

## Module 3: Navigating the Path to Success

### Time Required

1 hour, 30 minutes

### Purpose

The purpose of this module is to enable participants to identify the roadblocks and types of resistance to 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 (45 minutes)
2. Becoming a Change Agent (45 minutes)

### Learning Objectives

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

- Identify organizational roadblocks to implementing strategies.
- Explain how to act as a change agent to overcome resistance in the organization.

### Participant Worksheet

- Worksheet 3.1, Implementing Change in My Organization

### Equipment and Materials

No special equipment or materials are required.

### Preparation

- Preview the video.





**Show Visual 3-1.**

**Introduce** the module.



**Show Visual 3-2.**

**Review** the learning objectives.

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

- Identify organizational roadblocks to implementing strategies.
- Explain how to act as a change agent to overcome resistance in the organization.

## **1. Identifying Roadblocks (45 minutes)**



**Show Visual 3-3.**

**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. Most often there is too little time or too little money. 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 resiliency 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.



**Show Visual 3-4.**

**Paraphrase:**

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 3-5.**

**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. Divide the note cards used in the “Resiliency Challenges and Strategies” activity (from Module 2) into three stacks, and divide participants into three groups. Give each group one of the stacks of note cards. Tell the groups to look through the note cards and select a strategy they would like to work with during this activity.**
- 3. After the groups have made their selections, have each group stand by a tear sheet with a marker. Tell the groups to write at the top of the tear sheet a brief description of their strategy and a brief description of how it might be implemented. Then tell them to draw two vertical lines on the tear sheet, dividing it into three parts.**

 **Show Visual 3-6.**

<i>Strategy:</i>		
<i>Implementation:</i>		
<i>Roadblocks</i>	<i>Actions</i>	<i>Resources</i>

4. *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.*

5. *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 organizations, but note what the initials stand for on the tear sheet.*

6. *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.

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

8. *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.*

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

10. *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.*

11. *After 5-7 minutes, have the groups move to another tear sheet and do a report out of 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.

**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 for your own organizational resiliency model. 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 3-7.**

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



**Show Visual 3-8.**

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 (45 minutes)



**Show Visual 3-9.**

### **Paraphrase:**

If you want to 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 implemented 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.

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.

### **Ask:**

- How many of you have these characteristics?
- How many of you have some of these characteristics?

### **Paraphrase:**

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. That’s why it will be 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, and we’ll do an activity in connection with Kotter’s model



**Show Visual 3-10.**

**Introduce** the activity.

 **Activity: Implementing Change in My Organization (30 minutes)**

The purpose of this activity is for participants to work individually and create an approach for obtaining approval for a strategy or maybe just an idea, and with whom they would interact.

1. **Refer participants to Worksheet 3.1, Implementing Change in My Organization, in the Participant Manual. This worksheet lists the 8 steps of Kotter's change model.**
2. **Tell participants to first write down a strategy they would really like to implement in their organization, and to assume they will be acting as the change agent.**
3. **Instruct them to complete each section of the worksheet as you walk through the steps of the model. For now, they are to write only their strategy or idea. Allow 3 minutes.**

**Paraphrase:**

Now that you have a strategy you'd like to implement in your organization, let's see how you might go about doing that, applying Kotter's change model, and with you acting as the change agent.

**Facilitate** a discussion of Kotter's eight steps.

 **Show Visual 3-11.**

**Step 1: Create a Sense of Urgency**

It helps if you can entice people to *want* what you have to offer! Develop a sense of urgency around the need for change. This may help you light the initial spark to get things moving. Spread the word. Convey urgency to your staff and other supervisors, and it could very well snowball.

For change to be successful, according to this model, 75 percent of an organization's management needs to "buy into" the change. Your agency has already recognized the importance of the organizational resiliency model by sending you to this training. But *recognizing* that something is necessary doesn't always mean that the agency feels that it must be done right away. You don't want your ideas to be shelved, then forgotten. That's why creating a sense of urgency is so important.

**Ask** participants the following questions:

- How would you create a sense of urgency in your organization for the change you want to make?
- What would you say?
- Who would you contact first? Why?

**Allow** participants about 3 minutes to write their answers on their worksheets, but do not discuss their responses yet.



**Show Visual 3-12.**

### **Step 2: Form a Coalition**

Contact people in your organization who are leaders. They don't necessarily need to have a high-level job; they simply need to be influential. However, it does help to have people on your team who have different strengths, such as status, expertise, job title, etc.

If you're successful enough to build a coalition that will be committed to your idea and lend support your resiliency program, you will have a much greater chance of success.

