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| 4 hour | BUILDING CHANGE RESILIENCY: PREPARATION |

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| Purpose of the Facilitator Guide | This Facilitator Guide is designed to help you prepare for and facilitate the BUILDING CHANGE RESILIENCY class. |
| Facilitator Guide Contents | The Facilitator Guide contains:   * Scripting to provide the core content for each topic discussion. Scripted text is *italicized.* These are suggested words only. Feel free to substitute your own words as long as you get the key points across. * Instructions for facilitating each activity. * Debriefs and transitions to help you move the class through the material smoothly. |
| Facilitator Guide Organization  C:\Users\Owner\Desktop\TRANSFORM Icons\Worksheet.bmp | In the LEFT column of the Facilitator Guide, you will see icons that highlight the specific actions you will take and include references to the PARTICIPANT WORKBOOK pages and other activities.  In the RIGHT column, you will find a thumbnail shot of a PowerPoint slide and then a description of what to do, which includes suggested scripting and/or discussion points, activity instructions, etc. that will assist you in that particular section.  For example, the icon shown opposite indicates that you will refer participants to the PARTICIPANT WORKBOOK. |
| Facilitation Points | The following points will help you to use the Facilitator’s Guide to its full extent:   * Segment titles within the module are **bolded.** * Thumbnail shots of the PowerPoint slides will let you know that you are showing the appropriate slide for the scripted notes in your guide. The slides are located above the talking points. |
| Icons | Icons used in the Facilitator Guide indicate participant activities, the use of video, capturing notes on flipchart, etc. The following icons are used in this Facilitator Guide. |
|  | |  |  |  |  | | --- | --- | --- | --- | | SMALL GROUP ACTIVITY | VIDEO | PAIRS ACTIVITY | FACILITATOR LEADING DISCUSSION | | Table Group.bmp |  | Group of 2.bmp |  | | GROUPS WORK WITH FLIPCHARTS | GUEST SPEAKER | PARTICIPANT WORKBOOK PAGE |  | |  |  |  |  | |
|  | *In all cases, if no guest speaker is indicated by this icon, it should be assumed that the Facilitator is the speaker for that section. There is no icon needed for the Facilitator, who is the default.* |

# Class Preparation

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| Facilitator Preparation | * As the Facilitator, you should be familiar with the content and timing of the course. Before the session, read through your Facilitator Guide and review the Participant Workbook. * Relate your personal experience and business knowledge to emphasize key points throughout the course, as applicable/appropriate. * You should arrive early in order to set up the room and verify logistics, such as the location of the restrooms and emergency procedures. * You should also prepare any flipcharts in advance. This will help guide you through the course, plus save valuable class time. |
| Room  Setup | Be sure to create a relaxed environment for the participants.   * The training room should be arranged in pods for 4-5 participants or in a U shape. * Designate a table or an area of the room to spread out the Vision Cards. * Set up 5 distinct “stations” throughout the room that represent the 5 stages of change, but in no particular order. Tape each card to the wall or floor to create the “stations.”      * Have Tent Cards and markers available on the tables for participants to use. Optional: Place a notepad on the table for each participant along with a pen or pencil. Use Name Tags as participants may be arranged in different groups for some activities. * Have necessary flip chart pages already prepared. * The **Welcome** flipchart page, which includes the Facilitator’s name, should be showing at the front of the room. * Parking Lot flipchart page. * The **SCE Values** poster should be hanging somewhere in the room.   + You may want to begin the class by referencing the values and stating that they are up here because they represent our North Star and link to how we stay grounded in our behaviors, interactions, and relationships.   + We will be talking a lot today about behaviors, interactions, and relationships.   + You may want to refer to the values during activities or group discussions as participants bring up related ideas or issues. |
|  | * + You may want to highlight a particular value such as Teamwork or Continuous Improvement as it pertains to the class discussion.   + It's important to keep our values in mind especially during times of change when emotions are running high and people are under stress. During these times it can be easy to lose sight of the values and guiding behaviors. |
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| General Classroom Materials & Equipment | * The general classroom materials needed for this course are: * Projector/LCD for primary slides (if no projector in the room) * Speakers to play sound on video clips (if necessary) * Laptop with DVD drive (or DVD player if no DVD drive) * PowerPoint slides * Participant materials (on table for each participant) * Attendance Roster/ Sign-In Sheet * Flipchart pads and easels for participants (approximately 4-5) * Colored markers * Safe wall tape for taping up flipcharts * A time piece to keep time and stay on track * Pens or pencils * Name Tent Cards/Name Badges | |
| Participant Workbook | * Participants in this course will have a Participant Workbook that will contain the contents of the slides as well as extra material. * The Participant Workbook is designed for participants to take notes as they feel they need to. * As the Facilitator, you might direct participants to specific pages for worksheets or additional readings. These page numbers are called out in the Facilitator Guide. * *It’s a good idea to familiarize yourself with what is in the Participant Workbook prior to starting the class session.* | |
| Stand-Alone Materials per Module  *Materials included in the Participant Workbook are not mentioned here.* | *MODULE 1* | * Vision cards * Course Roster/Sign-in Sheet * SCE Values Poster * Safety Instructions for Room/Building * Video/DVD (Case for Change) * Participant Workbooks |
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| *MODULE 2* | * Pre-printed cardstock pieces, each with one stage of change * Tape (if needed) |
|  | *MODULE 3* | * Video/DVD (Emotions) |
|  | *MODULE 4* | * Change scenario envelopes * Video/DVD (Resilience) |
|  | *MODULE 5* | * Course Evaluations |

**4 Change Scenarios (for Resilience Module)**

**Instructions**: Print or photocopy this page, and then cut out the four scenarios below. Place each printed scenario in a separate envelope, and set aside for the Resilience module.

