Module 4: Identifying Roadblocks

Time Required

1 hour

Purpose

The purpose of this module is to enable participants to identify the roadblocks and types of resistance that may occur when implementing resiliency strategies through the organizational resiliency model. The module also examines how supervisors and managers can act as change agents to overcome resistance and ensure resiliency strategies are adopted.

Lessons

1. Identifying Roadblocks (40 minutes)

2. Becoming a Change Agent (20 minutes)

Learning Objectives

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

▪ Identify organizational roadblocks to implementing strategies in their organizations.

▪ Explain how to act as a change agent to overcome resistance in their organizations.

Participant Worksheet

▪ Worksheet 4.1, Leading Change in My Organization

Equipment and Materials

No special equipment or materials are required.

Preparation

▪ Preview the video.

☞   **Show Visual 4-1**.

Introduce the module.

☞   **Show Visual 4-2**.

Review the learning objectives.

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

▪ Identify organizational roadblocks to implementing strategies in their organizations.

▪ Explain how to act as a change agent to overcome resistance in their organizations.

1. Identifying Roadblocks (40 minutes)

☞   **Show Visual 4-3**.

Paraphrase:

You would think that most organizations – especially those that work with victims – would recognize the need for resiliency programs for their staff. But sometimes you run into obstacles to implementing strategies, especially if you are implementing a large-scale resiliency program. Most often there is too little time, too little money, or both. However, by allowing you to attend this training, your organizations already recognize the value of resiliency, and they are committed to building resiliency in their organization.

Implementing a resiliency program does represent change. And you are the change agent for your agency. So in this module, we'll provide you with the tools that will make implementing the organizational resiliency model a little easier.

We know that with change there are always challenges – not enough time, insufficient money, the need to create tools, and so on. In the next activity, we look at the strategy you want to implement, what you'll need to carry it out, and what stands in your way of success.

☞   **Show Visual 4-4**.

Introduce the activity.

✍ *Activity: Identifying Roadblocks (30 minutes)*

In this activity, participants will work in small groups to identify some potential roadblocks to implementing resiliency strategies in their organizations.

1. **Post one tear sheet for each group around the room. Post with the longer edge horizontal.**

2. **Ask participants to return to the same groups they worked in during the "Resiliency Challenges and Strategies" activity from Module 3.**

3. **Redistribute the note cards used in the Module 3 activity to the groups. Refer to the group numbers at the top of the cards to make sure each group receives a card it has not worked on previously. (This may not be possible, depending on the number of groups).**

4. **Each card should list three strategies. Tell the groups to identify a strategy they would like to work on.**

5. **Each group will use a posted tear sheet to write a brief description of their strategy, and a brief description of how it might be implemented. Then ask them to draw two vertical lines on the tear sheet, dividing it into three parts, as shown below**

☞ **Show Visual 4-5**.

Strategy:		
Implementation:		
Roadblocks	Actions	Resources

6. *Tell participants to title the left column "Roadblocks" and to collaborate in their small groups to identify as many potential roadblocks or obstacles to implementing their strategy as they can on the tear sheet.*

   *They should consider the range of obstacles **any** organization might face when attempting to implement this strategy.*

   They should complete only the Roadblocks column, and they should number the roadblocks they list. Tell them to write legibly, as others will be reviewing and adding to this tear sheet.

7. *Tell participants that if they think the roadblock is specific to their type of organization, they should identify their organization with a "CAC" if they are from a Child Advocacy Center, "CPS" if they are from Child Protective Services, "DA" if they are from the district attorney's office, "LE" if they are from Law Enforcement. They may use other initials if they are from other types of organizations, but note what the initials stand for on the tear sheet.*

8. *Circulate among the groups throughout this activity and take notes about:*

   a. Roadblocks that occur frequently.

   b. Roadblocks identified with a "CAC," "CPS," "DA," etc.

9. *After 5-7 minutes, have the groups move to a different tear sheet.*

10. *Tell them to title the middle column "Actions" and to list as many ideas as they can for overcoming each roadblock. For example, if one roadblock is lack of full support from the board of directors, the action might be requesting to make a presentation with your manager at the next board meeting. Each action should be numbered to correspond to a roadblock.*

11. *After 5-7 minutes, have the groups move to a different tear sheet.*

12. *Tell them to title the right column "Resources" and to list the resources that would be needed to carry out each action. Resources could be people, money, space, support…anything that would help overcome the roadblock. Each set of resources should be numbered to correspond to an action.*

13. *After 5-7 minutes, have the groups move to another tear sheet and report out on the information on that tear sheet. Make note of any roadblocks that are reported more than once.*

Instructor Note:

Be prepared to cite examples from your notes during the debrief.

