Davis & Dean™

Guiding Organizational Change

"Flight" Simulations for Leaders™

Davis & Dean

Training beyond anything you've ever done . . .

Knowledge—
plus skills

Theory—
plus practice

Technical—
plus human side

Details—
plus big picture

Process—
plus results

Work—
not a game

Manage 5 months—
in three days

**Seasoned experts
as instructors**

Guiding Organizational Change

Do you want . . .

> . . . to make organization changes faster

> . . . with greater employee commitment

> . . . less organization disruption

> . . . less resistance to change

> . . . and achieve more

> **. . . with every organizational change?**

Organizations don't change. People change. And in the intense dedication of trying to make organizational changes succeed, it is easy to forget that until the people change, nothing does.
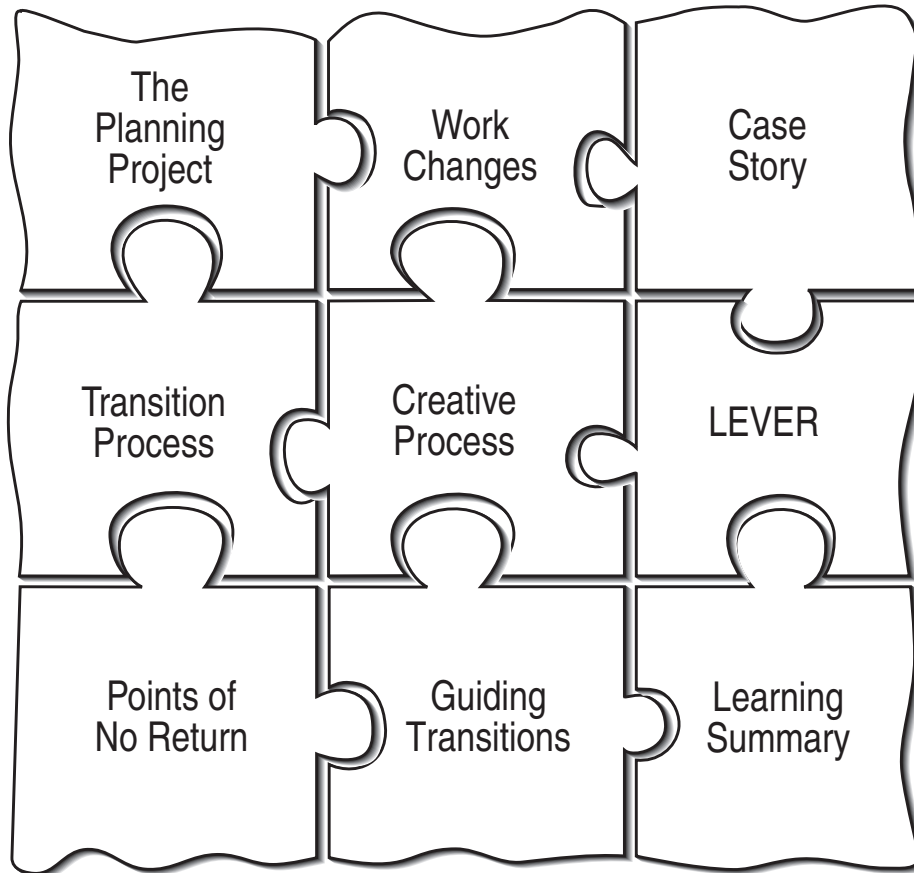
This powerful three-day workplace simulation is based on a real project, and gives participants actual experience with multiple, and sometimes simultaneous organizational and personal changes, which they learn to work through successfully.

Participants' new skills can be applied at work immediately to accomplish more effective and timely organizational changes.

What you will learn in this powerful 3-day workshop . . .

▲ The crucial difference between change and transition

▲ The 8 stages of transition that everyone in the organization must go through before a change is successful

▲ The 5 step creative process that dramatically shortens the time required to make an organization change

▲ The LEVER principle: 5 actions you can take to help yourself and others through change and transition

▲ How to confidently cross points of no return—a crucial skill to successfully execute change

▲ How to *guide*, in addition to manage and lead, a transition—a skill that sets you apart from other "change agents"

▲ Three timing differences that doom transitions to failure, and how to avoid them

▲ The fatal mistake managers and leaders instinctively make; how you can eliminate it so your transitions can succeed

The Workshop

The Planning Project	Work Changes	Case Story
Transition Process	Creative Process	LEVER
Points of No Return	Guiding Transitions	Learning Summary

All the pieces come together in a unifying experience.