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| Your job description is changing and your work is being restructured. 50% of your new job involves tasks that you’ve never done before, and you aren’t sure if you have the right skills to do them. |
| You are being merged into a new workgroup. You have been in your current group for 5 years, and you are very comfortable there. In the new group, you will have a new manager and you won’t know any of the other employees. |
| Your workgroup is being moved to a new location that is 20 miles farther from your home than the current location. The move happens in 4 weeks. |
| You’ve heard through the grapevine that layoffs are coming, and your workgroup is being targeted. |

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| Policy on Participant Attendance | As the course facilitator, please be aware of participants who may arrive late or leave early. Our policy on attendance is that anyone who arrives more than 45 minutes late or leaves 45 minutes early will not receive course credit.  Please make a note on the Class Roster next to a participant’s name if this occurs. |
| Course Timekeeping | Please do your best to stay on schedule so that you cover all content sufficiently.  While preparing for your session, determine the content you might cut out in the event that you are running behind schedule. Be sure to consider content that will not have a big impact on the learning objectives.  For example, you may cut journaling or shorten a group discussion. Be sure to do regular time checks throughout the day and discuss with your co-facilitator how you can get back on track if you are running behind schedule. |
| Executive Speaker | There will be one Executive presentation in this course.   * A video segment of Kevin Cini, vice president, Rate Challenge. |
| Handling Questions During Class | ***Important Note to the Facilitators:*** During the training, participants may ask questions that you are not able to answer. Please capture these questions on either the Parking Lot or on a separate flipchart page. When the training session is complete, please send the questions to the following email*:* [*BuildingChangeResiliency@sce.com*](mailto:BuildingChangeResiliency@sce.com). |

**Overview: Course Basics**

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| Purpose | This 4-hour course focuses on exploring the nature of change, how people experience change, and how to build resiliency in preparation for anticipated change. The emphasis of this course is on building personal awareness related to stress and change, and exploration of strategies for managing stress and building resilience. Following course activities, participants will discuss how they can apply what they’ve learned to their own situations. |
| Audience | The BUILDING CHANGE RESILIENCY course is designed for all employees. |
| Overall Outcome | By the end of the course, participants will have greater self-awareness and knowledge related to managing change and building resilience. They will know the resources available to support them in preparation for upcoming changes and handling current changes. |
| Learning  Goals | This workshop will help participants to:   1. Understand the stages of change. 2. Explore your own tendencies when responding to change. 3. Describe how your mindset matters, and how resilience is one of the keys to managing change. 4. Explore strategies for managing stress and building resilience. 5. Identify available resources that will help you respond to and manage change. |

**COURSE SNAPSHOT:**

| **MODULE** | | **TIME** |
| --- | --- | --- |
| OPENING | Page 15 | 40 MINS |
| UNDERSTANDING CHANGE | Page 25 | 60 MINS |
| BREAK |  | 15 MINS |
| THE EMOTIONS OF CHANGE | Page 35 | 20 MINS |
| MINDSET AND RESILIENCE | Page 39 | 75 MINS |
| RESOURCES | Page 46 | 15 MINS |
| CLOSING | Page 49 | 10 MINS |
| **TOTAL TIME** | | **4 HOURS** |

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| Course Flow | The BUILDING CHANGE RESILIENCY course follows this basic topic flow: |

| **MODULE** | **OBJECTIVES** | **TOPICS/ACTIVITIES** | **MINS** | **START** | **END** | **SUPPORT** |
| --- | --- | --- | --- | --- | --- | --- |
| **OPENING** | * *Getting oriented to this course and to each other.* * *Exploring what change means to you.* * *Understanding the current environment of change at SCE.* | * **As participants arrive:** Have each participant select one “vision card” that represents what change means to them. | *0 min* |  |  | * *Vision Cards* * *Course Roster / Sign-In Sheet* |
| * Welcome and Facilitators’ Introductions | *4 min* |  |  |  |
| * Participant Introductions | *5 min* |  |  |  |
| * Housekeeping and Safety | *2 min* |  |  | * *Safety Instructions for Room/Building* |
| * Agenda | *1 min* |  |  |  |
| * Ground Rules | *5 min* |  |  | * *SCE Values Poster* |
| * View of Change | *10 min* |  |  |  |
| * Case for Change (Video) | *10 min* |  |  | * *Video/DVD* |
| * Course Objectives | *1 min* |  |  |  |
| * Insights & Ahas | *1 min* |  |  |  |
| * Transition | *1 min* |  |  |  |
| TOTAL | | | 40 |  | | |

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| **MODULE** | **OBJECTIVES** | **TOPICS/ACTIVITIES** | **MINS** | **START** | **END** | **SUPPORT** |
| **UNDERSTAND-ING CHANGE** | * *Explore past situations that involve change.* * *Describe your typical reactions to change, especially a difficult change.* * *Describe the stages of change.* | * **Preparation:** In different areas of the room, tape the 5 labeled cardstock pieces to the floor or the wall*.* | *0 min* |  |  | * *5 pre-printed cardstock pieces, each with one stage of change (comfort zone, denial, resistance, exploration, acceptance) – see visual for placing cards on the next page* * *Tape (if needed)* |
| * Two Change Scenarios (Individual Activity) | *5 min* |  |  |  |
| * Reactions to a Difficult Change (Facilitator Demo) | *5 min* |  |  |  |
| * Reactions to a Difficult Change (Pairs Activity) | *15 min* |  |  |  |
| * Stages of Change (Group Activity) | *20 min* |  |  | * *5 cardstocks, each with one stage of change* |
| * EMOTIONAL CHANGE CURVE  (Lecturette and Group Discussion) | *12 min* |  |  |  |
| * Insights & Ahas | *2 min* |  |  |  |
| * Transition | *1 min* |  |  |  |
| TOTAL | | | 60 |  | | |

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| **MODULE** | **OBJECTIVES** | **TOPICS/ACTIVITIES** | **MINS** | **START** | **END** | **SUPPORT** |
| BREAK | | | 15 min |  |  |  |
| **THE EMOTIONS OF CHANGE** | * *Describe the emotions related to change and stress.* | * Emotions of Change (Video) | *18 min* |  |  | * *Video/DVD* |
| * Insights & Ahas | *1 min* |  |  |  |
| * Transition | *1 min* |  |  |  |
| TOTAL | | | 20 |  |  |  |

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| **MODULE** | **OBJECTIVES** | **TOPICS/ACTIVITIES** | **MINS** | **START** | **END** | **SUPPORT** |
| **MINDSET AND RESLIENCE** | * *Distinguish between a victim mindset and a growth mindset.* * *Describe the dynamics of resilience.* * *Identify resilience-building strategies.* | * Difficult Change Situation (Lecturette and Individual Activity) | *20 min* |  |  |  |
| * What Would You Do?  (Group Activity) | *33 min* |  |  | * *4 Envelopes with a different scenario in each envelope* |
| * Resilience (Video) | *20 min* |  |  | * *Video/DVD (Resilience)* |
| * Insights & Ahas | *1 min* |  |  |  |
| * Transition | *1 min* |  |  |  |
| TOTAL | | | 75 |  |  |  |