Debrief the activity by identifying the three most commonly reported roadblocks and asking the following questions for each of the three:

- [*Cite frequently reported roadblocks from your notes*] have been reported more than once. These seem to be common problems. Would the suggestions work in your organization? Why or why not?

- You listed several obstacles that only apply to CACs, and several that apply only to CPS, and [*mention others and cite examples from your notes*]. Why are these obstacles specific to this type of organization? Or *are* they?

- In your position in the organization, do you have the authority to take most of these actions? If not, what can you do?

Allow for several responses, as time permits.

Ask for questions before continuing.

Paraphrase:

You may become disheartened when you begin to think about the obstacles you might face when you start implementing strategies to build resiliency within your own organization. There are certainly things that can tear you down. But remember, there are many techniques you can use to build yourself up, too.

☞ **Show Visual 4-6**.

VIDEO **Show** the video *Navigating the Path to Success* that is embedded in the PowerPoint presentation by clicking on the slide.

☞ **Show Visual 4-7**.

After playing the video, **ask** participants:

- How could some of the "tear downs" cited in the video be addressed through organizational policy, supervisory techniques, or competency-based training?

- How could you modify the Jenga game for your organization?

Allow for several responses.

2. Becoming a Change Agent (20 minutes)

Paraphrase:

Congratulations! You've identified a resiliency challenge in your organization. You've also created a strategy to address that challenge. The strategy has been approved and is about to be implemented because you've eliminated all the roadblocks. You're proud of yourself for implementing this idea to building resiliency. But guess what? There's very little interest, and almost no enthusiasm.

If you want to successfully implement a resiliency strategy within your organization, you will need to act as a change agent, even if there is no resistance to your ideas. Change will be accepted faster and with more enthusiasm if you approach it as a process. There has been a great deal of research on how to bring about change successfully.

☞ **Show Visual 4-8**.

Paraphrase:

There are many definitions of a "change agent," but essentially a change agent is someone who influences people or organizations to achieve or improve something. A change agent also makes a change "stick" and has a future-oriented outlook. Someone who is successful as a change agent usually has certain characteristics:

- They are passionate about what they are doing, or what they are attempting to change.

- They must be able to motivate themselves and others.

- They must understand people – and know what to do and what to say to each person they encounter along the way.

- They are leaders, regardless of their position in the organization.

Regardless of your characteristics, if you feel strongly enough about something, such as the well-being of your staff, you may find yourself in the role of a change agent.

☞ **Show Visual 4-9**.

Introduce the activity.

✍ *Activity: Leading Change in My Organization (15 minutes)*
The purpose of this activity is for participants to work individually and examine ways they would help make change happen in their organization.

1. *Refer participants to* **Worksheet 4.1, Leading Change in My Organization**, *in the Participant Manual.*

2. *Tell participants to first write down one of the strategies discussed in this training that they would like to implement in their organization.*

3. *Instruct them to answer the questions on the worksheet.*

4. *Ask participants to share their responses with the rest of the group.*

Paraphrase:

Obviously, it isn't always easy implementing new strategies within your organization. It will depend on a number of factors – the extent and scale of the idea you're proposing, your current organization culture, the size of your agency, whether it's public or private, and a host of other factors. But by approaching it the right way, you can often see the results of your efforts play out in resiliency strategies or programs that improve the lives of your staff and volunteers.

Change can be difficult, so it's often helpful to know a process for implementing change. There are many theories about how to create change. One of the most popular theories originated with a professor at Harvard Business School, John Kotter. His theory presents eight steps for leading change. The model is described in your Participant Manual.
Ask for questions before continuing.

☞ **Show Visual 4-10.**

Review the learning objectives for this module and **ensure** they were met.

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

▪ Identify organizational roadblocks to implementing strategies in their organizations.

▪ Explain how to act as a change agent to overcome resistance in their organizations.

☞ **Show Visual 4-11.**

Ask if there are any final questions or comments before moving to the next module.

Kotter's Eight-Step for Leading Change

As leaders, our response to organizational change often predicts the success of the change and others response to it.

In his book *Leading Change* (1996) John Kotter outlined an eight-stage process for organizational change:

1. Establish a sense of urgency.

2. Create a guiding coalition.

3. Develop a vision and strategy.

4. Communicate the vision.

5. Empower staff.

6. Generate short-term wins.

7. Consolidate gains and produce more change.

8. Anchor new approaches in the culture.

1. **Establish a sense of urgency:** Establishing a sense of urgency is crucial to gaining needed cooperation for organizational change.

   Strategies to raise the urgency level in victim service organizations include:

   - Create a case study of a crisis exposing organizational weaknesses.

   - Set productivity and customer satisfaction targets so high that they can't be reached by conducting business as usual and hold staff accountable.

