

# Prepare for the Journey




Learning Outcomes	Time
<ol style="list-style-type: none"> <li>1. Identify the characteristics of the key characters.</li> <li>2. Review the eight stages of the Journey to Newland.</li> <li>3. Explain the meaning of key terms used in Journey to Newland.</li> <li>4. Describe the Big 5 core capabilities for transformational change.</li> </ol>	<p><b>2 hours, 53 minutes</b></p> <hr/> <p><b>Optional activities: 30 minutes</b></p>
Materials	
<p><i>For the facilitator:</i></p> <ul style="list-style-type: none"> <li>• <i>Journey to Newland Facilitator's Guide</i></li> <li>• Journey to Newland Navigator CD, computer, and projector</li> <li>• Two flip charts and markers</li> <li>• Whiteboard and markers (optional if you have flip charts)</li> <li>• Journey to Newland Movie DVD, screen, speakers, and technology for viewing</li> </ul>	<p><i>For each team:</i></p> <ul style="list-style-type: none"> <li>• Colored markers</li> <li>• One pad sticky notes</li> <li>• One set animal cards (see page 33)</li> <li>• One copy of the Character Quadrants Model (see page 33)</li> </ul>



<ul style="list-style-type: none"> <li>• Enough plugs or power strip for technology</li> <li>• Additional materials (see below)</li> <li>• Removable adhesive</li> </ul>	<p><i>For each participant:</i></p> <ul style="list-style-type: none"> <li>• <i>Journey to Newland Participant Workbook</i></li> <li>• <i>Journey to Newland storybook</i></li> </ul>
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Preparation for the Lesson			
Prepare the following flip charts:			
Flip Chart 1	Flip Chart 2	Flip Chart 3	Flip Chart 4
<p><i>While you watch the movie consider:</i></p> <ul style="list-style-type: none"> <li>• <i>What does your animal choose to do or not to do?</i></li> <li>• <i>How does your animal respond to change?</i></li> </ul>	<p><i>Key Questions About the Characters</i></p> <ul style="list-style-type: none"> <li>• <i>To what extent was this character able to influence others?</i></li> <li>• <i>To what extent was this character willing to change?</i></li> </ul>	<p><i>Insights from the Eight Stages</i></p>	<p><i>Examples of Trim Tabs</i></p>
Flip Chart 5	Flip Chart 6	Flip Chart 7	Flip Chart 8
<p><i>LEADERSHIP</i></p>	<p><i>Getting the right people</i></p>	<p><i>Optimizing communication</i></p> <p><i>Intangible Skills:</i></p> <p><i>Suspending and challenging assumptions</i></p> <p><i>Tangible Skills:</i></p> <p><i>Active listening</i></p> <p><i>Dialogue</i></p>	<p><i>Dialogue means:</i></p> <ul style="list-style-type: none"> <li>• <i>"Thinking out loud" together</i></li> <li>• <i>Two-way sharing of ideas</i></li> <li>• <i>Diverse viewpoints</i></li> <li>• <i>Open-ended conversation</i></li> </ul>





<b>Flash Card Display 1: The Big 5</b>	<b>Flash Card Display 2: Active Listening</b>
Leading <i>Change</i>	Level 1 Reassure
Developing <i>Leadership</i>	Level 2 Repeat
Building <i>Teams</i>	Level 3 Rephrase
Valuing <i>Differences</i>	Level 4 Reflect
Optimizing <i>Communication</i>	Level 5 Review



<b>Additional Materials</b>
<p>We have given you the option of adding some variety to this lesson by using the following aids:</p> <p><b>Flags:</b> Print out the stage flags from the Flags PDF file on your CD. We recommend that you use light card stock for this purpose or that you print, cut out, and laminate the flags (letter size). Use each flag to signal the title of the lesson. Stick it on the flip chart or whiteboard at the beginning of each lesson to keep the learner focused on the topic under discussion.</p> <p><b>Animal cards:</b> Print out one set of animal cards for each team from the Animals PDF file on your CD. We recommend that you laminate these cards. Each card should be about one-fourth page.</p> <p><b>Character Quadrants Model:</b> Print out one Character Quadrants Model for each team from the Quadrants PDF file on your CD. We recommend you enlarge the model to four times letter size.</p> <p><b>Big 5 and Active Listening Flash Cards:</b> Print out a set of Big 5 and Active Listening flashcards from the file on your CD.</p>

<b>WHAT YOU SAY</b>	<b>WHAT YOU DO/TIME</b>
<p><b>Introduction</b></p> <p>This lesson introduces us to <i>Journey to Newland: A Road Map for Transformational Change</i>. The story will help us to learn a non-threatening and tried-and-tested process for leading successful transformational change in any context, whether</p>	<p> <b>5 minutes</b></p> <p><b>Slide: Journey to Newland logo</b></p>



WHAT YOU SAY	WHAT YOU DO/TIME
<p>it is at home, in a social or workplace group, or in an organization. Journey to Newland will help us to recognize what we can do to make a successful transformational change and avoid common pitfalls.</p>	
<p> <b>Discussion Questions</b></p> <p>In the Pre-Journey Guide you answered a short questionnaire that helped you to surface your attitude toward change. Let's use just two of the questions as a starting point. Shout out your answers to these questions:</p> <ul style="list-style-type: none"> <li>• What do you think is the hardest part about change?</li> <li>• What's the best part about change?</li> </ul>	<p><i>Use these questions to provoke a quick, energizing sound storm.</i></p>
<p><b>Where Are We?</b></p> <p>This workshop is based on a story about a group of animals who made a critical decision to leave the comforts and familiarity of Oldland and take the dangerous road to Newland.</p> <p>Any journey requires meticulous preparation; in this first lesson we prepare for our learning journey by taking the time to get to know the characters in the story and their tendencies, the process that we will follow, the skills we will need to master, and the language we will use on our journey.</p> <p>The title of this lesson is: <b>Stage 1: Prepare for the Journey</b></p>	<p> <b>1 min</b></p> <p><b>Slide: Globaland map with Stage 1 highlighted</b></p> <p><b>Slide: J2N Wheel/ We Are Here</b></p>