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| **MODULE** | **OBJECTIVES** | **TOPICS/ACTIVITIES** | **MINS** | **START** | **END** | **SUPPORT** |
| **CLOSING** | * *Describe what you learned during the course and what you will do when faced with a difficult change.* * *Evaluate your experience of the course.* | * Course Objectives | *1 min* |  |  |  |
| * What Did You Learn? (Large Group Discussion) | *4 min* |  |  |  |
| * Evaluation | *5 min* |  |  | * *Evaluation Form* |
| TOTAL | | | 10 |  |  |  |

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| 40 min | OPENING |

**MODULE OVERVIEW:**

* Getting oriented to this course and to each other.
* Exploring what change means to you.
* Understanding the current environment of change at SCE.

| **MODULE** | **TOPICS/ACTIVITIES** | **TIME** | **SUPPORT** |
| --- | --- | --- | --- |
| **OPENING** | * **As participants arrive:** Have each participant select one “vision card” that represents what change means to them. | *0 min* | * *Vision Cards* * *Course Roster / Sign-In Sheet* |
| * Welcome and Facilitators’ Introductions | *4 min* |  |
| * Participant Introductions | *5 min* |  |
| * Housekeeping and Safety | *2 min* | * *Safety Instructions for Room/Building* |
| * Agenda | *1 min* |  |
| * Ground Rules | *5 min* | * *SCE Values Poster* |
| * View of Change | *10 min* |  |
| * Case for Change (Video) | *10 min* | * *Video/DVD* |
| * Course Objectives | *1 min* |  |
| * Insights & Ahas | *1 min* |  |
| * Transition | *1 min* |  |

| TOPICS & CUES | **SLIDES, METHODS & KEY POINTS** |
| --- | --- |
| BEFORE CLASS    PAGE 1 | BEFORE THE CLASS STARTS: Have each participant select a “vision card.” As they enter the training room, display the Welcome to Building Change Resiliency slide.   * SET UP:   + LAY a large set of VISION CARDS out on a central table.   + ASK all participants to mill around the table and select a card that represents what CHANGE means to them. * BEFORE THE CLASS:   + DIRECT participants to PAGE 1 in the Participant Workbook, and ask them to consider the questions as they examine the card.     - *How does this card signify CHANGE to you?*     - *What do you see in this card?*     - *What do you feel from this card?* |
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| WELCOME and FACILITATORS’ INTROS (4 MIN) | * SHOW Welcome to Building Change Resilience slide * WELCOME attendees. * If they haven’t done so already, INVITE them to select one Vision Card each that reflects their view of CHANGE. * Facilitator(s):   + INTRODUCE yourselves:     - Name     - Role     - Experience with SCE     - Experience in the area of “change,” if applicable.   **Recommendation:** In the space below, write out your introduction in advance and practice it to keep it focused and relevant. Limit it to 2 minutes per facilitator. |
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| PARTICIPANT INTROS  (5 MIN) | * SHOW introductions slide. * INVITE participants to introduce themselves to the group:   + Name   + Organizational unit   NOTE: Have participants keep this brief by stating ONLY their names and organizational units. |
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| HOUSEKEEPING & SAFETY  (2 MIN) | * SHOW Housekeeping and Safety slide. * DESCRIBE housekeeping and safety information: (2 min)   + Fire exits…   + Evacuation locations…   + In case of earthquake…   + Breaks and lunch   + Restrooms   + Cell phones   + Parking Lot (flipchart paper designated for comments and questions that can be addressed at the end of the training or afterward)   + Other information that applies |
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| AGENDA  (1 MIN) | * SHOW Agenda slide. * Briefly IDENTIFY the modules in the course. |
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| GROUND RULES  (5 MIN) | * SHOW Ground Rules slide. * EXPLAIN the Ground Rules: (5 min)   + *Ground Rules (on slide)*     - Hold confidentiality     - Follow Edison Values (refer to Edison Values wall chart)     - Listen     - Ask questions - questions are welcomed and encouraged     - Respect each other’s opinions, experiences, and perspectives     - OK to express emotions     - Don’t “rescue” each other if emotions arise     - Learn from each other   + AGREE on additional ground rules from participants, if any. |
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| VIEW OF CHANGE  (10 MIN)    PAGE 1  Table Group.bmp | * FORM triads. (1 min) * INSTRUCT each group to select a spokesperson. After the triads discuss their Vision Cards with each other, the spokesperson will report out to the large group one common theme about change that surfaced within the triad. * REFER participants to PAGE 1 to take notes and/or refer to the notes they may have already made. * Within their triads, INSTRUCT each person to show the Vision Card they selected and share their own answers to the questions on the slide: (5 min)   + How does this card signify your view of CHANGE?   + What do you see in this card?   + What do you feel from this card? * INVITE the spokesperson from each group to briefly report out to the large group *the common theme about change that emerged.* List each group’s view of change on flipchart paper. (3 min) * COLLECT the visions cards after everyone has introduced themselves. (1 min) * MAKE brief transition statement:   *You just began to explore your personal view of change, and you will continue exploring your personal experiences in more depth throughout the course. Now we’re going to focus on change at SCE.* |
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| CASE FOR CHANGE  (15 MIN)    PAGE 2 | * SHOW the Case for Change at SCE slide. * DIRECT participants to PAGE 2 to take notes. * EXPLAIN the purpose of the course. (1 min)   + *Change is not a new concept at SCE; it’s the new constant.*   + *We can anticipate that the speed of change and the degree of change is going to increase ….and we need to be ready…*     - *As a company*     - *As employees*   + *This course is about YOU: how you respond to change, how you manage the effects of change, and how you engage in change.* * Rate Challenge Video (15 min)   + INTRODUCE video.     - *I’ll be showing a total of 3 short videos today. They were all recorded in a class on change that was designed specifically for leaders. You may notice that that the speakers in the video refer to leaders or leadership. We’ve left that language in the videos because we recognize that ALL of you are leaders in some way – informal leaders at SCE, leaders within your homes, leaders in your communities, leaders in volunteer organizations, and so on – even though you may not be formal leaders in the workplace.*     - *This first video features:*       * *Kevin Cini*       * *Vice President – Rate Challenge Project*     - *As you watch the video, listen for:*       * *The change imperative for the company.*       * *The types of changes SCE is facing.*   + SHOW video. (8 min)   + DEBRIEF video. (7 min)     - *What stood out for you as you watched the video?*     - *What do you anticipate will happen in the future? What feelings does that bring up for you?*   NOTE:During this debrief,questions may arise that you cannot answer. Some questions may be specific to THAT person’s work environment. In the spirit of proactive communication, encourage him/her to ask his/her manager. Otherwise, if it’s a more general question, record it on the Parking Lot, let the participants know that you will get an answer for them after the course is over.  At the end of the course, email these questions to [BuildingChangeResiliency@sce.com](mailto:BuildingChangeResiliency@sce.com). The Course Program Manager will get back to you as soon as possible with answers.   * + CLOSE by saying:     - *As Kevin mentioned in the video, the company is undergoing large scale change. We’ve developed this course because we know change can be challenging – both personally and professionally – and we want to equip you with tools and strategies to help you navigate through these changes.* |
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| COURSE OBJECTIVES  (1 MIN) | * SHOW the Course Objectives slide. * STATE the course objectives.   + *This workshop will help you:*     - *Understand the stages of change.*     - *Explore your own tendencies when responding to change.*     - *Describe how your mindset matters, and how resilience is one of the keys to managing change.*     - *Explore strategies for managing stress and building resilience.*     - *Identify available resources that will help you respond to and manage change.* |
|  |  |
| INSIGHTS & AHAS  (1 MIN)    PAGE 3 | * SHOW Insights & Ahas slide. * DIRECT participants to PAGE 3. * EXPLAIN:   + *Record the “Insights & Ahas” that resonate with you during this workshop on this page in your Participant Workbook.*   + *Periodically, I’ll give you a few moments to jot down your thoughts, but if inspiration hits you --- don’t wait to write it down! Feel free to write down ideas as they occur to you!*   + *You’ll have a chance to review and summarize those thoughts during the closing activity.* * ASK for any questions. Clarify as needed. |
| TRANSITION  (1 MIN) | * Your transition statement might include thoughts such as:   + *As you can see from what you have shared so far, everyone perceives and experiences change differently. Since change has become the new constant, let’s explore these perceptions even more.*   + *Change is inevitable in the life cycle of any company and in the lifecycle of every person; it is how the company remains viable, and how human beings remain viable.*   + *At SCE, we must face the challenge of doing many things differently than we have in the past. In short, we are positioning ourselves to undergo unprecedented change.* NOTE: Add more business context as you are able*.* |

