



MODULE 4: CHANGE IS A PART OF LIVING

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PREPARATION

TOPIC	DETAILED INFORMATION	
OUTCOME	Effective individual and work team recognition of change, management of change, implementation of change is essential to business success.	
BACKGROUND INFORMATION	<p>Resilience Concept: Accepting Change</p> <ul style="list-style-type: none"> ➤ Change is often viewed as uncomfortable or seen as a threat. ➤ You are accountable for your choice on how you respond to change and how it impacts others. 	<p>Behavioural Safety Concept: A controversial PPE Policy Change - Following the Rules</p> <ul style="list-style-type: none"> ➤ Personal Proactive Interventions ➤ Individual Consequences ➤ Personal Responsibility
MODULE OVERVIEW	<p>Change is inevitable. We start changing from the moment we are born and continue to do so; and the world around us changes, both predictably, and unpredictably. The world, our personal environment and our lives, often change in ways over which we have no control e.g. Volcanoes, snow and travel disruption. The impact of a change of job can be huge and positive, negative, or both.</p> <p>When experiencing change we can decide to see the possibilities that lie within and we have a choice in the way we respond to change.</p> <p>In this module participants experience the impact of their choice of response to a change (in this session the change is a new idea) and gives insight on the impact of the response on others and themselves.</p>	
PREPARE	<ul style="list-style-type: none"> ▪ Review this Facilitator Guidance. ▪ Copy and print the Attendance Sheet at the end of this guide. ▪ Please have one example of change that you can share with the participants. You will use this as the introduction. ▪ Familiarise yourself with the Exercise 2 Scenarios and questions (see "Execution" on page 27). Participants will be given further guidance in their guide on how to play their roles in the exercise. 	



MODULE 4: CHANGE IS A PART OF LIVING

EXECUTION

START	<ul style="list-style-type: none">▪ Welcome everyone and explain how the module is structured▪ If possible, help to spread out the participants into groups of 4 to 6 to facilitate the discussions▪ Record attendance using the Attendance Sheet at the end of this guide
HIGH LEVEL GOALS	<p>Discuss the high level goals of the module</p> <p>Individuals can discuss and recognise that:</p> <ol style="list-style-type: none">1. We have an innate tendency to see change as uncomfortable or a threat2. We can choose and are accountable for our personal response to change. Our response has an impact on ourselves, others and on safety. <p>Discuss the specific deliverables of the module:</p> <ul style="list-style-type: none">▪ Each person participates and/or observes the role play and reflects on their response to change and how it affects others.▪ Each person reflects on how they naturally respond to change and commits to recognising the choices they make in the future when responding to change and how they affect others.
INTRODUCE THE TOPIC	<ul style="list-style-type: none">▪ Ask the group if anyone has ever been in the position where a change appeared to be a major personal threat, but in the end had no negative impact, or even a positive one? (Examples: a new job



MODULE 4: CHANGE IS A PART OF LIVING

EXERCISE ONE

EXERCISE ONE	
EXERCISE	Change Can be Uncomfortable <ul style="list-style-type: none">▪ Ask the group to make themselves comfortable in their chair▪ Ask the group to now cross their arms.▪ Note how a proportion cross left over right.▪ Now ask people to cross their arms the other way.
DISCUSSION	Start a discussion by asking some of the following questions: <ul style="list-style-type: none">▪ Is that change from your usual position uncomfortable?▪ How does it make you feel?▪ Do other people in the room look comfortable?▪ Are you showing resistance to change?



MODULE 4: CHANGE IS A PART OF LIVING

EXERCISE TWO

<p>EXERCISE</p>	<p>Ask the team to divide into groups of three or more (between three and five is best)</p> <ul style="list-style-type: none"> ▪ Ask each group to choose a scenario or make up a change scenario themselves ▪ Each person should be assigned as Person 1, 2 or 3. ▪ Where there are more than 3 persons per group, the extra people acts as observer/audience. <p>There are three different "Briefing Notes" included on pages 28-30 in the guide. Ask the participants to read the appropriate briefing note for their role.</p>
<p>SCENARIO 1</p>	<ul style="list-style-type: none"> ▪ Proposed change to PPE policy. ▪ Person 1 doesn't like wearing a hard hat all the time and would like to change the policy. Person 1 will make the case for change. ▪ Person 2 will make the case for leaving things as they are. ▪ Person 3 will be supportive and curious without agreeing to the change.
<p>SCENARIO 2</p>	<ul style="list-style-type: none"> ▪ Proposed change to replacing the Ship's Cook with a microwave. ▪ Person 1 believes cooking on board is a major source of HSSE incidents and would like to replace the Ship's cook by using microwave meals. Person 1 will make the case for change. ▪ Person 2 will make the case for leaving things as they are. ▪ Person 3 will be supportive and curious without agreeing to the change.
	<p>Ask the groups to bring their role plays to an end.</p> <ul style="list-style-type: none"> ▪ Ask each participant to answer the questions on page 31 of their guide.
<p>DISCUSSION</p>	<p>Bring the room's attention back to you and start the discussion using the questions;</p> <ul style="list-style-type: none"> ▪ A team member proposed an idea that created change. How did it look, feel, and sound when it was opposed? Did that have an impact on your state of mind and how you continued the discussion? ▪ Are you significantly more likely to come forward with a suggestion for change if ideas are routinely opposed or if they are supported? ▪ The person opposing the idea was negative and focused mainly on personal comments, not the idea itself. How did that impact how you felt and your state of mind? Would these actions impact the



MODULE 4: CHANGE IS A PART OF LIVING

EXERCISE TWO

END OF SESSION SUMMARY	<p>Communicate the following using your own words;</p> <ul style="list-style-type: none">▪ Change happens all the time and it is important to prepare ourselves for this▪ We may not have an influence over the change but we can influence how we react to it.▪ Taking a positive attitude towards change allows you to see new opportunities and make decisions on how you can react to the change. <p>At times of change there can be lapses in safety as we may be distracted by the changes and not concentrate on the important things which keep us safe. It's important to be aware of this and remain vigilant about safety.</p>
CLOSE	<ul style="list-style-type: none">▪ If you have any specific feedback for this module, please use the feedback form at the end of this guide and send to us at partnersinsafety@shell.com.▪ Close and thank everyone for their participation.

END OF MODULE