The Case Story

Participants are assigned to lead an organization change project. To succeed, they must consistently apply all the skills of guiding transition.

Memorandum

Miller Global

January 2

To: Leader [You, the Participant Team]
   New Information Technologies Customer Strategies Department

From: M. S. Caine, Division Manager

Welcome aboard!

You have taken on the job of leading our new group devoted to customer service. At present, we're calling that group the Information Technologies Customer Strategies Department (ITCS).

Before you start, there are several things you will want to know about this new group you'll be forming, and about the work we expect it to do.

1. First, you know that the Division has consolidated the responsibility for Information Technologies. That coincides also with a realignment of our primary product lines to better focus on our customers/users. This consolidation must not be misunderstood. It is not my wish to centralize IT services; on the contrary, these services will be widely dispersed and convenient to Division users. I only want to centralize the *responsibility*. The challenge of coordinating these massive communications services is such that we need a small, but high powered, highly visible department to be accountable for overall coordination results. That will be your new department, or if you prefer, team.

2. Rather than report directly to me, you will be coached by Lena Czyzk (pronounced Sizz-ick), our Division Director of Transitions. She has only recently transferred here from Miller Global operations in the Czech Republic in Eastern Europe, where she has successfully managed many significant transitions in the last several years; probably more than most managers have been exposed to in a lifetime. Please give her your full cooperation; she knows how to do this!

3. The new group you are forming will coordinate IT customer communications strategies for three Operations. Two you are familiar with; the third is new. They are (a) the Lakeside Operation, (b) the Mountainside Operation, and (c) the Oceanside Operation, which is our most recent acquisition.