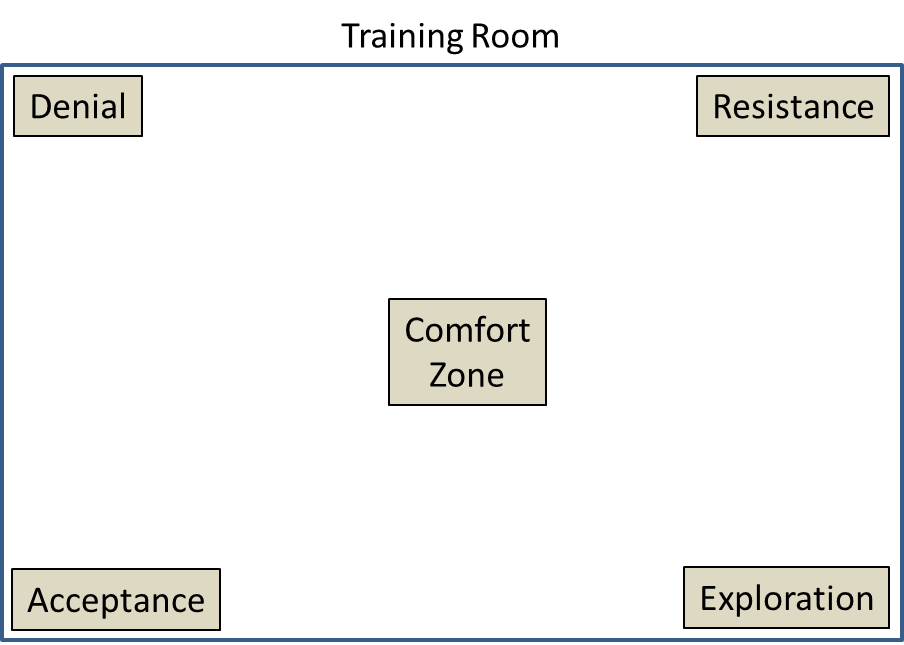
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| 60 min | UNDERSTANDING CHANGE |

**MODULE OVERVIEW:**

* Explore past situations that involve change.
* Describe your typical reactions to change, especially a difficult change.
* Describe the stages of change.

| **MODULE** | **TOPICS/ACTIVITIES** | **TIME** | **SUPPORT** |
| --- | --- | --- | --- |
| **UNDER-STANDING CHANGE** | * **Preparation:** In different areas of the room, tape the 5 labeled cardstock pieces to the floor or the wall*.* | *0 min* | * *5 pre-printed cardstock pieces, each with one stage of change (comfort zone, denial, resistance, exploration, acceptance) – see visual for placing cards on the next page* * *Tape (if needed)* |
| * Two Change Scenarios (Individual Activity) | *5 min* |  |
| * Reactions to a Difficult Change (Facilitator Demo) | *5 min* |  |
| * Reactions to a Difficult Change (Pairs Activity) | *15 min* |  |
| * Stages of Change (Group Activity) | *20 min* | * *5 cardstocks, each with one stage of change* |
| * EMOTIONAL CHANGE CURVE  (Lecturette and Group Discussion) | *12 min* |  |
| * Insights & Ahas | *2 min* |  |
| * Transition | *1 min* |  |

