, innovation and risk taking
- Embrace losses and setback
- Find opportunities to brainstorm new answers to old problems
- Restrain from pushing prematurely for closure.

Step 5--Orchestrate and support New Beginnings

- ✓ Clarify and communicate the Purpose
- ✓ Create the Picture
- ✓ Establish a Plan
- ✓ Give people a Part to Play

TAKE HOME

CAPTURE

PASS ALONG

TAKE HOME

CAPTURE

PASS ALONG

TAKE HOME

CAPTURE

PASS ALONG

S O C I A L M A R K E T I N G

DEFINITIONAL ELEMENTS

- o Application of marketing strategies and principles to bring about social change.
- o Change agents use social marketing to change people's beliefs, values, attitudes, or behaviors.
- o Typically, the sought after changes concern both individuals and larger groups, even your office culture, or society at large.
- o Social marketing typically includes programs (including training and education) that are designed, implemented, and controlled by a knowledgeable core group seeking acceptance of change in target groups.
- o Frequently, social marketing is working with non-tangible products.

S O C I A L M A R K E T I N G

GENERAL EXAMPLES

- o ANTI-LITTERING
- o EXERCISING
- o CHANGING AMERICANS DIET
- o ANTI-SMOKING
- o ANTI-SUBSTANCE ABUSE
- o FAMILY PLANNING
- o DISASSOCIATION OF DRIVING AND DRINKING
- o ANNUAL MEDICAL CHECK-UPS
- o NEIGHBORHOOD WATCH
- o VIOLENCE REDUCTION ON TV
- o GUN CONTROL

S O C I A L M A R K E T I N G
C O M P O N E N T S

1. Problem Definition

This is more than an academic step. Any major problem must be analyzed and examined from multiple perspectives to assure the change agents that the upcoming work will lead to success. Without problem definition, the wrong (ineffective) solutions can be offered. For example, early anti-smoking efforts concentrated on providing rational and emotional messages about the harmful effects of smoking. It was found that most smokers agreed, yet a majority expected to be smoking five years into the future. Obviously, the problem - properly defined - is how to help smokers quit. With that understanding, ways were found, and made a part of the marketing strategy, to concentrate more on assistance to quit than judgement. It worked. It has been suggested that this successful approach would work with hard drugs as well.

2. Goal Setting

Goals must be attainable to attract assistance and resources. Further, goals should be specific to each target group (market segment). Goal setting permits realistic budgeting, planning and evaluation.

3. Target Market Segmentation

General target populations must be divided into more specific segments, since each will likely need different messages with varying frequency and distribution channels. For example, the success with anti-smoking marketing divided "smokers" into:

- o non-smokers
- o ex-smokers
- o light smokers
- o medium smokers
- o heavy smokers

Demographic and socioeconomic analyses are done on each segment. This permits areas of focus, message and delivery specializations, and a plan with the most cost-effective set of programs.

4 . Consumer Analysis

Once segments are determined, people within each segment must be researched. What needs to be known includes:

- 0 What do they think about smoking
- 0 What do they think about smokers
- 0 What would it take to get each of them to stop smoking
- 0 What will you "exchange" for not smoking

This research, and the following channel analysis, leads directly to program selection.

5 . Influence Channel Analysis

Many influence channels need to be considered and linked to the target segments. Some channels like TV, radio, and newspapers can have some successes with some messages for some markets. But channels can include public schools (brochures, interactive talks, etc.), businesses (non-smoking sections for the smoking problem), physicians that have waiting room displays against smoking, stricter laws against minors purchasing cigarettes, etc.

It is clear that influence channels go beyond the more limited view of direct message delivery (i.e. - posters with a written message on it). For example, having physicians displaying material will influence (therefore, the office itself is an influence channel) some people to change their behavior, particularly if the message is where, and how, to get help in quitting smoking.

6. Marketing Strategies

Here, strategies are proposed with their strengths and weaknesses outlined. These programs are built around the four "p's" of marketing fundamentals; they are:

- A. Product (What are we selling?), which may be an intangible
 - o Nicotine Patches
 - o Better Filters on Cigarettes
 - o Information of Social Class of Smokers
 - o Health Concerns
- B. Price
 - o Sin Taxes
 - o Health Costs
 - o Lost Revenue
 - o Time Away From Job
- C. Place
 - o Limit locations for cigarette purchases
 - o Limit places where smoking is permitted
- D. Promotion
 - o Restrict Cigarette Advertising
 - o Promote No Use
 - o Promote Places to Assist in Quitting

7. Program Implementation and Evaluation

Eventually, programs must be selected and begun. People must lead these efforts. Implementation must be monitored and evaluated so necessary changes can be made appropriately.