   - Share data about customer satisfaction and performance with all staff.

   - Have staff regularly communicate with dissatisfied customers.

   - Use straight talk when discussing need for change.

   - Look to the future following successful change, highlighting opportunities and rewards.

2. **Create a guiding coalition:** Because major change is so difficult to accomplish, a powerful force is required to sustain the process. Often, no one individual is capable of leading the change effort. A strong guiding coalition is always needed – one with the right composition, level of trust, and shared objectives.

   Strategies to create a guiding coalition in victim service organizations include:

   - Ensure key players are on board, especially first-line supervisors.

- ▪ Ensure various points of view and expertise are represented to address change task.

- ▪ Ensure group members have credibility with other staff.

- ▪ Ensure the coalition has proven leaders to guide the process.

3. **Develop a vision and strategy**: A vision is critical to the change process and generally serves three purposes: clarifies the desired direction, motivates people to take action, and coordinates the action. Kotter provides five characteristics of an effective vision: it is imaginable, desirable, feasible, flexible, and communicable.

   Strategies for creating an effective change vision in victim service organizations include:

   - ▪ Begin with a first draft, often from the leader, reflecting dreams and real needs.

   - ▪ The guiding coalition (or even a larger group of stakeholders/customers) refines and models the change vision.

   - ▪ Ensure that both the "head" and the "heart" are involved in the process.

   - ▪ Give adequate time for the vision to evolve.

   - ▪ Align final product with Kotter's five characteristics of an effective vision.

4. **Communicate the vision:** The real power of an effective vision is realized when most people involved in the change process have a common understanding of the change goals and direction.

   Strategies for communicating the change vision in victim service organizations include:

   - ▪ Keep the vision simple.

   - ▪ Use multiple communication forums (meetings, memos, posters, newsletters, in one-to-one communication).

   - ▪ Repeat the vision messages over and over again.

   - ▪ Lead the change by example – be the change you hope to see.

   - ▪ Address inconsistencies with the vision

   - ▪ Listen to staff for what's working and what's not.

5. **Empower staff:** At this stage of a change process it is important to empower staff by taking action to remove as many barriers to implementation of the change vision as possible. The four areas for potential barriers lie in organizational structures, staff skills, systems, and supervisors.

   Strategies to empower staff to effect change in victim service organizations include:

- Communicate the effective vision.

- Make structures compatible with the vision: assess whether the current organizational structure will support change effort; remove structural silos that undermine teamwork; and streamline decisionmaking functions.

- Provide staff the training they need to make the change.

- Align information and personnel systems to the vision.

- Deal with supervisors who undermine the change effort.

6. **Generate short-term wins:** Identification and communication of short-term accomplishments are critical to the sustainability of the change effort.

   Strategies to generate short-term wins in victim service organizations include:

   - Identify timely short-term performance objectives that are unambiguous and clearly related to the change effort.

   - Make sure the wins are visible to staff and others.

   - Reward staff "change agents."

   - Use short-term wins to generate momentum for future actions.

7. **Consolidate gains and produce more change:** Kotter stresses a cardinal rule of organizational change:

   Whenever you let up before the job is done, critical momentum can be lost and regression may follow.

   The rule is "Don't stop until the job is done."

   Strategies to consolidate gains and produce more change in victim service organizations include:

   - Use the success of short-term wins to target additional change steps.

   - Bring more staff to the change team.

   - Maintain clarity of the shared vision and keep urgency up.

   - Share leadership with lower-level staff for change steps/projects.

   - Provide "change-agents," the tools, support, and independence (i.e., remove interdependent barriers) to move the change process forward.

8. **Anchor new approaches in the culture:** When new practices made in a change effort are not compatible with the organizational culture, they will be vulnerable to regression. Kotter asserts that culture changes only after you have successfully altered staff actions, you have demonstrated that new actions produce some positive change in performance, and that staff see the connection between new actions and performance improvement.

    Strategies to anchor new approaches in the culture in victim service organizations include:

    ▪   Remember that culture change comes last – not first.

    ▪   Focus on results – make it clear that they are due to new practices and are superior to the old.

    ▪   Talk it up with staff – help staff to recognize the validity of new practices.

    ▪   Change key people if they are barriers to culture change.

    ▪   Make promotion processes compatible with new practices.

Kotter's later book, *The Heart of Change (2002),* added an important component to change: People are less likely to change themselves and others based only on data and analysis, and more likely to change from compelling experiences.

Bottom-line: feelings often trump thinking.

This insight certainly supports the changes in victims' rights and services in the U.S. in the past 30 years. The power of the personal story is often the catalyst for change, more so than statistics, etc. Feelings and emotions often trump thinking and logic.