\*\* Visual for placing the 5 labeled cardstock pieces:



| TOPICS & CUES | **SLIDES, METHODS & KEY POINTS** |
| --- | --- |
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| AGENDA | * SHOW Agenda slide. * INTRODUCE the next topic – Understanding Change. |
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| TWO CHANGE SCENARIOS  (5 MIN)    PAGE 4 | * SHOW Two Change Scenarios slide. * INVITE individuals to write down on PAGE 4 two different changes they experienced in the past: (5 min)   + **A change that was difficult to accept**. Examples may include divorce, job loss, restructured work environment, illness, car accident, or any decision that someone else made unilaterally or without your input/knowledge that affected you. (Note: for some people, these examples may have been easy to accept. Every person is different.)   + **A change you openly welcomed**. Examples may include marriage, residential move, new car, learning to drive, graduating from college, applying to graduate school, promotion, volunteer opportunity, birth of a child, home remodeling. (Note: for some people, these examples may not have been “welcomed.” Every person is different.)   NOTE: The changes that come up can be based on personal or professional situations, and the change can be self-imposed or imposed by someone else. The changes should be fully in the past, and not involve anything that they are still addressing today. This will minimize raw/fresh emotions. |
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| REACTIONS TO A DIFFICULT CHANGE (DEMO)  (5 MIN) | * SHOW Reactions to a Difficult Change slide. * TELL participants that they will be doing a reflective activity in pairs based on the difficult change they wrote about in the previous activity. You will demonstrate how to do it first.   NOTE: The purpose of this upcoming activity is for the participants to explore a past experience of change and relate it to the stages of change.   * DEMO the activity first: (5 min)   NOTE: See the “Example for Demo” on the next page. In preparation for the training, Facilitator 2 should identify a real-life change that he/she can use for the demo. It can be a personal situation or a workplace situation. Also, in preparation for the training, the facilitators should practice this activity to make sure they demonstrate it effectively.   * + Facilitator 1 interviews Facilitator 2 (see questions below) and writes down on flipchart paper Facilitator 1’s key words or phrases that align with the stages of change:   NOTE: During the demo, Facilitator 1’s job is to ask the questions clearly AND listen carefully for key words that Facilitator 2 uses that will align with the stages of change. Facilitator 1 will write down key words on flipchart paper.   1. *Briefly describe the change from the past that was difficult for you to accept.* 2. *What were things like BEFORE you were aware that this change would be taking place?* [This question pulls for words that describe the pre-change comfort zone.] 3. *When you realized this change would be taking place, how did you feel at first?* [This question pulls for words that touch on the first stage of change - Denial.] 4. *What was it like for you as you BEGAN to experience or make the change?* [This question pulls for words that touch on the 2nd and possibly 3rd stages of change – Resistance and Exploration.] 5. *As you continued to experience the change and you could see the end in sight, what did THAT feel like?* [This question pulls for words that touch on the 3rd and 4th stages of change –Exploration and Acceptance.] 6. *How did you feel AFTER the change was complete?* [This question pulls for words that describe the new comfort zone.] |
|  | Example for Demo  NOTE: Use this example as a guide for how you will construct your own demo. Facilitator 2 should demonstrate keeping your answers short and succinct and do your best to mention reactions and feelings, rather than giving a lot of details and data about the change itself.  Fac 1: *Briefly describe the change from the past that was difficult for you to accept.*  **Fac 2: *I went on a ski trip last year, and I broke my leg on a downhill run. It meant that I couldn’t go to my exercise class for nearly 3 months.***  Fac 1: *What were things like BEFORE you were aware that this change would be taking place?*  **Fac 2: *I’d go to my exercise class 4 times a week. It felt so good! I love moving my body and being motivated by the trainer and the other people in the class. And I didn’t have to be too careful what I ate. I never gained any weight.*** [Facilitator 2 writes down: *it felt good, love moving my body, motivated, never gained weight.*]  *Fac 1: When you realized this change would be taking place, how did you feel at first?*  **Fac 2: *I was really mad at myself for not being more careful when I was skiing.******Aside from the pain of breaking my leg, I felt like it was the end of the world.*** [Facilitator 2 writes down: *mad, pain, end of the world.*]  *Fac 1: What was it like for you as you BEGAN to experience or make the change?*  **Fac 2: *Once I got the cast on, and I saw how difficult it was to move with it on, I didn’t want to go to work. I didn’t want to do anything productive. I just wanted to sit and watch TV all day, and eat, eat, eat. I think I got a little depressed. Eventually, I got used to it, and I figured out ways to compensate for having that cast on my leg. I was actually amazed at what I could do with it on.*** [Facilitator 2 writes down: *difficult, didn’t want to do anything productive, depressed, compensate, amazed at what I could do.*]  *Fac 1: As you continued to experience the change and you could see the end in sight, what did THAT feel like?*  **Fac 2: *After a few weeks of having the cast on, I searched the internet and found ways to exercise my other leg, and to do exercises for my core and my upper body. I learned new ways to exercise that I never would have thought of. When the cast came off after 6 weeks, and I needed to go to physical therapy, I think things were easier than they would have been if I hadn’t been exercising.*** [Facilitator 2 writes down: *found ways to exercise, learned, easier.*]  *Fac 1: How did you feel AFTER the change was complete?*  **Fac 2: *I had to go through a few weeks of physical therapy and I will always have some discomfort in my leg, but I learned how to compensate for it and I’m able to do everything I could before. Now I go to exercise class regularly and twice a week I do a different routine that focuses more on my upper body and core. I’m actually stronger as a result of breaking my leg.*** [Facilitator 2 writes down: *learned how to compensate, stronger.*] |
| REACTIONS TO A DIFFICULT CHANGE  (15 min)    PAGE 5 | * FACILITATE the activity:   + EXPLAIN the activity: *You will work with a partner who will interview you by asking these same questions. You will answer them using the difficult scenario you described on PAGE 4. When you are the interviewer, you will write down in your partner’s workbook key words and phrases that you heard him/her say. Each of you will be using these key words and phrases for the next part of the activity.*   + PUT participants into pairs.   + DIRECT participants to PAGE 5 in the workbook and then have each pair temporarily exchange workbooks so that the interviewer can take notes in the other person’s workbook. Participants will need these notes for the next activity.   + HAVE each pair decide who will do the interviewing for the first round.   + ALLOW 5 minutes for the first interview.   + After 5 minutes, swap roles and repeat the entire process. * ASK the pairs to return the workbooks to the proper owner. * EXPLAIN what’s next:   + *Now that you’ve explored a difficult change in more detail, you’ll be using the results for the next activity.* |
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| STAGES OF CHANGE  (20 MIN)    PAGE 5    PAGE 5 | [Note: In preparation for this activity, place the stages of change cardstock pieces on the wall or the floor in different areas of the room.]   * SHOW Stages of Change slide. * SAY: *Research has shown that there are distinct stages that we tend to go through when we experience change, especially difficult change. This activity will introduce the stages to you, particularly as they relate to the difficult situation you described.* * EXPLAIN the Stages of Change activity: (2 min)   + *I have set up “stations” around the room that have labels that match the words you see on the slide.*   + *When I prompt you, stand up and physically move to one of the 5 stations. You will go to the station that has the label that you feel MOST ACCURATELY REFLECTS the stage of change that you were in based on how you answered each interview question.*   + *Bring your workbooks and a pen with you as you move around the room.*   + ***Important:*** *There are NO right or wrong answers. This is about your own, unique experience responding to a difficult change.* * FACILITATE the activity: (15 min)   + INVITE participants to stand up (holding on to their workbooks).   NOTE: Skip Question 1 (*Briefly describe the change…)*. It was needed only for the previous interview activity.   * + INVITE them to look at their answers to QUESTION 2, and then move to the “station” that has the label (stage of change) that best describes their overall thoughts and feelings for THAT question.   NOTE: Participants may need your assistance helping them select the “best” station.   * + Once they have selected a station, INVITE a few volunteers from each station (if more than one station is represented) to share their thoughts to this question:   NOTE: It is possible that not everyone will have selected the same station. That’s okay, because each person will have had their own unique experience. Not everyone goes through all of the stages of change or in the same sequence.   * + - *How would you describe the characteristics of THIS stage of change?*   + HAVE participants write down the stage of change they selected in the blank space under the applicable question on PAGE 5.   + REPEAT the process above for the remaining 4 questions (Questions 3 – 6). * THANK participants for taking part in the activity. Have them return to their seats. |
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| EMOTIONAL CHANGE CURVE  (12 MIN)    PAGE 6 | * SHOW The Emotional Change Curve slide. * SAY: *This “Emotional Change Curve” is based on work done by Elizabeth Kubler-Ross. Her four stage model was originally introduced in the context of an individual being diagnosed with a terminal illness. However, the emotions we go through in that type of scenario are similar to the emotions we experience with any change. If there has been little or no warning of a change that directly affects us, our emotional frame is disrupted and we stream through the emotional curve.* * DIRECT participants to PAGE 6. * INVITE participants individually to read the information on the page. (2 min) * LEAD a large group discussion: (10 min)   + *What does this picture say about emotions?*   + *Compare the process you went through when handling your difficult change to the Emotional Change Curve. How are they the same? How are they different?*   + *Which stage of change is the most difficult for you to get through? What makes it difficult?*   + *What can you do differently to help yourself move more quickly through the first two stages?*      - **Make this point:** You ultimately have control over how you VIEW your situation and how you VIEW the change. If you take the VIEW that your situation is doom and gloom or you can see ONLY the parts of the change that feel threatening, you are more likely to stay stuck in Denial or Resistance. Denial and resistance are a natural part of change, but you don’t have to get stuck there.   Instead of seeing the change as a threat, you can take the VIEW that the change is really an opportunity in disguise. You will create a more positive environment for yourself and you will move more quickly to exploration and acceptance. |
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| INSIGHTS & AHAS  (2 MIN)    PAGE 7 | * SHOW the Insights & Ahas slide. * REFER participants to PAGE 7 to record their “Insights & Ahas.” |
| TRANSITION  (1 MIN) | * Your transition statement might include thoughts such as:   + *Understanding change, the stages we go through, and the emotions that arise helps to normalize the experience. In other words, it’s normal to be in denial around some changes; it’s normal to feel resistance when the change threatens the status quo; it’s normal to work through the resistance and find a way to explore new opportunities related to the change and to accept the change as the “new comfort zone.”*   + *Change can be stressful, and strong emotions can arise along the way. Where you have the most control – and sometimes the only control – is how you perceive change and how you choose to respond to it. Even if you view change as a threat, you can still make a shift in how you respond to it by changing your internal thoughts about what the change means to you.*   + *We’re going to explore the role of emotions in more detail now, and see how they can create an obstacle for us getting through change more easily.* |

