

**CHANGE**  
**WORKSHOP GUIDE**



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## LEARNING OBJECTIVES

Change is healthy and, for any organisation with its sights set on the future, it is essential for growth and success. But despite this, there is often a great deal of resistance to change, invariably because people are fearful of the uncertainty and stress that will follow in its wake. Overcoming these problems by managing change is an important skill for any company.

This session will help your group to embrace change and understand the process, personalities and consequences.

## INTRODUCTION

This guide is designed for a manager or a facilitator to deliver a short workshop featuring videos from the Video Arts Leadership Essentials Series. Each video comes with a series of activities around the following structure:

**LOOK** - watch the video and reflect on the content and message.

**THINK** - activities and questions linking the video to their own experience and workplace.

**REMEMBER** - a summary of the key learning points.

These activities will take about 15 minutes to complete. At the end of this guide is a practical exercise to help bring all of the learning points together.

## FEATURED VIDEOS

- Own the change (I don't want to cause any panic, but-)
- Champions (Changing things for the better and stuff)
- Gatekeepers (Toxic assets)
- Resisters (What has change ever done for us?)
- Perseverance (Bury it with all the other projects we don't talk about)

## VIDEO 1 – OWN THE CHANGE

### LOOK (play video, 3 minutes)

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Own change by being fully committed and believing in its benefits. If you're only 50% committed you can expect much less from everyone else.

### THINK (10 minutes discussion)

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Ask the group to think about their own experiences of change. Did they, or the person leading the change, show they were committed to it?

Build the following points into the discussion;

#### **Commitment:**

- Be the first to adapt and show them you believe in the change.
- Model the behaviours you want your team to adopt.
- Involve your team in the change process; so they feel included and not dictated to.

#### **Communication:**

- Tell them why the change is necessary and how it's going to benefit them.
- Keep people informed; don't allow assumptions to muddy the waters.

### REMEMBER (recap, 2 minutes)

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Own the change:

- Take personal ownership for the change programme (not 'I've been told to tell you this').
- Show that you believe in what you are trying to achieve.
- Be the first to model the changes that you are looking to achieve.

## VIDEO 2 – CHAMPIONS

LOOK (play video, 3 minutes)

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Champions are people who can help you manage change smoothly. Once they're on-board, they'll do everything they can to help you.

THINK (10 minutes discussion)

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Task the group to think back to any change process they have managed, participated in, or observed. Were champions recruited to support the change?

Build the following points into the discussion;

**Identifying champions:**

- Which individuals are most enthusiastic about the change and the benefits it will bring?

**Support and encourage champions:**

- Help them spread the word by offering assistance; extra resources or time within work to arrange events.
- Find out if they need training.
- Address any concerns they might have so they remain positive and enthusiastic about the change.

REMEMBER (recap, 2 minutes)

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Champions:

- Identify enthusiasts for the change.
- Engage with these people and make them your champions.
- Help them to spread the word and encourage others to get with the programme.

## VIDEO 3 – RESISTERS

LOOK (play video, 3 minutes)

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Resisters reject the initial concept of change; not out of ignorance, but usually out of fear of the unknown.

THINK (10 minutes discussion)

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Thinking of your experiences of change, ask the group if there was any resistance to it? How was that overcome?

When identifying resisters and then engaging with them, there are a number of key points to think about.

Build the following points into the discussion;

**Identify them:**

- Who are most likely to be the resisters?

**Engage them:**

- Find out what their concerns are about the change. Do they perhaps fear they will no longer fit in, or they'll no longer be needed once the change is fully implemented?
- Listen to their fears and allow them to vent their negativity.
- Reassure them that they are a vital part of the change.
- Involve them, listen to their concerns and ask them about their ideas.

REMEMBER (recap, 2 minutes)

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Resisters:

- Address the concerns of resisters.
- Identify those people who are resisting the change.
- Listen to them and take their views seriously.
- Try to get them involved as active participants.

## VIDEO 4 – GATEKEEPERS

### LOOK (play video, 3 minutes)

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Gatekeepers are people with the authority to implement change. You'll need to convince them of the benefits the change will bring in a language they understand.

### THINK (10 minutes discussion)

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Think again of your experiences of change. How were the gatekeepers identified, and then convinced to authorise and engage with the change?

Build the following points into the discussion;

#### **Identify the gatekeepers:**

- Whose authority/buy-in do you need to implement the change?

#### **Engage them:**

- Find out their preferred method of communication and when to communicate with them.
- Use their language. Convince them about the benefits of change in a language they'll understand (e.g. financial language for financial managers).
- When concerns arise, address them immediately.
- Invite them to get involved.

### REMEMBER (recap, 2 minutes)

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Gatekeepers:

- Engage with gatekeepers.
- Identify those people that you have to convince to make the change possible.
- Express the benefits of the change in language that each gatekeeper can relate to (e.g. use financial language with the finance director).
- Keep gatekeepers informed and address any concerns they may have.

## VIDEO 5 – PERSEVERANCE

LOOK (play video, 3 minutes)

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When everything seems to be going wrong, perseverance isn't necessarily something that comes easy. Stay focussed on the end results.

THINK (10 minutes discussion)

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Ask the group to think of their experiences of projects that have seemed hopeless. How can leaders stay positive and focussed?

Feedback should include these elements;

**Overcome obstacles:** Plan a diversion strategy in the face of obstacles: perhaps set yourself more achievable goals to create an alternative pathway to your overall objective. Ask your team for help and keep them with you every step of the way.

**Revisit your goals:** Be clear about your original vision and how you intended to get there. This will help you put things into perspective.

**Be positive:** Believe in the end of goals of what you are trying to achieve. Dedication plays a huge part if you want to make a success.

REMEMBER (recap, 2 minutes)

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Perseverance:

- When you encounter obstacles, work through the problems and keep everyone with you.
- Be positive and believe wholeheartedly in the importance of what you're doing.
- Learn and adapt but keep your sights fixed on the end result.



## CHANGE – PRACTISE

This activity will help participants to relate what they have learned from the films to their own experiences and then to test out the ideas on a project of their own.

### Part 1: A change that they have experienced

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Divide participants into groups of 3 or 4.

Ask each group to identify a change that they have all experienced within their organisation, large or small. They may have been managers of the change, affected by the change in some way or simply observers of the change.

They should answer the following questions with regard to the change:

- Who were the gatekeepers for the change? To what extent had these gatekeepers bought into the change? If they had not bought into it, what effect did this have on the success of the change?
- Were there obvious champions for the change? Did the managers of the change identify these champions and engage with them?
- Were there resisters? If yes, did the managers of the change identify them and engage with them successfully?
- Were obstacles encountered in introducing the change? Were these successfully overcome?
- If you were affected by the change, what was your experience? If you had concerns, were these dealt with effectively?

Give each group 10 minutes to answer the questions, then debrief together.

Look to identify major lessons and relate these back to the points made in the films.

### Part 2: A change that is coming up (optional - if time permits)

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Use the same groups as part 1 or allocate to groups according to common interest.

Have the groups identify an upcoming change for which they will have responsibility, large or small.

They should aim to answer the following questions:

- Who will be the main gatekeepers? How can you convince these of the benefits of the change?
- Who are likely to be the champions for the change? How will you engage with them?
- Who are likely to be resisters? How will you engage with them?

Give each group 10 minutes to answer the questions then debrief in plenary.

Check the plans of each group against the key learning points from the films.