WHAT YOU SAY	WHAT YOU DO/TIME
<p> <b>Learning Outcomes</b></p> <p>By the end of this lesson you will have met these outcomes:</p> <ol style="list-style-type: none"> <li>1. Identify the characteristics of the key characters</li> <li>2. Review the eight stages of the Journey to Newland.</li> <li>3. Explain the meaning of key terms used in Journey to Newland.</li> <li>4. Describe the Big 5 core capabilities for transformational change.</li> </ol> <p>With this background you will be poised to take your first steps toward Newland.</p>	<p> <b>1 min</b></p> <p><b>Slide: Learning Outcomes for Stage 1</b></p>
<p> <b>Learning Outcome 1:</b> <b>Identify the characteristics of the key characters.</b></p>	<p><b>Slide: Learning Outcome 1 for Stage 1</b></p>
<p><b>Introduction to LO 1</b></p> <p>Change initiatives begin and end with people. They are the heartthrob of success. The Journey to Newland story is all about how the characters acted and reacted, and it is their actions that will teach us how best to approach change.</p>	<p> <b>1 min</b></p>

WHAT YOU SAY	WHAT YOU DO/TIME
<p><b>The Movie</b></p> <p>Let's watch the movie and see how Eagle and his team brought the animals to Newland. As you watch the movie, take special note of the actions of animal(s) that you have been given. In particular, consider the following:</p> <ul style="list-style-type: none"> <li>• What does your animal choose to do or not to do?</li> <li>• How does your animal respond to change?</li> </ul> <p>Jot down your thoughts in your workbook.</p>	<p> <b>30 min</b></p> <p><i>Hand each participant one or two animal cards.</i></p> <p> <b>Display Flip Chart 1: <i>While you watch the movie . . .</i></b></p> <p><i>Show the movie.</i></p>
<p><b>The Characters</b></p> <p>While you were watching the movie, you probably developed some clear opinions about the way that the animals behaved on their journey. Let's discuss your ideas and insights.</p> <p> <b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• What do you remember most clearly about the key characters in the story?</li> <li>• Which characters did you like?</li> <li>• Which did you dislike?</li> <li>• Which animal did you relate to the most? Why?</li> </ul> <p>Let's dig a little deeper into the characters to find out how they reacted to change.</p>	<p> <b>10 min</b></p> <p><i>Provoke an initial discussion about the characters using the discussion questions.</i></p> <p><b>Note:</b> <i>The intention here is to encourage participants to share their perspectives of the animals and to recognize that the way we perceive the animals is often shaped by our own experiences. Encourage them to reflect on how their reactions to a character may relate to experiences they have had.</i></p>

WHAT YOU SAY	WHAT YOU DO/TIME
<p><b>The Character Quadrants Model</b></p> <p>A useful way to begin to understand the characters in the story is to ask yourself two key questions about them:</p> <ul style="list-style-type: none"> <li>• To what extent was this character <i>able to influence</i> others?</li> <li>• To what extent was this character <i>willing to change</i>?</li> </ul> <p>The first question provokes us to examine the characters' <i>ability to lead change</i>.</p> <p>The second looks at the characters' <i>ability and willingness to change themselves, or transform themselves</i>.</p> <p>The Character Quadrants Model uses an energy metaphor to capture these two perspectives. It gives us a tool to use to help us understand the behavior of people who are in a change situation.</p> <p><b>The Transformer:</b> (In terms of the energy metaphor, a Transformer creates energy and makes it useful.) <i>Transformation requires transformers</i>. Transformers influence others by leading change. They are willing and able to transform themselves while influencing others to transform. Eagle, Owl, Lion, Dolphin, and Ant are all Transformers.</p> <p><b>The Reactor:</b> (In terms of the energy metaphor, Reactors get energy and react to it.) Reactors are "good followers" who are open to change and can be influenced by those in each of the</p>	<p> <b>10 min</b></p> <p> <b>Flip Chart 2:</b> <b>Key Questions About the Characters</b></p> <p><i>Capture responses on the flip chart.</i></p> <p><b>Slide: Character Quadrants Model</b></p>

WHAT YOU SAY	WHAT YOU DO/TIME
<p>other quadrants. They are more dependent on others initiating change. Their enthusiasm for change can range from being strongly positive to being negative. Positive Reactors have the potential to become Transformers. Cheetah, Wolf, Beaver, and Rabbit are all good examples of Reactors who become Transformers during the course of the story.</p> <p><b>The Controller:</b> (In terms of the energy metaphor, Controllers control energy by turning it on or off—like a light switch.) Controllers may have positional or personal influence but are less willing to change and are more concerned with image and territorial control than with transformational change. Bear is a typical Controller. His intimidating approach is “my way or else.”</p> <p><b>The Resistor:</b> (In terms of the energy metaphor, Resistors draw energy and burn it up but do not produce anything useful.) Resistors are unwilling to transform themselves or others. They are openly skeptical and are willing to fight any change that requires moving out of the comfort zone. Negative Reactors will tend to become Resistors. Hyena and Bee are good examples.</p>	<p><i><b>Note:</b> You can refer to the character profiles at any time by clicking the <b>Profiles</b> icon on the Navigator launch screen.</i></p>




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<p> <b>Individual Activity</b></p> <p>Using page 10 in your workbooks, take 5 minutes to apply the Character Quadrants Model to yourself and your own context.</p> <ul style="list-style-type: none"> <li>• Where do you think <i>you</i> fit in this model?</li> <li>• Which tendencies of the Coalition members do you think you have?</li> </ul> <p><i>Nudge participants to think about their tendencies in general, at home, and at work to get them to think about different contexts.</i></p> <ul style="list-style-type: none"> <li>• Which tendencies of the Resistors do you think you have?</li> <li>• Where do you think <i>your colleagues</i> fit in this model?</li> </ul>	
<p> <b>Debriefing</b></p> <ul style="list-style-type: none"> <li>• What are the implications of the mix of quadrants in your context? Is it likely to be positive or negative?</li> </ul> <p>You will have seen that there is no hard and fast answer to this question. The mixtures of qualities in your team will be unique. What is important is that you avoid the trap of labeling or categorizing people too rigidly. As you have seen, we can all be Bears, Eagles, Owls, or Hyenas at different times and in different contexts.</p>	<p><i>Categorizing is the polar opposite of valuing differences. Facilitate with this in mind throughout the workshop to avoid unintended consequences with the content.</i></p> <p><b>Slide: Categories vs. Tendencies</b></p>