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| 20 min | THE EMOTIONS OF CHANGE |

**MODULE OVERVIEW:**

* Describe the emotions related to change and stress.

| **MODULE** | **TOPICS/ACTIVITIES** | **TIME** | **SUPPORT** |
| --- | --- | --- | --- |
| **THE EMOTIONS OF CHANGE** | * Emotions of Change (Video) | *18 min* | * *Video/DVD* |
| * Insights & Ahas | *1 min* |  |
| * Transition | *1 min* |  |

| TOPICS & CUES | **SLIDES, METHODS & KEY POINTS** |
| --- | --- |
|  | Agenda slide |
| AGENDA | * SHOW Agenda slide. * INTRODUCE the next topic – The Emotions of Change. |
|  |  |
| THE EMOTIONS OF CHANGE  (18 MIN)      PAGES 8-12 | * SHOW Change, Emotions, and Stress slide. * Emotions of Change Video:   + INTRODUCE the video:     - *The next video segment you will see is of Dr. Joe Dadourian, a clinical psychologist who is part of Horizon Health, our Employee Assistance Program, talking about change, emotions, and stress.*     - *The video covers these areas:*       * *The impact of change and stress on emotions*       * *What happens when individuals become stressed*       * *General stress management tips*   + DIRECT participants to PAGES 8-12 where they will see the content from the video.   + PLAY the video (12 min).     - PAUSE the video on the slide showing the BRAIN with the AMYGDALA and NEOCORTEX to explain more about the concept of amygdala hijacking.      * + EXPLAIN the following:     - The amygdala is part of the brain that regulates the “fight or flight” response that is a key to the survival mechanism for many animals, including humans and other primates.     - The neocortex is the “thinking” part of the brain. It is involved in higher functions such as sensory perception, generation of motor commands, spatial reasoning, conscious thought and language.     - When a threat is perceived, the amygdala can override the [neocortex](http://www.wisegeek.com/what-is-the-neocortex.htm), the center of higher thinking, and initiate an intense physiological response.       * This instant reaction, that we might call “instinctive”, has been called an “amygdala attack.”     - In the wild or in the presence of actual physical threats, this can be a life-saving function.       * *Do I run or stay and fight?*       * *Do I hit or do I hide?*     - In ordinary day-to-day living, however, this amygdala attack can inspire impulsive responses you might later regret.     - Three signs of an amygdala attack are:       * *Strong emotional reaction,*       * *Sudden onset,* and     - *When you reflect later, you realize it was inappropriate.*   + ANSWER any immediate questions before continuing the video.   + RESTARTthe video, and continue to the end.   + DEBRIEF the video:     - *What stood out for you?*     - *How does this information alter your perceptions of change?* |
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| INSIGHTS & AHAS  (1 MIN)    PAGE 13 | * SHOW Insights & Ahas slide. * REFER participants to “Insights & Ahas” on PAGE 13 to summarize their key insights. |
| TRANSITION  (1 MIN) | * Your transition statement might include thoughts such as:   + *We’ve explored the stages of change and now the physical side of stress related to change.*   + *Even though you might have a strong physiological reaction to change, you still have the ability to manage your reaction by embracing a more positive mindset.*   + *In the next module, we’re going to talk about resilience and how to embrace a more positive mindset.* |

