



**TRANSVERSAL SKILLS**  
IN TIME OF COVID

# MODULE 1

# OPENNESS FOR CHANGE

# WORKSHOP SCENARIO: OPENNESS FOR CHANGE

## WITH TIPS FOR AN EDUCATOR 4 WORKSHOP HOURS



## 01 INFORMATION

- Duration of the workshop
- Recipients of the workshop
- Number of participants
- Working methods
- Materials needed for the workshop
- The purpose of the workshop

## INTRODUCTION

- Introduction to the subject of the workshop
- Introducing the leader
- Ice breaker: Group integration
- Establishing group rules

## MERITS

## END OF WORKSHOPS

## APPENDIX

## EVALUATION QUESTIONNAIRE

## CERTIFICATE TEMPLATE

# 1. INTRODUCTION

## **Duration of the workshop:**

4 hours

## **Recipients of the workshop:**

The recipients of the classes are adults, employees of the administration and financial industry.

The workshop plan can be used by all other people from other professional groups interested in the topic of openness for change and change resistance.

## **Number of participants:**

Group of 12 people of both sexes. It is also possible to conduct the workshop in a smaller group of at least 8 people, depending on the premises or the size of the team.

## **Suggested working methods:**

- Brainstorm
- Active methods of teaching: group work
- Active ways of conducting classes: work in pairs
- Individual work
- Relaxation techniques
- Psychoeducation
- Mini lecture

## **Examples of materials needed for the workshop:**

- Worksheets
- Markers
- Crayons
- markers
- Sticky Notes
- flipchart
- A4 sheets
- Pens
- Certificates
- Evaluation questionnaire





## **Cel zajęć:**

Głównym celem jest wzmocnienie kompetencji personalnych i społecznych w tym umiejętności komunikacyjne oraz on-line, empatię, zaangażowanie, inicjatywę i odpowiedzialność.

## **Mini wykład:**

Kompetencje – zakres czyjejś wiedzy, umiejętności i doświadczenia.  
(Encyklopedia PWN)

Osoba kompetentna to osoba, której postawa świadczy o tym, że potrafi we właściwy sposób wykorzystać posiadaną wiedzę w celu wykonania jakiegoś zadania lub rozwiązania problemu.

Istnieje wiele typologii kompetencji. Jedną z nich jest popularny podział na kompetencje twarde i miękkie:

**Kompetencje twarde** – to wiedza oraz umiejętności potrzebne do wykonywania określonej pracy, np. znajomość języków obcych, czy znajomość obsługi komputera.

**Kompetencje miękkie** – to umiejętności psychospołeczne, np. komunikatywność, kreatywność, dynamizm działania, czy elastyczność.

Obecnie dla pracodawców coraz większe znaczenie mają jednak kompetencje miękkie. Dlaczego? Ponieważ to one odpowiadają za nasze nastawienie do pracy, styl współpracy z innymi, chęć zdobywania nowej wiedzy, czy sposób radzenia sobie z przeszkodami.

## **Kompetencje personalne**

### **1.2. Empatia**

Osoba posiadająca tę kompetencję posiada zdolność uchwycenia i dzielenia nastroju rozmówcy. Dba o uczucia i interesy innych osób w ramach realizacji wspólnej misji.

W jakich sytuacjach można rozwijać tę kompetencję?

### **W pracy zawodowej:**

Umiejętność prowadzenia interakcji ze współpracownikami, z menedżerami, osobami pod opieką – z otwartym umysłem i w ramach dobrych relacji, z uwzględnieniem roli każdej osoby.

## Purpose of the workshop:

The main goal is to prepare the participant for change and develop mechanisms of openness and resistance to it. Additionally, getting to know the stages of change and tools for training openness and resistance to change.

## Mini lecture:

More than 25 centuries ago, Heraclitus preached that the only constant in our lives is change - so why are we so guarded against change?

One of the reasons for the fear of change in life is undoubtedly the fact that we feel good in what we already know. Even if the situation we are in is not always favourable for us, we often do not want to go beyond it as we fear the unknown. Change in life is nothing more than going beyond your comfort zone and experiencing something new.

We often face the situation described above in our professional life. We suffocate in our current job, but we do not have the courage to change it.

This is then a good area to work on expanding your ability to cope with change. We can look at what makes us happy in this job and what blocks us. We may not need to retrain right away to do the job of our dreams, but to be sure, we need time and courage to look at the current situation. Changing your life in general requires courage, each of us has the courage necessary to take action - perhaps we just need to discuss it with someone?