WHAT YOU SAY			WHAT YOU DO/TIME
 <b>Optional Team Activity</b> In your workbook on page 11 is a list of all the animals. In your teams, discuss where you would place each animal within the model and your reasons for your choices.  You have 15 minutes.			 <b>15 min</b>  <i>Divide participants into teams of four.</i>  <i>Hand each team an enlarged copy of the Character Quadrants Model and a set of animal cards.</i>
 <b>Debriefing</b> Let’s discuss your decisions. <ul style="list-style-type: none"> <li>• Where did you place the characters?</li> <li>• What were the reasons for your placements?</li> </ul> <i>Use the guidelines below to help you facilitate the discussion.</i>			 <b>15 min</b>  <i>Prepare for the debriefing by pasting an enlarged copy of the model on the whiteboard.</i>  <i>Invite teams to present their responses to the first two questions by pasting their animal cards onto the model and providing reasons for their decisions.</i>  <i>Invite teams to challenge other teams’ placements.</i>
Eagle	<i>Transformer (leader)</i>	<i>Is a visionary, has the big picture of Newland, and is good at delegating.</i>	
Owl	<i>Transformer (leader)</i>	<i>Shares the vision, offers wise counsel to Eagle and so influences him. Happily embraces change, and is able to see multiple perspectives.</i>	

WHAT YOU SAY			WHAT YOU DO/TIME
Lion	<i>Transformer (manager)</i>	<i>Embraces change and plays a critical management role in helping to organize the change.</i>	<p><b>Alternative method:</b>  <i>Divide the characters evenly among the teams and let the teams focus only on their own characters. Invite teams to give feedback on their characters only.</i></p> <p><i>Use these guidelines to facilitate discussion.</i></p>
Dolphin	<i>Transformer (leader)</i>	<i>Plays an ambassadorial role. Understands relationships and how they impact the big picture.</i>	
Ant	<i>Transformer (manager)</i>	<i>Works very hard at managing the change process. Embraces the change and follows Eagle's lead.</i>	
Cheetah	<i>Reactor (positive)</i>	<i>Plays a crucial communication role (that is, plays a support role) during the journey to Newland.</i>	
Beaver	<i>Reactor (positive)</i>	<i>Plays a critical support role in leading the effort to divert Resource River into Leverage Lake.</i>	

WHAT YOU SAY			WHAT YOU DO/TIME
Wolf	<i>Reactor (positive)</i>	<i>Plays a critical reconnaissance role, finding a safe path through Transition Valley.</i>	<i>Use these guidelines to facilitate discussion.</i>
Rabbit	<i>Reactor (eventually positive)</i>	<i>Supports the change by contributing ideas to solve problems.</i>	
Bee	<i>Reactor (negative)</i>	<i>Is full of self-importance to compensate for his size and vulnerability, playing his role as the "ruler of the Grapevine." He resists change and is skeptical of any benefits.</i>	
Bear	<i>Controller (negative)</i>	<i>Is a Controller and resists anyone else invading his turf (sees self as "the boss") and is deeply suspicious of Eagle's intentions. He is only comfortable when "in charge."</i>	

WHAT YOU SAY			WHAT YOU DO/TIME
Hyena	<i>Resistor (negative)</i>	<i>Hyena resists everything. She never gets beyond her suspicion and distrust of other points of views. She goes along with the change eventually, but is constantly looking out for reasons to say, "It won't work. I told you so."</i>	<i>Use these guidelines to facilitate discussion.</i>
Snake	<i>Transformer/ Reactor/ Resistor/ Controller (in appearance)</i>	<i>Snake has strong elements of all the quadrants. He is a gifted leader and appeaser, but is self-serving and totally resistant to change. He is so dangerous because he appears to fit into any of the other quadrants, but meanwhile he is working behind the scenes, trying to ensure that change initiatives fail.</i>	





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Chameleon	<i>Transformer/ Reactor/ Resistor/ Controller</i>	<i>To a lesser extent, chameleon also fits into all four of the quadrants. He blends into the scenery, listening and always agreeing. He supports anyone it seems most politically expedient to support at the time.</i>	<i>Use these guidelines to facilitate discussion.</i>
<p><b>Consolidation of LO 1</b></p> <p>Each of the characters displays <i>general</i> tendencies within the context of the journey to Newland. These same characters may react very differently in different <i>situations</i> or in different <i>relationships</i>. Most of us have the capacity to fall into any of these quadrants at any time—it all depends on the context.</p>			 <b>10 min</b>
<p> <b>Discussion Question</b></p> <ul style="list-style-type: none"> <li>• What insights about yourself and your colleagues have you gained from this activity?</li> </ul>			<i>End this section with a discussion that takes the learning back to the participants' contexts.</i>
<p> <b>Learning Outcome 2</b></p> <p><b>Review the eight stages of the journey to Newland.</b></p>			<p><b>Slide:</b></p> <p><b>Learning Outcome 2 for Stage 1</b></p>




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<p><b>Introduction to LO 2</b></p> <p>As we saw in the movie, the story of Journey to Newland takes us through the adventures of the animals that lived in Oldland and shares with us the path that they took to reach Newland. But the animals did not just take any path. Eagle, with Owl’s wise counsel, took them through an eight-step process that allowed them to reach Newland as quickly as possible.</p>		 <b>1 min</b>
<p><b>The Stages of the Journey to Newland</b></p> <p>You can follow along in your workbooks on page 14 as we review each stage.</p>		 <b>10 min</b>
<b>The Stages in the Story</b>	<b>Brief Explanation of the Stages</b>	<p><b>Slide: Map of Globaland with the eight signposts on it</b></p> <p><i><b>Note:</b> The brief notes under each stage name give you some guidance about where each of these stages occurred in the movie. Use these notes as necessary to illustrate your teaching.</i></p>
<p>1. Prepare for the journey.</p> <p><b>Note:</b> This stage begins in Oldland.</p>	<p>This is the start of the journey to Newland, where you make your initial preparations. You need to:</p> <ul style="list-style-type: none"> <li>• Get to know your fellow travelers</li> <li>• Learn the language of “Journey to Newland”</li> <li>• Collect the tools and skills needed for the journey</li> <li>• Review and update the map to plan the best route for the journey</li> </ul>	


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<p>2. Survey the Territory</p> <p><b>Note:</b> The leader leads this stage by finding a high spot in Oldland from which he or she can see the big picture.</p>	<p>This important stage is where you map your context. You need to:</p> <ul style="list-style-type: none"> <li>• Identify your position on the map</li> <li>• Clarify the threats and the consequences of these threats</li> <li>• Look for available possibilities and opportunities. Decide the general direction you want to go and not go</li> </ul>	
<p>3. Set the Guidelines</p> <p><b>Note:</b> Eagle met with Owl in Comfort Valley to discuss building a team and a culture of shared values. She encouraged Eagle to choose representative leaders with the right principles and qualities to form a leadership team.</p>	<p>Here you need to:</p> <ul style="list-style-type: none"> <li>• Structure guidelines for behavior, both on the journey and in Newland</li> </ul>	<p><b>Note:</b> <i>Eagle completes stages one through three alone or with Owl and sets a <b>preliminary</b> vision. Once he has selected the coalition team in Stage 4, the team, in turn, works through these three stages so that they are primed for the journey.</i></p> <p><i>Briefly discuss why it is important for Eagle (with or without Owl) to make these important decisions first.</i></p>