**Ask** participants the following questions:

- How would you identify people to be part of your coalition?
- Why are these people influential?
- How many people do you think you should have on your coalition team?

**Allow** participants about 3 minutes to write their answers on their worksheets, but do not discuss their responses yet.



**Show Visual 3-13.**

### **Step 3: Create a Vision for Change**

You probably have a clear idea of what you want to do to improve resiliency in your organization, but not everyone else will. It's critical that you link your idea to the vision or mission of your organization. Clearly connect these concepts to an overall vision that people can grasp easily and remember.

A clear vision can help everyone understand why you're asking them to do something. When people see for themselves what you're trying to achieve, then the directives they're given tend to make more sense.

**Ask** participants the following questions:

- Your strategy or idea should link to your organization's mission or vision statement. How you would do that?
- How would you ensure that your resiliency program captures the values of the organization? And if other agencies are involved, how would it capture *their* values as well?

**Allow** participants about 3 minutes to write their answers on their worksheets, but do not discuss their responses yet.



**Show Visual 3-14.**

#### **Step 4: Communicate the Vision**

You should embed the vision for your resiliency plan within everything that you do. Talk it up every chance you have. Mention it frequently within your own organization as well as to other agencies that might be involved. If people have concerns or issues, address them openly and honestly. Be prepared to describe the benefits.

**Ask** participants the following questions:

- When could you talk up your idea within your own organization?
- How would you approach it with upper management? With your staff?

**Allow** participants about 3 minutes to write their answers on their worksheets, but do not discuss their responses yet.



**Show Visual 3-15.**

#### **Step 5: Remove Obstacles**

We've already talked a great deal about obstacles and how we can overcome them. You have to check frequently for roadblocks; they can pop up unexpectedly, especially when you are working outside your span of control. Make sure you look at your organizational structure, job descriptions, and performance systems to make sure they are aligned with what you want to do. And identify people who are resisting your idea; help them see what's needed.

**Ask** participants the following questions:

- What are the obstacles you might run into when working to have the organization accept your ideas or strategy?
- If other agencies are involved, what roadblocks might occur in those organizations?

**Allow** participants about 3 minutes to write their answers on their worksheets, but do not discuss their responses yet.



**Show Visual 3-16.**

### **Step 6: Create Short-Term Wins**

Don't just focus on the large goal. If you can achieve your goals by creating and implementing short-term goals, you may be much more successful. When you develop short-term goals, make sure they are achievable, with little room for failure. Each "win" reflects positively on your idea and generates enthusiasm. Short-term goals might involve some of the activities we've discussed in this training – creating a T-shirt, for example, or posting the mission statement. These are quick "wins" that are easy to accomplish.

**Ask** participants the following questions:

- What short-term goals might help implement your approach?
- Why are these easy goals to achieve?

**Allow** participants about 3 minutes to write their answers on their worksheets, but do not discuss their responses yet.



**Show Visual 3-17.**

### **Step 7: Build on the Change**

Don't celebrate success too early. Quick wins are great and build momentum, but it takes time to achieve long-term change. Each success is an opportunity to build on what went right and identify what you can improve.

**Ask** participants the following questions:

- How would you prioritize the short-term goals we discussed in the previous question?
- What if one of these smaller goals wasn't successful?

**Allow** participants about 3 minutes to write their answers on their worksheets, but do not discuss their responses yet.



**Show Visual 3-18.**

### **Step 8: Anchor the Changes in Organization Culture**

Finally, to make any change permanent, it should be integrated into the core of your organization's culture. If you have been successful as a change agent, your resiliency program will eventually embed itself. Recognize key people who helped make the change a success, and make sure the rest of the staff remembers their contributions. It also is important that your organization's leaders continue to support the change.

**Ask** participants the following questions:

- Suppose you have been successful in implementing your strategy. How would you ensure that your agency head or governing board continues to support the program?
- If enthusiasm lags, what could you do about it?

**Allow** participants about 3 minutes to write their answers on their worksheets, but do not discuss their responses yet.



**Show Visual 3-19.**



*Activity: Implementing Change in My Organization (continued) (5 minutes)*

- 1. Allow a few minutes for participants to finalize their worksheets.*
- 2. Then ask for a few volunteers to describe their strategies and explain what they would do at each step of the Kotter model.*

*Ask for any final questions on implementing change in the organization.*

**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.

**Ask** for questions before continuing.



**Show Visual 3-20.**

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

- Identify organizational roadblocks to implementing strategies.
- Explain how to act as a change agent to overcome resistance in the organization.



**Show Visual 3-21.**

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