The second reason may be the fact that when we think that we should change something in our lives, we immediately assume that it involves gigantic changes for us, and this immediately causes fear and resistance. Meanwhile, sometimes it is enough to slightly change the course of our ship to reach a completely different land. A good example here may be the topic of weight loss - probably many of us have tried diets, starvation diets, exercise beyond our measure - these were very big changes for us. Often such attempts end in failure and we return to the starting point, which is, in fact, to the state before the change. And it is enough to change only one element in our puzzle at the beginning - for example, go for a 30-minute walk every day. And this is enough for our body to enter a slightly higher level of metabolism.

This one small change can lead to another - because, for example, during these walks we will find time to look at ourselves, to think, to stop. Then there may be a thought about the next element that we can introduce into our lives to achieve the desired figure.

The third factor that makes us afraid of change is the fear of failure - and this is completely natural. The fact that we may fail at something means that we often do not take action from the get-go. We prefer to stay on safe shore and watch others struggle with their change processes. At this point, it is worth saying that fear is an emotion that often protects us from situations that could threaten us.

The trick is to listen to your own intuition, your own heart and consciously decide what is actually not for us, what we do not want to get involved in, and what we refuse to do without a specific reason.

The fourth reason for fear of changes in life naturally follows from the one described above - we are afraid of being judged by others - what if I fail? What will my partner, my boss, my friend say?

We often have this tendency to overly consider the opinion of others about ourselves, and we do not trust ourselves.

We often live without changes because of fear of being judged by others. It is worth taking a look at your own resources and skills - this is a good basis for building a strong self-esteem. In general, being good to yourself, accepting your weaknesses and feelings is a way to cope better in life - also with changes.

## 2. WORKSHOP OUTLINE



1. Introduction to the subject of the classes. – (5 minutes)
2. Presentation of the agenda of the workshop
3. Introduction of the workshop leader
4. Welcome- (5 min.)

- full name
- education
- experience
- interests

### Group rules - (15 min.)

The workshop leader distributes two sticky notes to the participants and asks the participants to write down on one of them what we do and what we do not do during the workshop to ensure a nice and safe atmosphere. The leader gives participants -2 minutes for this task.

Example:

WHAT WE DO	WHAT WE DON'T DO
WE ARE POLITE TO EACH OTHER WE RESPECT EACH OTHER WE COMMUNICATE BREAKS	WE DON'T CRITICISE OTHERS WE DON'T USE OUR PHONES WE DON'T CRITIQUE OTHERS ANSWERS

The educator collects the sticky notes , reads them aloud and asks if everyone agrees to the presented rules. They stick them in a visible place or ask one of the class participants to do so. Then they suggest that the participants write their name on the second piece of paper and stick it in a visible place on their chest.

### Questions about what we expect after the workshop.

#### Verification of expectations - (10 min)

The workshop leader distributes one sticky note to the participants and asks them to write down their expectations in relation to the workshop. The leader gives participants 3 minutes to do this. Then they collect the sticky notes, read the questions/statements and discusses them.

#### Garage - (5 min.)

The educator takes out a previously prepared A4 sheet / flipchart with the word "GARAGE" and a marker and informs the participants what a garage is: "garage - during breaks in the garage, each of you can anonymously write down a question about the content of the workshop. These will be answered after the break.



# 3. MERITS

**Ice breaker- introduction of the workshop participants (15 min)**

**An avalanche of changes**

**Finish the sentence**

- My name is
- I like
- I want to change
- Change for me is
- I am open to
- The craziest change I've made in my life
- My favourite colour is

**Task 1 (20 mins)**

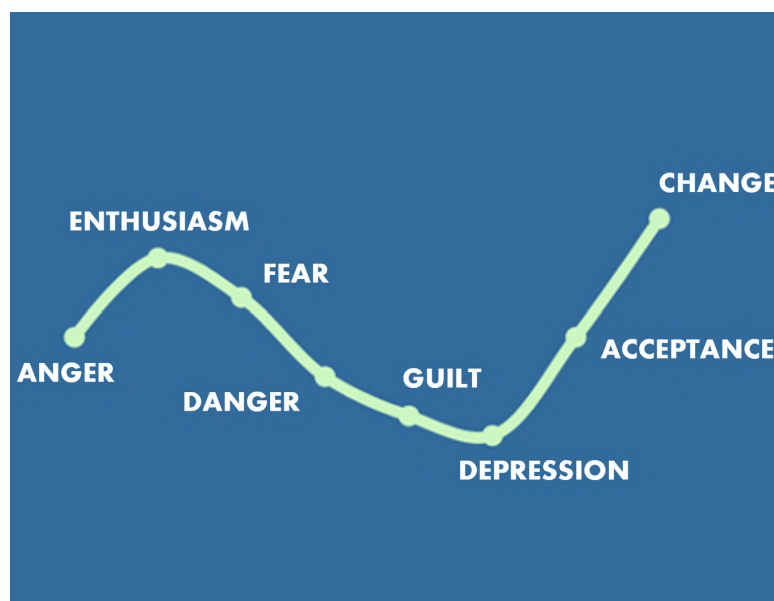
Work in groups of 5. The educator divides the group, counting to 5.