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<p>4. Gather the Team</p> <p><b>Note:</b> The leader gathers the coalition team close to Leverage Lake. He chooses the team that will give him the best opportunity (leverage) for success.</p>	<p>This crucial stage is where you:</p> <ul style="list-style-type: none"> <li>• Review your options</li> <li>• Choose a coalition team to help you lead change</li> <li>• Establish trust to ensure a successful journey</li> </ul>	
<p>5. Choose the Path</p> <p><b>Note:</b> Before the coalition team tackles the pass through Timing Ridge, they dialogue which path to choose, that is, which path will give them the greatest chance of success.</p>	<p>You and your team now perform a number of important tasks. You:</p> <ul style="list-style-type: none"> <li>• Clarify the vision of Newland</li> <li>• Choose the strategy</li> <li>• Determine the course into Newland</li> </ul> <p>At this point everyone is allocated authority, accountability, and responsibility.</p>	
<p>6. Navigate the Terrain</p> <p><b>Note:</b> Now the team is deep into the journey, navigating through Timing Ridge on their way to Transition Valley.</p>	<p>Once all of these important preparatory stages are behind you, you need to:</p> <ul style="list-style-type: none"> <li>• Lead your team as you navigate toward Newland</li> <li>• Use all your skills to deal with uncertainty and resistance</li> </ul>	

WHAT YOU SAY	WHAT YOU DO/TIME
<p>7. Make the Transition</p> <p><b>Note:</b> The team has traversed Transition Valley and stands poised at the edge, waiting to move on.</p>	<ul style="list-style-type: none"> <li>• Keep the team on track</li> <li>• Identify and overcome all obstacles using timing, leverage, and capacity</li> </ul> <p>As you stand on the brink of Newland, it is all too easy to drop your guard. It is critical that you:</p> <ul style="list-style-type: none"> <li>• Maintain the momentum</li> <li>• Confront any obstacles you encounter</li> <li>• Celebrate the milestones you have achieved</li> <li>• Sustain momentum</li> </ul>
<p>8. Cross the Border</p> <p><b>Note:</b> The team crosses into Newland.</p>	<p>You have finally reached Newland. Your tasks now shift from leading the journey to performing the following tasks:</p> <ul style="list-style-type: none"> <li>• Embed the new culture in your organization</li> <li>• Find and develop new pioneers to keep focused on transformation</li> </ul>


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 <p><b>Discussion Questions</b></p> <p>We've looked briefly at each of these stages and you have seen how they follow a particular sequence.</p> <ul style="list-style-type: none"> <li>• Can you relate any of your experiences with change initiatives to these stages?</li> <li>• How do your experiences match up with these stages?</li> <li>• How do they differ?</li> </ul>	 <b>10 min</b>  <b>Flip Chart 3:</b> <b><i>Insights from the Eight Stages</i></b> <i>Capture key insights on the flip chart.</i>
<p><b>Consolidation of LO 2</b></p> <p>Many of us have experienced working through <i>some</i> of the eight stages as part of a change initiative. However, successful transformational change demands that you move through <i>all</i> of the stages of this journey. This workshop gives you an ideal opportunity to learn the skills to plan a change initiative or repair the damage or fill the gaps left by incomplete change initiatives in the past.</p> <p>So some questions you need to ask yourselves about your context as we work through the content of this workshop are:</p> <ul style="list-style-type: none"> <li>• Did we complete this stage in its entirety?</li> <li>• Are there tasks that we left undone?</li> <li>• How can we best go back and fill these gaps?</li> <li>• How can I best plan this stage from scratch?</li> </ul> <p>Capture your thoughts about these important questions in your workbooks on page 18.</p>	 <b>2 min</b>
<p><b>Suggested Break</b></p>	<p><b>14 min</b></p>





WHAT YOU SAY	WHAT YOU DO/TIME
 <b>Learning Outcome 3.</b> <b>Explain the meaning of key terms used in Journey to Newland.</b>	<b>Slide: Learning Outcome 3 for Stage 1</b>
<b>Meanings of Terms</b> Now we will explore the meaning of four key terms that you will be using throughout the workshop: <ul style="list-style-type: none"> <li>• Transformational Change</li> <li>• Trim Tab</li> <li>• Leadership</li> <li>• Circle of Influence</li> </ul>	 <b>1 min</b> <b>Slide: The four terms</b>
<b>Transformational Change</b> Transformational change is a <i>complete change</i> usually into something with an <i>improved appearance or usefulness</i> and requires a complete <i>transition</i> .  Metamorphosis is an excellent example of transformational change. Think of a caterpillar that changes into a pupa in a cocoon that later changes into a butterfly. The outward form of each of these three creatures is different, but its essence, its genetic code, or the DNA is the same. There is also a complete transition.  Your teams and organizations are similar to butterflies in that they too can change form as need demands. However, they differ in that they can also adjust or recreate their DNA (vision, values, core business concept). But <i>before making a transformational change you must first decide</i>	 <b>5 min</b> <b>Slide: The metamorphosis of the butterfly</b>



WHAT YOU SAY	WHAT YOU DO/TIME
<p><i>what will NOT change: you must decide which parts of your DNA must not change.</i> Then make the transformational changes. Your new DNA must be reproduced in every cell of that team or organization (as in the butterfly) in order for that complete metamorphosis to take place.</p> <p>So, we can see that transformational change can have a profound impact on teams and organizations:</p> <ul style="list-style-type: none"> <li>• Transformational change can <i>adjust structures</i> to radically change the past.</li> <li>• Transformational change can create a new form or structure that has <i>never existed before</i>, and not just depend on improvements to what already exists.</li> <li>• Transformational change requires transformers. You are a Transformer if you are a leader who is leading change and at the same time you are able to change yourself.</li> <li>• Transformational change requires a complete transition.</li> </ul>	<p><b>Slide: Transformational Change</b></p>
<p><b>Trim Tab</b></p> <p>A trim tab is a small flap on the wing that can change the tilt of an aircraft to make it fly more smoothly and efficiently. It is remarkable that something so small can have such a huge impact on the direction, comfort, and efficiency of the flight. A trim tab is a <i>small action that has a big effect</i>.</p>	<p> <b>5 min</b></p> <p><b>Slide: Trim tab illustration (with right click for movement)</b></p>


