



## Half-Day Change without Migraines™ Training Design

The following is a design for a training session to teach the Change without Migraines™ approach. It is a generic design, so please adapt it to fit your audience. That's what I do.

My Assumptions:

- Use stories and examples. Without examples, this material can seem dry. I strongly urge you to develop your own short stories and examples to illustrate all the key points. This helps people begin to see themselves and how this material is relevant to them.
- This training works best when people get involved early. I tend to get people talking to each other about this material within the first 10 minutes or so. And I find places to get them talking and using these concepts throughout the training session.

### I. Introduction

- Introduce yourself (if needed)
- Kick off in whatever way you like. I like to start with something that figuratively hits people in the gut and gets them interested in paying attention. Often I tell a quick story about a failed a change. Do what works best for you and your audience.
- Objectives: Here are the basic objectives I use:
  - Understand why people support change and why they resist it
  - How to make a compelling case for change
  - How to get started on the right foot
  - How to keep change alive so that you get real results
  - How to get back on track

Instead of asking people what they would like from this session, I ask, "How do these objectives sound to you?" If you ask what people would like from the session, you may get way too many things for this short block of time. So, make it easy on yourself.

- Personal introductions: I only do personal introductions for a short session if people are going to work together on a particular change, otherwise introductions can take up too much time for very little benefit. But, once again, do what makes you comfortable.



## II. The Cycle of Change

Teach:

- The Cycle of Change (See Introduction to Change without Migraines™ e-book, “Applying the Cycle of Change” for a full description of this topic.)
- The cycle with the arrow going into the center
- Show how the cycle really represents four possible places where the work can take place:
  - Making a compelling case for change (See “The Most Important Thing You Can Do” in the e-book)
  - Getting started on the right foot (See “Getting Change Started on the Right Foot in e-book)
  - Keeping change alive (See “Keeping the Change Alive” in the e-book)
  - Getting back on track (See “Getting Back on Track” in e-book)

Note: I tend to cover each of these stages very briefly at this point. I might spend a couple of minutes on each of the four stages.

- Engage People:
  - Consider using a story from the news in which it appears that two stakeholders are in different places. Or, pick a news item and allow people to speculate where people might be on the cycle. For example: “You may have read in yesterday’s paper that the Buddy’s House of Tofu chain is closing locations and downsizing. Where do you imagine the executives are on the cycle? How about managers? Employees?”
  - Another activity I like to use is to ask people to identify a project they are working on.
    - Imagine the entire room in the cycle with 12 o’clock at the front of the room. 6 o’clock at the back end.
    - Each person stands where they think work is needed today regarding this change. Discuss why they made these choices of where to stand.
    - Then invite people to move to the place on the cycle where they feel most comfortable working.
    - Ask people to note their movement on the cycle. Often where we like work can limit our ability to support work at other places on the cycle. For example, people who love getting things started may hate the roll-out stage with all the fine tuning and attention to the details of implementation. In those instances, it is easy to overlook the importance and contribution of people assigned to work on the roll-out.



#### **IV. Three Levels of Resistance and Support**

Teach the three levels:

- I cover it from the positive side first. People understand, have a favorable emotional reaction, and they trust the leaders or the person presenting the change. (See “Resistance to Change” in e-book)
- I cover the three levels from the negative side.  
Note: Stories really help anchor the three levels. Find your own stories to illustrate all three levels.)
  
- Engage People:
  - If this is a group that will be working on a change, you might ask where a few major stakeholders might be with regard to Level 1, Level 2, and Level 3. For instance, to what extent do the stakeholders understand what’s going on or not? To what extent do they have a favorable reaction or not? To what extent do they trust you or not? Discuss the potential implications of this stakeholder profile and what they can do to ensure they get the support they need.
  
  - If this is a standard management training session you can ask individuals to identify someone or some group they need to influence and list the Level 1, Level 2, and Level 3 issues that are working for or against them. Break into groups of two or three and ask people to discuss how they might use this information about support and resistance to address this stakeholder.

#### **V. Practical Application**

This segment needs to be designed for each audience.

##### ***When Working with a Group Facing a Change***

When I work with a client who is going through change, I use this time to engage them in conversations about how this material applies to this particular change. Any of the following might be appropriate for a given audience:

- Identify the stakeholders and place them on the cycle with regard to this change. Discuss the implications.
- Pick a key stakeholder and identify the Level 1, Level 2, and Level 3 issues working for and against you with regard to this change.
- Identify where this group is on the cycle and invite them to discuss what needs to be done to support this change. There are four choices: the need to make a case, getting started, keeping change alive, or getting things back on track.



### ***When Offering a General Management Training Session***

I tend to engage them with one of these activities:

- Making a Compelling Case for Change. People often find it challenging to think about making a case in a way that engages people at Level 1, Level 2, and Level 3. Provide a hypothetical and ask small groups to create a way to make a case. Present or discuss these ideas to the full class. Or. . .
- Getting Back on Track.
  - Ask people to discuss how they would 1. Find out if things were on or off track, and 2. What they would do once they gathered this information.
  - Create a hypothetical “list” that includes a lot of negative Level 2 and Level 3 issues. Ask small groups to come up with a plan for attempting to turn the Level 2 and Level 3 issues to the positive so that people are both excited (Level 2) and trust the people leading the change (Level 3).

### **VI. Closing**

I don't like to force everyone to say what they learned. This doesn't leave room for those people who didn't like the session. So, I sometimes invite those who are willing to speak to say what they learned or what they will do with what they learned.

If appropriate, discuss possible next steps, e.g. further training, what the next steps in this change process, etc.