Each group creates its own definition of change: change is....

The educator says: No two people will react to change in the same way, so each definition will be different. Discuss as a group before building a definition of what change means to each of you.

Groups present their work.

The educator completes by showing the Fisher curve to the group:



The curve shows what states we go through during change.

The graph is quite generalised, so we have to take into account the factors that will be listed in the next exercise. These factors strongly shape where we start from.

However, this indicated range of reactions and emotions allows us to better understand that going through change is not just a matter of our approach or attitude, that the problem lies deeper and sometimes triggers extreme emotions in us.

### Task 3 (20 mins)

The educator asks the participants to create a list of ideas:

What do you want to change in the near future in your environment? - take it as a challenge.

**Ingenuity** - a feature of openness for change allows you to see new solutions, and sees the problem as a challenge. Lack of ideas may indicate a strong attachment to schemes of doing things, a lot of ideas may mean that a person does not see simple and obvious solutions and makes more effort than necessary.

Questions may arise: what does "immediate surroundings" mean? The answer it with it is what it means to you. There will be people who will treat this task as: me, my job, family, city, country.

After participants have shared their ideas, ask them if the ideas are viable? Invite them to choose 1 of them and implement it in the near future.

### Task 4 (20mins)

Adaptability includes flexibility and resilience. Thanks to it, a person easily finds themselves in a changing environment, has various options prepared, adjusts goals on an ongoing basis. They give themselves the opportunity to make mistakes because they focus on the present and the future.

Recall a conflict from your work life that you observe and participate in. As a result of this conflict, the company loses an important contractor, which has a direct impact on the amount of your pay.

However, your boss decided that you are the only person in the company who will be able to convince the contractor to come back and continue using your company's services. Never before, no one has given you such a task, you don't know if you will be able to complete it.

After reading this task, the educator invites the participants to get into pairs. Discuss the task and find a solution. The educator asks helpful questions:

- What do you think about it?
- What feelings are triggered in you?
- What can and do you want to do about it?
- What is your new thought?

At the end of the exercise, the educator invites the pairs to share their findings.

The educator also talks to the group about the fact that sometimes it is difficult for us to adapt to new conditions and, consequently, we need outside help.

### Task 5 (20 mins)

The educator reads the following text and invites the group for a discussion.

**I work in the human resources department of one of the well-known banks. Our industry has been through a lot recently, and now we're about to be taken over by a bigger and stronger competitor. I realise that thanks to this, the bank will survive on the market, but will we - the employees - survive together with it? Together with my colleagues, we are afraid of staff reductions, and above all, changes that will make our lives difficult and destroy what we have achieved so far. I know that several people, fearing the lack of stability and have already decided to leave. Maybe I should rethink that too?**

- Do you think such a prospect could emerge in your industry?
- Has anyone else been in a similar situation and how did you deal with it?
- How do people usually behave?
- What could be the reason why they do nothing?
- Who finds it easier to make a decision to change and who finds it harder?

Together with the group, they write down good solutions.  
Summarise the exercise together with the group.

### Task 6 (20 mins)

The educator introduces the John Kotter model to the group:

#### 8 steps to change - John Kotter's model

- Create a Sense of Urgency
- Create a Guiding Coalition
- Create a Vision For Change
- Communicate the Vision
- Remove Obstacles
- Create Short Term Wins
- Consolidate Improvements
- Anchor the Changes

The educator invites the group members to form teams of three to create a template and says:

**“Identify existing threats and opportunities affecting your organisation. Here you can apply SWOT analysis with your team. Based on that, future scenarios of what might happen can be developed.”**

**S**TRENGTHS  
**W**EAKNESSES  
**O**PPORTUNITIES  
**T**HREATS

1 person in the team describes their organisation, and the other 2 ask questions and make notes.  
The groups present their analysis, followed by a discussion on possible solutions.

## Task 7 (20 mins)

The educator invites participants to the next step, which is to use the SWOT analysis and create a meaningful vision and goals that will guide the initiative and develop effective strategies that will help the team to achieve it.