WHAT YOU SAY	WHAT YOU DO/TIME
<p>The <i>Journey to Newland</i> process will help you to identify the trim tabs in your context. You will learn how to use these trim tabs to help you focus on issues, actions, and events that might seem small, but that have the potential to make a significant impact on your context. For example, a manufacturer introduces a simple change to a production line and shaves 30 seconds off production time. This saving allows the manufacturer to drop the retail price of the finished article and corner the market.</p> <p> <b>Discussion Question</b></p> <p>Can you think of any examples of trim tabs that have been implemented in your workplace?</p> <p><b>Note:</b> <i>Nudge participants to consider intangible trim tabs such as respect, trust, integrity, listening, values, culture and so forth.</i></p>	<p> <b>Flashcard icon</b></p> <p><i>Paste the Big 5 flashcards on the whiteboard, flip chart, or wall as work through each of the Big 5.</i></p> <p> <b>Flip Chart 4: Examples of Trim Tabs</b></p> <p><i>Capture ideas on a flip chart. Tear off the page and paste it on the wall for later reference.</i></p>
<p><b>Leadership</b></p> <p> <b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• How would you describe leadership?</li> <li>• What words or phrases come to mind when you think of leadership?</li> </ul>	<p> <b>5 min</b></p> <p> <b>Flip Chart 5: Leadership</b></p>
<p><b>The Meaning of Leadership</b></p> <p>Leadership has many associations. For example, it is linked to vision, management, position, personality, or charisma. Warren Bennis offers a simple definition: “Leadership means turning <i>Intention</i> into <i>Reality</i>” (Warren Bennis, 1989).</p>	<p> <b>5 min</b></p> <p><b>Slide: Leadership definition fly in: Bennis</b></p>



WHAT YOU SAY	WHAT YOU DO/TIME
<p>This simple definition covers the whole concept of vision, communication, motivation, and many other qualities. Let's see if we can link the suggestions you made about the meaning of Leadership to this definition.</p> <p>Do your suggestions relate to <i>Intention</i> or <i>Reality</i>?</p> <p>We can sum up Leadership in one word: <i>Influence</i>. (See Maxwell, 2001, or Swindoll, 1969.)</p> <p>Our tendency is still to think of leadership as something that is practiced by "other people"—by "leaders" in some position. However, when you think about leadership as influence, it immediately includes <i>everybody</i> in the leadership challenge. It expands the scope beyond <i>positional</i> leadership, to include <i>personal</i> leadership as well. If you are in a situation in which you influence colleagues, customers, or partners every day, then you have an opportunity for leadership.</p> <p>The <i>Journey to Newland</i> process is based on the principle of <i>leaders of leaders</i>, that is, transformational leaders leading those who are also leading in their circle of influence.</p>	<p> Move to Flip Chart 5 and work through the suggestions. Color-code the suggestions by <i>Intention</i> (red) or <i>Reality</i> (blue).</p> <p><b>Slide: Leadership Definition fly in: Influence</b></p>
<p><b>Circles of Influence</b></p> <p>In your daily life you come into contact with people in a variety of settings. In each of these settings, you have the potential to influence another group or circle of people; they are your circles of influence.</p>	<p> <b>15 min</b></p> <p><b>Slide: Circles of Influence</b></p>




WHAT YOU SAY	WHAT YOU DO/TIME
<p data-bbox="191 348 513 403"> <b>Individual Activity</b></p> <p data-bbox="191 415 812 491">Let's take a few moments to explore this definition of leadership in terms of your own environment.</p> <p data-bbox="191 516 799 634">Capture your circles of influence at work in your workbook on page 20. Consider the different circles you work within, for example:</p> <ul data-bbox="191 659 545 945" style="list-style-type: none"> <li>• A management circle</li> <li>• A team circle</li> <li>• Project circles</li> <li>• Volunteer circles</li> <li>• Social circles</li> <li>• Customer support groups</li> </ul> <p data-bbox="191 970 812 1171">Write down a brief description of the circles that you influence. Then write down the number of people that you influence in each circle. It's quite an eye-opener to see how many people fall into your direct circle of influence every day!</p> <p data-bbox="191 1197 792 1440">Now think about the ripple effect of your circle of influence. Each person you influence in turn influences a number of other people. What this means is that, as you journey toward Newland, you will have the opportunity to indirectly influence these individuals.</p> <p data-bbox="191 1465 805 1583">In your workbook on page 21, choose one of the circles you described and trace the ripple effect as far as you are able. Consider these questions:</p> <ul data-bbox="191 1608 743 1831" style="list-style-type: none"> <li>• What do you think are the implications of these ripples?</li> <li>• Are there any overlapping circles?</li> <li>• Do you think that overlapping circles are advantageous? Why?</li> </ul> <p data-bbox="191 1856 467 1885">You have 10 minutes.</p>	<p data-bbox="873 1188 1146 1264"><b>Slide: Ripple Effect</b> <b>(click to expand)</b></p>


WHAT YOU SAY	WHAT YOU DO/TIME
 <p><b>Debriefing</b></p> <p>What conclusions did you come to?</p> <p>Each one of us directly and indirectly influences dozens of people every day. As you will see a little later, these circles of influences can have a profound influence on transformational change.</p>	<p><b>Note:</b> <i>There are no specific right answers to these questions. Let the participants tussle with the questions and emerge with their own insights.</i></p>
<p><b>Consolidation of Learning Outcome 3</b></p> <p>We've explored four key terms:</p> <ul style="list-style-type: none"> <li>• Transformational change</li> <li>• Trim tabs</li> <li>• Leadership</li> <li>• Circles of influence</li> </ul> <p>Let's move on now to investigate the Big 5.</p>	 <b>1 min</b> <p><b>Slide: The four terms</b></p>
 <p><b>Learning Outcome 4</b></p> <p><b>Describe the Big 5 core capabilities for transformational change.</b></p>	<p><b>Slide: Learning Outcome 4 highlighted for Stage 1</b></p>
<p><b>Introduction to LO 4</b></p> <p>The eight stages of our journey to Newland revolve around the five core capabilities: the Big 5. Anyone who embarks on this journey needs to master the Big 5 and apply them every step of the way. As we work through the stages, you'll learn special techniques and tips for using each of the Big 5. At this point, we need to gain a common understanding of each of the Big 5:</p> <ul style="list-style-type: none"> <li>• Leading <i>Change</i></li> <li>• Developing <i>Leadership</i></li> <li>• Building <i>Teams</i></li> </ul>	 <b>1 min</b> <p><b>Slide: The J2N Wheel (highlight Big 5 with click)</b></p> <p><b>Note:</b> <i>A core capability here is defined as actual or potential knowledge, skills, attitudes, mindset, or emotional intelligence required for optimal transformational change.</i></p>