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| 75 min | MINDSET AND RESILIENCE |

**MODULE OVERVIEW:**

* Distinguish between a victim mindset and a growth mindset.
* Describe the dynamics of resilience.
* Identify resilience-building strategies.

| **MODULE** | **TOPICS/ACTIVITIES** | **TIME** | **SUPPORT** |
| --- | --- | --- | --- |
| **MINDSET AND RESLIENCE** | * Difficult Change Situation (Lecturette and Individual Activity) | *20 min* |  |
| * What Would You Do?  (Group Activity) | *33 min* | * *4 Envelopes with a different scenario in each envelope* |
| * Resilience (Video) | *20 min* | * *Video/DVD (Resilience)* |
| * Insights & Ahas | *1 min* |  |
| * Transition | *1 min* |  |

| TOPICS & CUES | **SLIDES, METHODS & KEY POINTS** |
| --- | --- |
|  | Agenda slide |
| AGENDA | * SHOW Agenda slide. * INTRODUCE the next topic – Mindset and Resilience. |
|  |  |
| DIFFICULT CHANGE SITUATION  (20 MIN)    PAGE 14    PAGE 15 | * SHOW the Mindset slide. * DIRECT participants to PAGE 14 to take notes. * DEFINE Victim and Growth Mindsets. (2 min)   + **Victim Mindset** – being solely focused on the pain and problems related to a difficult situation. It’s seeing yourself as a victim and others as the ones controlling you or causing you pain, with no apparent solution or way out. A victim mindset has a quality of pessimism that is grounded in paying attention only to discomfort. A victim mindset can blind you from seeing the inherent opportunities that change offers.   + **Growth Mindset** – being able to see the inherent or hidden opportunities that can come from a difficult situation. It’s being able to see beyond the pain and problems of the immediate situation. A growth mindset has a quality of optimism that’s grounded in reality and future-oriented. While it doesn’t mean that you won’t experience discomfort during the change process, it can lessen the intensity of discomfort. * DIRECT participants to PAGE 15 in their workbooks. * HAVE them privately answer the questions in the workbook as they relate to the difficult change they’ve been exploring throughout the class:(10 min)   + *When you experience a difficult change, are you more likely to take on the victim mindset or the growth mindset?*   + *How would a victim mindset affect your experience of a difficult change?*   + *How would a growth mindset affect your experience of a difficult change?* * DEBRIEF: (5 min)   + *What did you learn about yourself by answering those questions?*   + *What is the difference between a growth mindset and a victim mindset?*   + *What does it take to get to the growth mindset?*   **Make this point**: The victim mindset is all about denial and resistance (“Poor me”) and it’s a way to STAY STUCK in those two stages of the change process. It’s also a way of controlling your situation, but it’s not healthy in the long run. You can’t stay there if you’re going to be productive.  You have more control over the situation than you realize; the control you have is HOW you view the situation and how you choose to respond to it. To get healthy control over the situation, move out of the victim mindset toward the growth mindset. This is where resilience comes in.  Moving from a victim mindset to a growth mindset is a matter of choice. You have the ability to choose how you view any given situation. Of course, you may experience a physiological reaction to stress, but your neocortex – the part of your brain that allows you to use logic and reasoning – was designed to override the more primitive, emotionally-driven parts of your brain (like your amygdala), which respond to circumstances automatically. |
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| WHAT WOULD YOU DO?  (33 MIN)  Table Group.bmp    PAGES 16-17 | * SHOW the What Would You Do? slide. * FACILITATE the activity: (15 min)   + EXPLAIN the activity:     - *Your team will be assigned one scenario, and you’ll discuss what you would do if you were responding from a victim mindset and what you would do if you were responding from a growth mindset.*     - *You’ll present your ideas to the class by EITHER acting out how you would respond based on each mindset OR by describing your thoughts and behaviors for each mindset.*   + FORM 4 teams.   + DISTRIBUTE one of the Change Scenario envelopes to each team.   + DIRECT groups to take notes in their workbooks on PAGEs 16-17.   + GIVE each team about 10 minutes to discuss how the two mindsets might appear behaviorally for the applicable scenario. Encourage teams to act out their responses to make them tangible and memorable. If needed, provide flipchart paper and markers. * INVITE each group to present or “act out” what they came up with. * DEBRIEF the activity: (10 min)   + *What did you notice about the victim mindset and the growth mindset?*   + *How does not being able to let go of the past relate to the victim mindset?*   + *How does letting go of the past relate to the growth mindset?*   + *If you were caught in a victim mindset, what would you do to transform it in into a growth mindset?* * ASK the following questions and make the associated points if they did not come up during the debrief:   + **Gossip.***Which mindset – victim or growth – is associated with gossip around the water cooler? What is the problem with gossip? What is a more productive alternative?*      - Point: Gossip is destructive. It fuels an environment of blame and anger. It comes from a victim mindset. Rather than gossiping, one alternative is to talk to your supervisor and ask for clarification, additional information, or share your concerns about the change.   + **Sarcasm or Cynicism.** *Which mindset – victim or growth – is associated with sarcasm or cynicism? What is the problem with these? What is a more productive alternative?*     - Point: Inappropriate humor, sarcasm, and cynicism represent a victim mindset. While humor can be a healthy way of relieving stress, inappropriate humor, sarcasm and cynicism can be destructive. Avoid expressing inappropriate humor – particularly where you are putting someone down or covertly expressing your anger – and replace it with direct, clear communication.   + **Careless Accidents*.*** *Which mindset – victim or growth – is associated with increased carelessness and accidents?*     - Point: Carelessness and accidents are signs of apathy, complacency, being distracted or not caring. These are all indications of a victim mindset. Instead, notice that you are feeling complacent, and offset the complacency by setting new goals for yourself, finding a new way to do your work, or paying attention to improving your workflow or accuracy. |
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| RESILIENCE  (20 MIN)    PAGE 6      PAGES 18-19 | * SHOW the Emotional Change Curve slide. * REFER participants to PAGE 6 for a visual of the Emotional Change Curve. * SAY: (1 min)   + *Notice on this slide where STRESS falls and where RESILIENCE falls. Denial and Resistance capitalize on stress…and Exploration and Acceptance denote resilience.*   + *What would you rather do - experience stress or resilience?*   + *The truth is that we OFTEN choose stress over resilience, even though resilience is always an option. We don’t consciously realize that we are choosing stress, but we are still choosing it.*   + *Resilience is what can take you from the denial and resistance that characterizes the early stages of change, and move you into the more productive stages of exploration and acceptance.* * Resilience Video:(15 minutes)   + INTRODUCE the video.   *This video is about resilience. It’s about transforming a victim mindset into a growth mindset. It’s about the strategies for building resilience, especially in the face of change. It also talks about Empathetic Communication, which is something that’s needed when change is occurring.*  *Once again, Dr. Joe Dadourian is featured.*   * + REFER participants to PAGES 18-19 for a summary of the video’s content.   + SHOW the video. (8 min)   + DEBRIEF the video: (5 min)     - *What is resilience?*     - *What resilience strategies stood out for you?*     - *What destroys resilience?*     - *What builds resilience?*     - *What are the positives that can come from change?* |
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| INSIGHTS & AHAS  (1 MIN)    PAGE 20 | * SHOW Insights & Ahas slide. * REFER participants to “Insights & Ahas” on PAGE 20 to summarize their key insights. |
| TRANSITION  (1 MIN) | * Your transition statement might include thoughts such as:   + *The mindset you hold can make a huge difference with how you respond to change and the level of stress you feel. Would you rather experience change through the lens of growth or the lens of being a victim? The key is to choose your mindset consciously…and when you fall into the victim role, notice it and work through it. Find the resilience that’s within you. It’s within all of us.*   + *Paying attention to your reactions to change and managing them appropriately is a key way to be successful in the workplace.*   + *Even when you go through all four stages of change, working toward a growth mindset will serve you well.* |