This helps to create a picture of what the future of the organisation will look like after implementing the change.

The right vision helps to implement changes effectively, inspiring and guiding the actions and decisions of the team.

It should also define clear and realistic goals that will help to easily measure success and interest the company's stakeholders.

Creating a clear and attractive vision and goals:

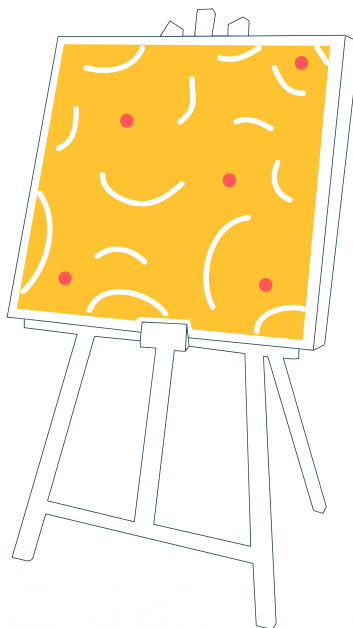
- Align goals with key values for the organisation and the change initiative,
- Accept employees' ideas when creating a vision,
- Make sure the vision and goals can be easily communicated and understood by everyone,
- Include data such as forecasts, market research data, business trends, etc.,
- Make sure the goals and vision are simple enough to be explained in five minutes or less.

## Conclusion - (10 min.)

The educator asks the participants to sit in a circle and each answer the question:

- What did you like the most?
- What will you take away for yourself?
- What are you leaving with?

At the end of the speech of the participants, the educator thanks them for their participation in the workshop.



# **EVALUATION QUESTIONNAIRE**

## **WORKSHOP TITLED:**

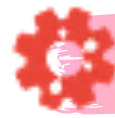
### **COMMUNICATION AND ONLINE COMMUNICATION**



**DEAR PARTICIPANT,**

**WE HOPE THAT TODAY'S WORKSHOP WAS INTERESTING FOR YOU AND YOU COULD LEARN A LOT OF INTERESTING THINGS. WE ARE COMMITTED TO RECEIVING FEEDBACK FROM YOU.. WE WOULD BE VERY GRATEFUL IF YOU TAKE THE TIME TO COMPLETE THE BELOW QUESTIONNAIRE.**

**THE QUESTIONNAIRE IS ANONYMOUS.**



**1. DID THE WORKSHOP ALLOW YOU TO GET ANSWERS TO QUESTIONS THAT HAVE ARISEN IN YOUR PRIVATE AND PROFESSIONAL LIFE?**

**DEFINITELY YES**

**YES**

**NO**

**DEFINITELY NOT**

**2. DID THE WORKSHOP PROVIDE YOU WITH USEFUL TIPS AND TECHNIQUES ON HOW TO COMMUNICATE IN VARIOUS PROFESSIONAL SITUATIONS AND IN EVERYDAY LIFE, ESPECIALLY WHEN IT COMES TO STRENGTHENING YOUR COMPETENCES RELATED TO PERSONAL COMPETENCES, IN PARTICULAR COMMUNICATION, EMPATHY, RESPONSIBILITY.**

**DEFINITELY YES**

**YES**

**NO**

**DEFINITELY NOT**

**3. DID THE WORKSHOP PROVIDE YOU WITH USEFUL TIPS THAT MAY BE HELPFUL IN OVERCOMING COMMUNICATION BARRIERS?**

**DEFINITELY YES**

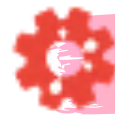
**YES**

**NO**

**DEFINITELY NOT**

**4. WHICH PART DID YOU LIKE THE MOST AND WHY?**

Large empty rounded rectangular box for writing the answer to question 4.



**5. WOULD YOU LIKE TO TAKE PART IN OTHER THEMATIC WORKSHOPS?**

**YES NO**

**6. IF YES, WHAT TOPICS WOULD INTEREST YOU?**

Empty rounded rectangular box for response to question 6.

**7. ADDITIONAL COMMENTS**

Empty rounded rectangular box for additional comments.

**THANK YOU FOR COMPLETING THE QUESTIONNAIRE!**

# CERTIFICATE

**THIS IS TO CERTIFY THAT**

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**TOOK PART IN THE WORKSHOPS TITLED:  
"OPENNESS AND RESISTANCE TO CHANGE"**

**PROJECT NO.: 2020-1-PL01-KA226-VET-095699**

**INSTITUTION/ COMPANY:**

**EDUCATOR:**

**DATE:**

**PLACE:**