WHAT YOU SAY	WHAT YOU DO/TIME
<ul style="list-style-type: none"> <li>• Valuing <i>Differences</i></li> <li>• Optimizing <i>Communication</i></li> </ul> <p>These core capabilities must be integrated, that is, each capability is more effective when combined with the other four. All five are integrated in the Journey to Newland process and all five take place in each stage.</p>	 <b>Flashcards.</b> <i>Paste the Big 5 flashcards on the whiteboard, flip chart, or wall as work through each of the Big 5.</i>
<p><b>Leading Change</b></p> <p>Leading change means actively using your <i>influence</i> to help move your organization along its change initiative.</p> <p>Leading change requires an “opportunity and possibility” mindset, rather than a “security or solution” mindset. Looking for security prevents you from seeing the opportunities and possibilities in your context.</p> <p>The best way to lead change is to <i>pull</i> your team and/or organization toward change, as opposed to <i>pushing</i> it.</p> <p>You have an excellent example of leading change in the story. Do you remember how the Transformers (Eagle, Owl, Lion, Dolphin, Ant) were able to <i>pull</i> some of the key Reactors (Wolf, Beaver, Rabbit, Cheetah) into the Transformer quadrant? And how the Resistors and Controllers tried to <i>push</i> against the Transformers?</p>	 <b>10 min</b> <p><b>Slide: Leading Change Definition</b></p> <p><b>Slide: Leading Change: Opportunity vs. Security fly in</b></p>




WHAT YOU SAY	WHAT YOU DO/TIME
<p><b>Example</b></p> <p>Here is a simple example of the difference between pushing and pulling.</p> <p>Imagine that you need to move a wagon full of rock and sand from point A to point B. The simplest approach to take seems to be to push it. But when you push you cannot control direction. Inevitably, the wheels begin to turn in the direction of most resistance and you either end up with the wagon wildly off course or the wagon tilts and dumps its contents. Even though it seems harder in the short term, it is ultimately better to get in front of the wagon, turn the wheels in the desired direction, and pull. Then <i>you</i> will determine the direction.</p>	<p><b>Slide: Leading Change: Push vs. Pull fly in</b></p> <p><b>Slide: Wagon illustration (with clicks)</b></p>
<p> <b>Discussion Questions</b></p> <p>Think about experiences that you have had when you have been pushed toward change. Perhaps your spouse or partner or a friend decided to take a particular action that affected you and you were <i>pushed</i>—rather than pulled—toward it. Or perhaps a change was pushed onto your team at work.</p> <ul style="list-style-type: none"> <li>• How did you feel?</li> <li>• Would you have felt differently if you had been <i>pulled</i> toward that change? How would you have felt?</li> </ul>	
<p><b>To sum up . . .</b></p> <p>If we relate pushing and pulling to leading change, we see that to <i>push</i> is to micro-manage and control. If you push people in your</p>	


WHAT YOU SAY	WHAT YOU DO/TIME
<p>organization toward change, <i>you</i> will expend a great deal of energy in getting them lined up and moving in the direction that you want them to take.</p> <p>To <i>pull</i> is to give people a vision of the future, or a “future pull,” which is essential to positive change efforts. If you pull people in your team or organization toward change, you will be able to <i>steer</i> them in the direction that benefits all, and that stimulates participation and ownership.</p>	<p><i>Make this point come alive by physically modeling pushing and pulling a willing volunteer.</i></p>
<p><b>Developing Leadership</b></p> <p>You have seen that leadership means influence. It means turning intention into reality.</p> <p><i>Developing</i> leadership means identifying people in your context who have leadership potential. It means developing them personally and giving them the tools to help them perform in a leadership role. Again, the desired result in this process is to move from being <i>a leader of followers to a leader of leaders</i>. The story gives us several examples of characters such as Cheetah, Wolf, and others who took up the challenge to lead so that Eagle and the Transformers could become leaders of leaders.</p>	<p> <b>2 min</b></p> <p><b>Slide: Developing Leadership: Leader of Followers to Leaders of Leaders</b></p>
<p><b>Building Teams</b></p> <p>Effective transformational change requires building effective leadership teams. In the <i>Journey to Newland</i> story it was very important that Eagle chose his team of transformers from different</p>	<p> <b>10 min</b></p> <p><b>Slide: Rowing boat illustration</b></p>


WHAT YOU SAY	WHAT YOU DO/TIME
<p>backgrounds and perspectives for specific functions.</p> <p>The best teams are built with the <i>right people</i> in the <i>right seats</i>, all <i>pulling together</i> as they perform tasks to <i>achieve a vision or purpose</i> (Jim Collins, <i>Good to Great</i>).</p>	<p><b>Slide: Collins quote</b></p>
<p> <b>Team Activity</b></p> <p>Divide into four teams. In your teams:</p> <ul style="list-style-type: none"> <li>• Focus on one phrase from this statement. Your task is to tease out the implications of your phrase for building the right team for effective transformational change.</li> <li>• Capture your thinking in your workbooks on page 25.</li> <li>• Nominate a member of your team to report on your discussion.</li> </ul> <p>You'll have 5 minutes to prepare.</p> <p> <b>Background Material</b></p> <p>The <i>right people</i>:</p> <ul style="list-style-type: none"> <li>• Have the right knowledge, skills, and attitudes</li> <li>• Have appropriate and relevant experience</li> <li>• Bring different perspectives and ideas to the team</li> <li>• Have leadership skills</li> </ul> <p>The <i>right seats</i>:</p> <ul style="list-style-type: none"> <li>• Are in relevant positions</li> <li>• Represent departments or teams that have a particular insight or perspective</li> </ul>	<p><i>Allocate one of the elements of Jim Collins' statement to each group.</i></p> <p><i>After the prep time, have the teams present and discuss for 5 minutes.</i></p> <p> <b>Flip Chart 6: Getting the right people</b></p> <p><i>Capture responses on this flip chart.</i></p> <p><b>Note:</b> <i>Use this background material to help you guide the discussion.</i></p>

