

Unit 2 Adaptability- reacting to Change

Exercise U2-E1:		Looking into the mirror
Short description of the exercise	Reflection allows you to learn from situations what suits them or teach them what can be used for their advantage. It belongs to a professional attitude of job coaches to reflect on their own (professional) act and give each other feedback. The development and stimulation is the purpose of this reflection.	
Subunit	A. Empowering himself	
Learning objectives	<ul style="list-style-type: none"> • Show his own learning experience • Is aware of how others behave and how this influences their own (professional) behavior • Reflects on his own experiences and knows how to improve his behavior 	
Exercise U2-E1 How to implement		
Time	Steps	Equipment
30 min	<p>Introduce the participants and theory about reflection. You can choose for yourself which one. Try to link this theory with the knowledge about reflection the participants already have. If not, then chose a model that fits your participants the best.</p> <p>Ask the participants on of the following questions:</p> <ol style="list-style-type: none"> 1. You have a minute to introduce yourself as an employee to a jury. What would you especially like to show of yourself? How are you going to do that? 2. What do people appreciate most about you as an employee? What do you often get compliments for? Where do people not give you compliments, but you think you are good anyway? What you often get told that you can not do? Why do you do it anyway? What do you want to achieve? <p>Give them time to prepare a presentation</p>	Flip chart/ beamer or cards to present the questions
30 min	Let the participants present the outcomes. Let them free think about the form of the presentation.	
1 min per presentation	After each presentation ask one of the other participants to say something about the presentation in one word that expresses their own feeling like: admirable, enthusiastic, loving, personal.	

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	It is important that the one word feedback represents a feeling.	
5 min	Evaluate the exercise very briefly and focus on the learning objectives.	

Exercise U2-E2		Motivate me!	
Short description of the exercise	This exercise provides a experience to remember and relive the moment that you where very motivated. It tries to teach you to a way to relive this motivated feeling in other circumstances.		
Implementation Dee Fink fase		Foundational Knowledge	
		Application	
		Integration	
		Human Dimension	
		Caring	
Subunit	A.	Empowering himself	
	B.	Empowering and inspiring others	
Learning objectives		<ul style="list-style-type: none"> • The entrepreneurial coach wants to achieve success and/or to come and put more into it • Picks up situations with enthusiasm and perseverance 	

Exercise U2:E2 How to implement		
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.		
Time	Steps	Equipment
5 min	Explain the topic. Motivation is a pre-requisite in business, and in the world of work. Without it, you are unlikely to succeed. <i>"It does not matter how slow you go so long as you do not stop" - Confucious</i>	Post it notes

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<p>5 mins</p>	<p>Accordingly to Maslow’s hierarchy of needs, every one of us has unsatisfied needs and desires that influence our behavior, whereas satisfied needs do not. As soon as we have satisfied basic needs, such as hunger and thirst we focus towards the satisfaction of the next level of needs, such as safety and health, and so until we have reached the highest level of needs: self-actualization. Maslow’s hierarchy consists of the following five needs that are listed from the most complex to basic ones:</p> <div data-bbox="338 459 1151 1043" data-label="Diagram"> </div> <p>To use Maslow’s hierarchy of needs to get motivated you need to be able to identify at what stage of the pyramid you see yourself and match your goals and activities towards the satisfaction of the needs in this particular stage. You are unlikely to realise your full potential when you have no secure accommodation, or suffer from a lack of confidence, for example.</p>	
	<p>Explain the exercise : Ask participants to stand with their feet planted firmly on the floor, hip width apart. Ask them to each think of a time in the past when they were highly motivated. Read the following script to them :</p>	