TAKE HOME

CAPTURE

PASS ALONG

TAKE HOME

CAPTURE

PASS ALONG

TAKE HOME

CAPTURE

PASS ALONG

P L A N N I N G D E F I N I T I O N

AN ORDERLY, SYSTEMATIC, AND CONTINUOUS PROCESS
OF BRINGING ANTICIPATIONS OF THE FUTURE TO BEAR
ON CURRENT DECISION MAKING

S T R A T E G I C P L A N N I N G

BASIC PLANNING PRINCIPLES

- Due to insufficient resources, priorities must be set and sequences established
- The present (The "What Is") must be defined and described to assist the problem or issue identification
- Planning helps decide where the agency wants to be (The "What Ought To Be")
- Both short and long term issues must be addressed
- Develop a planning climate
- Planning involves data analysis and interpretation, modeling, data presentation
- Develop a set of general strategies that identify the tasks needed to connect objectives with strategic goals (Action Plan and beyond)
- Build in monitoring and evaluation efforts

STRATEGIC PLANNING

ORGANIZATIONAL CONSIDERATIONS

1. Involving the right people.
2. Focus on the future, not the past.
3. Make planning a process, not an event.
4. Seek consensus or convergence of thought.
5. Make the process relatively short and simple.

S T R A T E G I C P L A N N I N G

DEFINITIONAL ELEMENTS

1. A systemic look at the organizational mission and goals for three to five years into the future where the organization tries to control its own destiny.
2. Applies forecasting principles, not projections, to determine what resources in what amounts are applied to what functions or activities.
3. Requires use of processes to identify future issues or problems and design an organizational response.
4. Provides a rationale approach to change.
5. Better allows administrators to justify budgetary or organizational change needs.
6. Builds in formal and periodic ways to adjust the general plan to the dynamic nature of any organization.
7. Strives to be a simple, general document built on the "Less is More" philosophy.

S T R A T E G I C P L A N N I N G

BASIC STEPS

1. Define mission and philosophy.
2. Identify and address the issues.
3. Establish goals and objectives.
4. Develop an Action Plan and budget.
5. Organize internal resources.
6. Implement the plan.

N E E D S A S S E S S M E N T

PARTICULARS

1. Training typically results from management reacting to a need, requiring training to be developed quickly.
2. To have proactive training, trainers must be positioned to anticipate trends, be involved in decision making, and able to periodically assess needs.
3. Fundamentals of needs assessments require that certain questions be asked, such as:
 - 0 What information do I want?
 - 0 What use will the data have?
 - 0 Are interviews worth conducting?
 - 0 Consider record checks (e.g. complaint records or absenteeism records) for determining baseline and locating problem areas.
 - 0 Consider a task analysis.
4. Once problems have been identified, determine whether it is a training or management problem.
5. Provide feedback to participants.

N E E D S A S S E S S M E N T

STRENGTHS

1. Properly conducted, it identifies training needs and establishes support from various sources.
2. Employees can gain a sense of ownership and will be more supportive of the training.
3. Involve employees from all organizational levels.
4. Conduct selected interviews to assist questionnaire development.
5. Carefully analyze responses so that proper training responses result (e.g. determine if poor performance is more a "can't do versus won't do").
6. Consider focus groups in lieu of a questionnaire.
7. Know your purpose for assessing needs.
8. Prepare well for your presentation to management.

A C T I O N P L A N

EXPLANATION

- 1 . Tasks: Only the key tasks are listed, such as hiring, training, policy development, etc.
- 2 . Person Responsible: Typically, one person is responsible for that task being accomplished; therefore, the project manager has an accountable person with whom to interact,
- 3 . Time: These two times give an estimate of when the task can commence and when it will likely be completed; this must be done carefully when later tasks require earlier task input.
- 4 . Resource Needs: Basic resources are listed so the accountable person and management are not surprised when a training manual printing bill or a computer time bill arrives.
- 5 . Product: This helps avoid mis-communication by agreeing, in writing, what will be provided; an example might be "an approved, typed, and annotated policy statement on X".
- 6 . Sign-Off: This is used by the project manager as each product is satisfactorily delivered.

Participants will summarize their learning outcomes in this seminar and evaluate the quality of the learning design overall.

**Participants will create
personal learning outcomes
for the seminar.**

TAKE HOME

CAPTURE

PASS ALONG

TAKE HOME

CAPTURE

PASS ALONG

Take Home

Capture

PASS ALONG