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| 15 min | RESOURCES |

**MODULE OVERVIEW:**

* Identify available stress-management and resilience-building resources and strategies.

| **MODULE** | **TOPICS/ACTIVITIES** | **TIME** | **SUPPORT** |
| --- | --- | --- | --- |
| **THE EMOTIONS OF CHANGE** | * EAP (lecture) | *4 min* |  |
| * Stress and Resilience Resources (Individual Activity) | *10 min* |  |
| * Transition | *1 min* |  |

| TOPICS & CUES | **SLIDES, METHODS & KEY POINTS** |
| --- | --- |
|  | Agenda slide |
| AGENDA | * SHOW Agenda slide. * INTRODUCE the next topic – Resources. |
|  |  |
| EAP  (3 MIN)    PAGE 22 | * SHOW EAP slide. * DIRECT participants to PAGE 22. * DESCRIBE the purpose of EAP and EXPLAIN how participants can reach an EAP representative. (3 min)   + Employee Assistance Program 24/7: (800) 443-4474   + The EAP benefit covers the employee, their household members, and children up until the age of 26   + Members receive five counseling sessions per incident at no charge   + Members receive work/life services such as referrals for child and eldercare, adoption, college searches, convenience services   + Financial and legal referrals, which include a half hour consultation with an attorney at no charge and simple will preparation at no charge |
|  |  |
| STRESS AND RESILIENCE RESOURCES  (10 MIN)    PAGES 22-37    PAGE 21 | * HAVE individuals review the following sections of the Participant Workbook and INVITE them to select the EAP, assessments, strategies, and books/audio that they would like to use: (5 min)   + Employee Assistance Program – Pages 22-24   + Stress Assessments – Pages 25-27   + Stress Management Strategies – Pages 28-30   + Resilience Assessments – Pages 31-32   + Resilience Strategies – Pages 33-35   + Books and Audio – Pages 36-37 * INSTRUCT participants to document on PAGE 21 the specific assessments, resources, and strategies (from the pages listed above) that they will take advantage of. * INVITE a few volunteers to share which assessments, resources or strategies they will use. (4 min) |
| TRANSITION  (1 MIN) | * Your transition statement might include thoughts such as:   + *We’ve come to the conclusion of today’s course. Let’s explore what we’ve accomplished today.* |

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| 10 min | CLOSING |

**MODULE OVERVIEW:**

* Describe what you learned during the course and what you will do when faced with a difficult change.
* Evaluate your experience of the course.

| **MODULE** | **TOPICS/ACTIVITIES** | **TIME** | **SUPPORT** |
| --- | --- | --- | --- |
| **THE EMOTIONS OF CHANGE** | * Course Objectives | *1 min* |  |
| * What Did You Learn? (Large Group Discussion) | *4 min* |  |
| * Evaluation | *5 min* | * *Evaluation Form* |

| TOPICS & CUES | **SLIDES, METHODS & KEY POINTS** |
| --- | --- |
|  | Agenda slide |
| AGENDA | * SHOW Agenda slide. * INTRODUCE the next topic – Closing. |
|  |  |
| COURSE OBJECTIVES (1 MIN)    PAE 38 | * SHOW Course Objectives slide. * DIRECT participants to PAGE 38. * READ the Course Objectives and have participants check-off in their workbooks the ones that they achieved. |
|  |  |
| WHAT DID YOU LEARN?  (4 MIN)    PAE 38 | * SHOW What Did You Learn? slide * HAVE participants review all of their Insights & Ahas pages and to write down on PAGE 38 the most important information they learned. (2 min) * INVITE a few volunteers to describe to the group the MOST IMPORTANT information they learned today.(2 min) * REMIND participants that you will seek out answers to the questions from the Parking Lot, and you will get back to them. * DIRECT participants to the bottom of PAGE 38 and TELL them that they can use the email address provided to ask additional questions after the course.   + Email: BuildingChangeResiliency@Sce.com |
|  |  |
| EVALUATION FORM (5 MIN) | * SHOW Evaluation slide. * DISTRIBUTE the Course Evaluation Form and ask participants to complete them. (3-5 min) * REMIND participants to sign the course Roster if they haven’t already done so. * SAY good-bye. |