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	<p>Now, think back to that time in the past when you were really motivated. Think about how you took action on that motivation and did whatever it was you set out to do. Run through that event in your mind, and make the pictures bigger, brighter and more colourful. Feel what you felt and suck that motivation into your body as if you were there now, doing it again for the first time.</p> <p>Make the emotions stronger and stronger, and keep building up the feeling of taking action and successfully doing what you set out to do. Run the story through your mind several times, each time building the momentum.</p> <p>Now, as your motivation builds up, rub the palm of your dominant hand on your elbow. As you do so, think about even more occasions when you were highly motivated and increase those sensations even further.</p> <p>Keep rubbing your elbow, and know that whenever you want to call upon that highly motivated feeling, all you have to do is rub your elbow.</p> <p>Finally, while still rubbing your elbow, think about your most important BIG goal and all of the smaller goals you must complete to make it. Imagine reaching them with everything going well, reaching that big goal right on your deadline.</p> <p>Can you see what we're doing here? We are taking your motivation which you clearly have and adding it first to the motion of rubbing your palm on your elbow, and secondly adding that motivation to the thought processes of reaching your most important goal.</p> <p>Now the great thing is that you can do that exercise for every goal you set yourself. By imagining it all going perfectly well and reaching every goal on time, you're increasing your self-belief and getting your motivation flowing around your body.</p> <p>And when you're highly motivated and you take action on that motivation then you're much more likely to reach your smaller goals which, in turn, breeds even more motivation. If it helps, do that exercise a few times. You'll soon feel incredibly motivated and, when your motivation starts to subside, rub your palm on your elbow to start bringing back all of those amazing motivational feelings!</p> <p>And if at any point in the future you find your rub-your-elbow motivational trigger subsiding, simply do the entire exercise again.</p>	
5 min	<p>Evaluation of the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise.</p>	

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Exercise U2-E3		No barriers	
Short description of the exercise	This exercise provides a way to think out of the box and to get things done. The exercise asks you to write yourself a bucket list of all the things you want to do before you kick the bucket an to plan the activities.		
Implementation Dee Fink fase		Application	
		Integration	
Subunit	A.	Empowering himself	
Learning objectives		•	

Exercise U2:E3 How to implement		
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.		
Time	Steps	Equipment
5 min	introduction	Post it notes
5 min	If there were no barriers (money, time, permission, duty, laws etc), what would you do? Write yourself a bucket list of all the things you want to do before you kick the bucket.	

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	Now identify some short term ones that you could complete within 1 month. Which one will you commit to? Build in accountability - how will you ensure you carry out what you have committed to? Who will you be accountable to in the group? Out of 10, how likely are you to be successful?	
5 min	Evaluation of the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise.	

Exercise U2-E4	Inspiration!	
Short description of the exercise	These videos provide some inspiration helps you to reflect on your own inspiration and how to inspire others.	
Implementation Dee Fink fase		Caring
Subunit	A.	Empowering himself
	B.	Empowering and inspiring others
Learning objectives		• Reflect on your own inspiration

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Exercise U2:E4 How to implement

Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.

Time	Steps	Equipment
-		laptop
5 min till 15 min	<p>“Change your life” video : https://www.youtube.com/watch?v=ScQ-ad9gR9M (7½ min)</p> <p>“Entrepreneur Effortless Business Vision” video : http://www.youtube.com/watch?v=rSYeZGKYawo (3 min)</p> <p>“Mindshift” video : https://www.youtube.com/watch?v=fviFNRWkzZ8 (5 min)</p>	

Exercise U2-E5: Change self-assessment

Short description of the exercise

This exercise helps to understand how each person manages change by using an assessment questionnaire. Dealing with changes and adaptations

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Implementation		Human Dimension
Dee Fink fase		Caring
Subunit	A	Empowering himself
Learning objectives	•	Analyzes what's behind the problem and tries to translate it into solutions.
Exercise U2:E5 How to implement		
Implement this exercise in a room large enough to place tables and chairs in small groups.		
Time	Steps	Equipment
	Introduce the topic of change and explain that the participants will complete a self-assessment questionnaire on how they personally manage change. <i>"When you're finished changing, you're finished." Ben Franklin</i>	Managing change handout
5 min	Give a handout to each participant. Ask them to indicate their agreement or disagreement with each of the statements, using this five-point scale: 1) Strongly disagree 2) Disagree 3) Neither agree nor disagree 4) Agree 5) Strongly agree	
5 mins	Reflecting on own ratings and perhaps the ratings of others, ask participants to consider what they need to do differently to manage change more effectively.	
5 min	Evaluate the exercise. How did the participants experience the exercise. What did they learn? Focus especially on the learning objectives of this exercise.	