WHAT YOU SAY	WHAT YOU DO/TIME
<ul style="list-style-type: none"> <li>• Cover a broad spectrum of the organization</li> <li>• Are potentially leadership positions</li> </ul> <p><i>Pulling together:</i></p> <ul style="list-style-type: none"> <li>• Work comfortably together</li> <li>• Have good team working skills</li> </ul> <p><i>Achieve a vision or purpose:</i></p> <ul style="list-style-type: none"> <li>• Have a clear understanding of the vision or purpose</li> <li>• Are motivated to work for the vision or purpose</li> </ul>	
<p><b>Valuing Differences</b></p> <p>When you value differences, you are making an effort to see how diverse <i>belief, backgrounds, and experience</i> add value to your context.</p> <ul style="list-style-type: none"> <li>• What do you think we mean by differences? What would fall under the heading of differences?</li> <li>• What is significant about the phrase <i>valuing</i> differences as opposed to <i>accepting</i> differences?</li> <li>• What does it mean to value differences?</li> <li>• How important was <i>valuing differences</i> in the story?</li> <li>• What is the importance of valuing differences, rather than just “learning to get along”?</li> <li>• Why do you think that valuing differences is the key to lasting change?</li> <li>• How can valuing differences impact change?</li> </ul>	<p> <b>10 min</b></p> <p><i>Use these questions to prompt discussion. Use the background material to guide discussion.</i></p>



WHAT YOU SAY	WHAT YOU DO/TIME
<p> <b>Background Material</b></p> <ul style="list-style-type: none"> <li>• Differences are those qualities that make each individual unique.</li> <li>• Differences may be physical, spiritual, or philosophical; they may be overt or covert.</li> <li>• <i>Valuing</i> differences means actively seeking out differences because they contribute to an end result; <i>accepting</i> differences means seeing differences as part of the background.</li> </ul> <p>In the story, Eagle’s wisdom in valuing the differences in the Coalition team gave him access to all the groups: Air Dwellers, Tree Dwellers, Land Dwellers, Soil Dwellers, and Water Dwellers.</p> <ul style="list-style-type: none"> <li>• Differences are formed by an individual’s personality, background, beliefs, and experiences.</li> <li>• Valuing differences means respecting the uniqueness of others.</li> <li>• Differences broaden the scope of everything you do. They add perspective and encourage lateral thinking. Leading change means stepping out into new territory—and any team or organization that does this needs a broad platform of skills as a foundation.</li> <li>• When you value the unique skills that everyone brings to the table, you have the best chance of collecting multiple views and perspectives, which in turn gives you the best chance of success.</li> </ul>	<p><b>Note:</b> Use this background material to help you guide the discussion.</p>

WHAT YOU SAY	WHAT YOU DO/TIME
<p><b>Optimizing Communication</b></p> <p>We have now looked at four of the five capabilities: leading change, developing leadership, building teams, and valuing differences. The final capability is the one that knits all five together into a seamless platform of competence to ensure the success of your change initiative: <i>optimizing communication</i>.</p> <p>One of the critical goals of transformational change is to use communication to collect <i>correct</i> and <i>complete</i> information so that you can make the best decisions.</p> <p>There are three important skills that help to achieve this goal. There is one intangible skill: <i>Suspending and Challenging Assumptions</i> supported by two tangible skills, <i>Active Listening</i> and <i>Dialogue</i>.</p>	<p> <b>2 min</b></p> <p> <b>Flip Chart 7: <i>Optimizing Communication</i></b></p>
<p><b>Suspending and Challenging Assumptions</b></p> <p>Most of us make assumptions by looking at <i>snapshots</i> of the world around us. In other words, we catch <i>glimpses</i> of events and base our thinking on those glimpses. We naturally jump to conclusions based on these snapshots. Instead of relying on snapshots, we must try to fill perception gaps by seeing the full <i>movie</i> version. A movie fills in the frames between individual shots to give a <i>full picture</i> of reality. For example:</p> <p>What conclusions would we naturally draw from the snap shot of this man’s behavior toward this child?</p>	<p> <b>2 min</b></p> <p><b>Slide: Snap Shot vs. Movie. Snap shot illustration (click 1 and 2)</b></p>




WHAT YOU SAY	WHAT YOU DO/TIME
<p>Now, what conclusions would you draw after seeing the movie version?</p> <p><i>Movie:</i> Some poor people may be lazy, but I have seen this poor person work harder than most rich people.</p> <p>Suspending assumptions is a major <i>trim tab</i> for transformational change.</p>	<p><b>Slide: Snap Shot vs. Movie. Movie illustration (click 3)</b></p>
<p> <b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• In the movie, what assumptions, or snapshots, did the inhabitants of Oldland make that controlled their behavior? How could Eagle see the full picture from above and miss the significance of their assumptions?</li> <li>• What experience have you had of assumptions drawn from snapshots?</li> <li>• How do you think that suspending assumptions can help you with your transformational change initiative?</li> </ul>	
<p><b>Active Listening</b></p> <p>Active listening is the key to deep understanding, and for this reason it is another crucial <i>trim tab</i>. Our natural tendency is to speak, but if we wish to have the best chance of understanding, we need to master the art of active listening.</p> <p>The goal of active listening is to obtain <i>correct</i> and <i>complete</i> information. To do that, you must let the speaker move through the elements of self-disclosure: thoughts, feelings, needs, and wants. Your goal is to get to the needs for optimal decision making and problem solving, while showing respect and building trust.</p>	






WHAT YOU SAY		WHAT YOU DO/TIME
<p>The animals in <i>Journey to Newland</i> displayed active listening in Chapter 4, The Vision Emerges: "Coalition . . . listened to what each animal had to say and how the Great Change would affect them—and sought to understand their individual thoughts, feelings, and needs for survival." Here are the five levels of active listening.</p>		
Level	Brief Description	
<p><b>Level 1: Reassure</b></p>	<p>Use any short word or phrase that shows you are open to listening.</p> <p><i>Really? Tell me more.</i></p> <p>Use this level sparingly. It is ideal for beginner active listeners.</p>	<p> <b>Flashcards.</b> <i>Paste the five active listening flashcards on the whiteboard as you work. Alternatively, write the levels on the whiteboard as you discuss each one.</i></p>
<p><b>Level 2: Repeat</b></p>	<p>Repeat a key word or phrase from the other person that encourages him or her to carry on.</p> <p><i>I've been waiting for this position to open up for years, and I finally got it.</i></p> <p><i>Repeat: You've waited for years . . .</i></p> <p>Use this level while you learn active listening.</p>	
<p><b>Level 3: Rephrase</b></p>	<p>Paraphrase in your own words what you heard the other person say. John Powell explains this best: <i>"I can never tell you what you said, but only what I heard.</i></p>	