Managing change - self assessment	Rating *
Readily takes on new challenges, and tackles them with great energy and enthusiasm	
Responds positively and flexibly when asked to change	
Proactively introduces changes that significantly improve the performance and reputation of their unit	
Implements changes in a planned and coordinated way	
Acts speedily and decisively when planning and implementing change	
Treats people as adults and communicates clearly and honestly with them when introducing changes	

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Listens to the genuine concerns of other people and takes account of their concerns when managing change	
Shows courage and tenacity to overcome obstacles and criticism when introducing change	
* Ratings	
1) Strongly disagree	
2) Disagree	
3) Neither agree nor disagree	
4) Agree	
5) Strongly agree	

Exercise U2-E6:	Managing change styles	
Short description of the exercise	This exercise helps to understand how each person manages change by looking at our own experiences and using models to identify different approaches.	
Implementation		Foundational Knowledge
Dee Fink fase		Application
		Integration
		Human Dimension
Subunit	A.	Empowering himself

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	B.	Empowering and inspiring others	
Learning objectives		<ul style="list-style-type: none"> Analyzes what's behind the problem and tries to translate it into solutions; Translates opportunities into correct and clear plans based on several solutions/possibilities; Communicates his/her ideas in a clear and transparent way. Encourages others to show entrepreneurial behavior 	
Exercise U2:E6 How to implement			
Implement this exercise in a room large enough to place tables and chairs in small groups.			
Time	Steps		Equipment
5 min	<p>Introduce the topic of change. Change is routine in today's world. And, no matter what you do, you probably can't - or shouldn't - try to stop it. However, you can choose how you react to it. If you can embrace and cope with change, you'll be flexible and adaptable, and this reputation can open up many opportunities. If, however, you consistently resist change, you'll be seen as "part of the problem," and you'll get left behind.</p>		
5 min	<p>As you read the descriptions which follow, consider which style is most like you when you have adopted items such as a mobile phone.</p> <ul style="list-style-type: none"> Innovators - risk takers who are the first to adopt new ideas Early Adopters - willing to try out new ideas and accept change more quickly than the average Early Majority - thoughtful people who accept change in a more considered or careful way Late Majority - sceptics who only change when everyone else has Laggards - traditional people who much prefer the 'old ways' <p>Which one are you?</p> <p>Ask "how much change have you experienced in the last year?" Perhaps you've had to learn a complicated new software system. You may have taken on a new role. You might have moved house or suffered loss.</p>		

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Here is a model which summarises four options that are open to someone when they find themselves in a situation that is unsatisfactory. Let us illustrate the four options with the example of someone who isn't satisfied with the role they find themselves in following an organisational restructure. Suppose they think the job isn't stretching enough and are concerned that their development and career prospects will be harmed.

- One option is to leave - in this case, find another job within or outside the organisation.
- Another option is to change the situation - for example, they might take on extra responsibilities in addition to their current role.
- A third option is to put up with the situation - stay in the job and continue to feel dissatisfied.
- The final option is to change - for example, rather than becoming frustrated and upset, think of this as a temporary situation where they will do as good a job as they can while also looking for the next step in their career, which may help to dispel their feelings of dissatisfaction. Note that changing yourself is different from merely putting up with the situation since your thoughts, feelings and behaviour are different in the two cases.

Ask participants to write down two significant changes they have experienced in the last year.

Discuss in pairs :

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	<ul style="list-style-type: none">• Which option(s) did they take?• Why did they take that option?• In hindsight, was it the best option?	
5 min	Evaluate the exercise. How did the participants experience the exercise. What did they learn? How will this learning translate into the workplace? Focus especially on the learning objectives of this exercise.	