	WHAT YOU SAY	WHAT YOU DO/TIME
<p><b>Level 4: Reflect</b></p>	<p><i>I will have to rephrase what you said, check it out with you to make sure what left your mind and heart arrived in my mind and heart without distortion."</i></p> <p>(John Powell, <i>Why Am I Afraid to Tell You Who I Am?</i>)</p> <p>Try to develop a <i>habit</i> of listening at level 3. Rephrasing is an effective tool for obtaining <i>correct</i> and <i>complete</i> information.</p> <p>Use reflection to demonstrate your understanding. Robert Bolton explains this critical skill as follows: <i>"[Reflection is] when the listener restates the feelings and/or content of what the speaker has communicated and does so in a way that demonstrates understanding and acceptance."</i></p> <p>(Robert Bolton, <i>People Skills</i>)</p> <p>This is why reflecting builds mutual respect and trust.</p> <p>This level shows the speaker that you have truly understood where he or she is coming from. The quicker you can get here, the better.</p>	

WHAT YOU SAY		WHAT YOU DO/TIME
<p><b>Level 5: Review.</b></p> <p>When a person has shared much content or used much emotion, you review the main points to see whether you heard the important essence of the information.</p> <p><i>I've been waiting for this position to open up for years and I finally got it.</i></p> <p><i>Repeat: You've waited for years . . .</i></p> <p><i>Yes, I got an increase, my working hours are more flexible, and I get car expenses. It's taken a while to get this job, but I'm glad I waited.</i></p> <p><i>Review: Sounds like you got the perfect job for your situation.</i></p> <p>This is a difficult level to reach and maintain, but it does result in a remarkable depth of understanding and is essential for facilitating effective group dialogue during a transformational change.</p>		
<p> <b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• Have you ever tried using any of these active listening responses? What happened?</li> <li>• What do you think is the greatest challenge for you in mastering these levels?</li> </ul>		<p> <b>5 min</b></p>

WHAT YOU SAY	WHAT YOU DO/TIME
<p><b>The Meaning of Dialogue</b></p> <p>Dialogue means “thinking out loud together.” It is a two-way sharing of ideas whereby participants suspend their assumptions and table diverse viewpoints. Dialogue is always open-ended. The intention of dialogue is not to come to an immediate decision, but to allow for an open exchange of ideas prior to making a decision (I saacs, 1999). This is another important <b>trim tab</b> for transformational change.</p> <p> <b>Discussion Question</b></p> <ul style="list-style-type: none"> <li>• What role did dialogue play in the story? <i>Nudge participants to recall the dialogue that “continued throughout the night” where Rabbit and Lion came up with an idea and a strategy. Use the “Rabbit-Lion” scenario throughout the workshop when referring to dialogue to keep it simple and tangible.</i></li> <li>• How do you think that Dialogue can help you with your transformational change initiative?</li> </ul>	<p> <b>Flip Chart 8:</b> <b><i>Dialogue Means . . .</i></b></p> <p><i>Refer to the headings on the flip chart.</i></p>
<p> <b>Background Material</b></p> <ul style="list-style-type: none"> <li>• Dialogue leaves the door open for further ideas and views to be expressed without fear of judgment.</li> <li>• Dialogue represents diversity and divergent viewpoints.</li> <li>• Dialogue means the conversation “flows through” from one person to another, igniting and integrating new thought patterns that would not have existed before.</li> </ul>	<p><b>Note:</b> <i>Use this background material to guide the discussion.</i></p>

WHAT YOU SAY	WHAT YOU DO/TIME
<ul style="list-style-type: none"> <li>In comparison, discussion means debate. Discussion pulls the viewpoints together and converges them into a collective viewpoint or decision.</li> </ul>	
<p><b>Consolidation of LO 4</b></p> <p>Optimal communication takes place when we can suspend and challenge one another's assumptions:</p> <ul style="list-style-type: none"> <li>Through active listening we can understand the intent of others and avoid <i>snap shots</i>.</li> <li>Through true dialogue we "think out loud together" to view the full <i>movie</i> and create <i>new possibilities</i>.</li> </ul> <p>If you value differences, you will have the right mindset to be able to suspend your assumptions. And suspension of assumptions immediately means that you are open to best-practice communication, using active listening and dialogue to:</p> <ul style="list-style-type: none"> <li>Get <i>correct</i> and <i>complete</i> information</li> <li>Build mutual respect and trust</li> <li>Solve the right problems</li> <li>Make the best decisions</li> </ul>	 <b>2 min</b>
<p><b>Consolidation of the Lesson</b></p> <p> <b>Reflection</b></p> <p>This lesson has focused on the language and concepts that we will be using during our Journey to Newland. A major part of this lesson was discussing the characters in the story and the Big 5.</p>	 <b>10 min</b>  <b>Slide: Instructions for final reflection activity</b>

WHAT YOU SAY	WHAT YOU DO/TIME
<p> <b>Team Activity</b></p> <p>In your teams:</p> <ul style="list-style-type: none"> <li>• Review <i>one</i> character from the point of view of the Big 5.</li> <li>• Decide which of the Big 5 the character practiced and which he or she did not. Find evidence to support your decision.</li> <li>• Decide on <i>one action</i> that your character could have taken that would have demonstrated one or more of the Big 5 and that would have contributed positively to the journey.</li> <li>• Write these points in the Reflection box on page 36 in your workbooks.</li> </ul> <p>You have 5 minutes.</p>	<p> <b>5 min</b></p> <p><i>Allocate one character to each team.</i></p>
<p> <b>Debriefing</b></p> <p>Let's go around the room and hear what you discovered. How closely do you think the Big 5 are linked to successful change?</p> <p>How do the Big 5 relate to each other? Can you utilize one effectively without the others?</p>	<p> <i>Note significant points on a flip chart.</i></p>
<p><b>Link</b></p> <p>This lesson has given you an overview of the eight stages of the journey to transformational change, the Big 5 capabilities, and the special terms that we will be using in this workshop. It has given you a foundation for the challenges of the journey that lie ahead.</p> <p>In the next lesson, we turn our attention to the practicalities of surveying the territory through which you will travel on <i>your</i> journey to Newland.</p>	<p> <b>2 min</b></p> <p><b>Slide: The J2N wheel</b></p>