  The Lakeside Operation (LS) is best known by most of you, being the largest of the three and co-located here with Division Headquarters. Most of what goes on at Lakeside is quite visible, as are the people involved. This is where we have been implementing global e-commerce, with partial success to date. I think electronic commerce is a significant transition for our employee associates, and we are only now learning, with Lena's help, how to guide people through the process. The 4,000 employee associates at Lakeside are very aware of their proximity to the additional 107 of us in the Headquarters office.
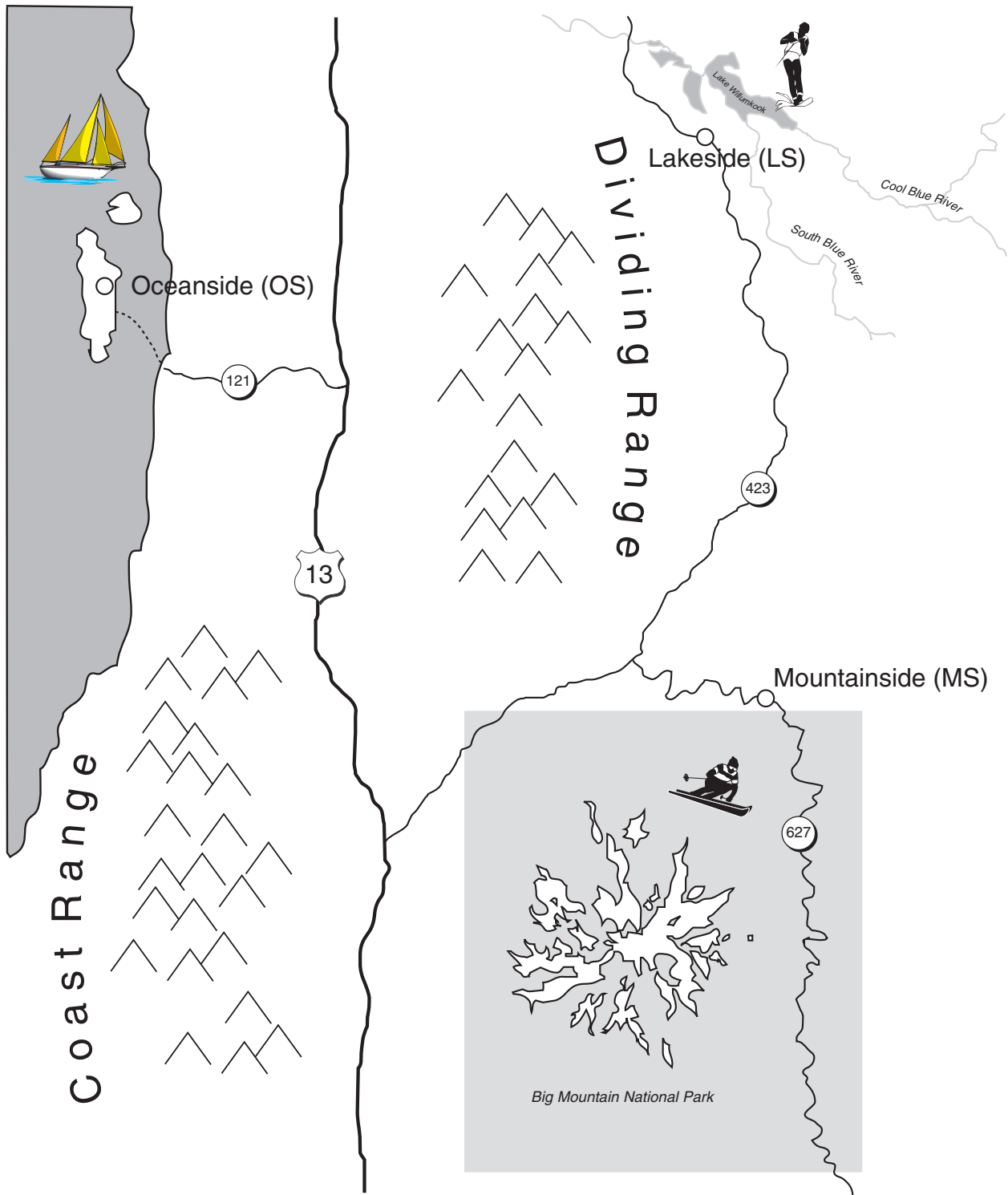
The Mountainside Operation (MS) you also know, as it is the oldest operation in the Division. Some of you have worked there earlier in your careers, as I have. I urge you to set aside your emotional ties to the past and deal objectively with the 2,400 people there. You already know, as some of them undoubtedly do, that we are studying the possibility of either selling or closing down that operation. Its products no longer fit our strategic niches, and we have not been able to identify a buyer who is likely to find such an investment attractive. Exacerbating the operating problems of Mountainside is the weather: capricious, unpredictable, and sometimes dangerous, even though it is only 60 miles (96 km) from here. Also, as Mountainside is the only major employer in town, we are proceeding slowly with any actions that would lead to a final closure.

The third Operation will be new to you. Our acquisition of what we have named Oceanside (OS) was finalized only a few weeks ago. I would like to think the merger is completed, but of course that is true only in the legal sense. So far, we have left everything to continue operating as it was. The 600 employees there still think of themselves as Island Enterprises; my goal is to have them identifying with Miller Global within a year. Your efforts can support my goal. As you might guess, even a few years ago we would never have considered a merger with Island Enterprises. While the island is only a little way offshore, it *is* an island. Road access to it requires a three hour drive and a ferry ride. Communication of information was the key to making the OS acquisition possible and is the key to making OS work successfully as part of Miller Global. I think you will have to call upon every available technological capability as you proceed.

4. I expect your new group to start up quickly. Fifteen employee associates have volunteered or asked to be considered. That is more than I think you need. I will authorize a department of 10 people plus yourself [the Participant Team]. You will be stationed at Lakeside, at least during this organizing and starting up, but the other 10 associates should be on site at LS, MS, and OS. Naturally, they will be subject to Miller Global employee policies, some of which I have extracted for you, and which are attached.

5. I have allocated $300,000 for your start-up project. That figure is somewhat flexible, as we have very little experience with this kind of business combination and team formation. I'll ask you to track your accumulated costs as you progress.

6. The ten employee associates are ready to begin work. Anything they have done so far is subject to your review, but you will want to beware of making arbitrary changes. All of them are looking forward to working with you, I'm sure. Some of them have assisted me in planning the steps and flow of this start up project, and will share the relevant documents with you soon.

Again, welcome aboard. This is a great growth opportunity for you. Best wishes for success.
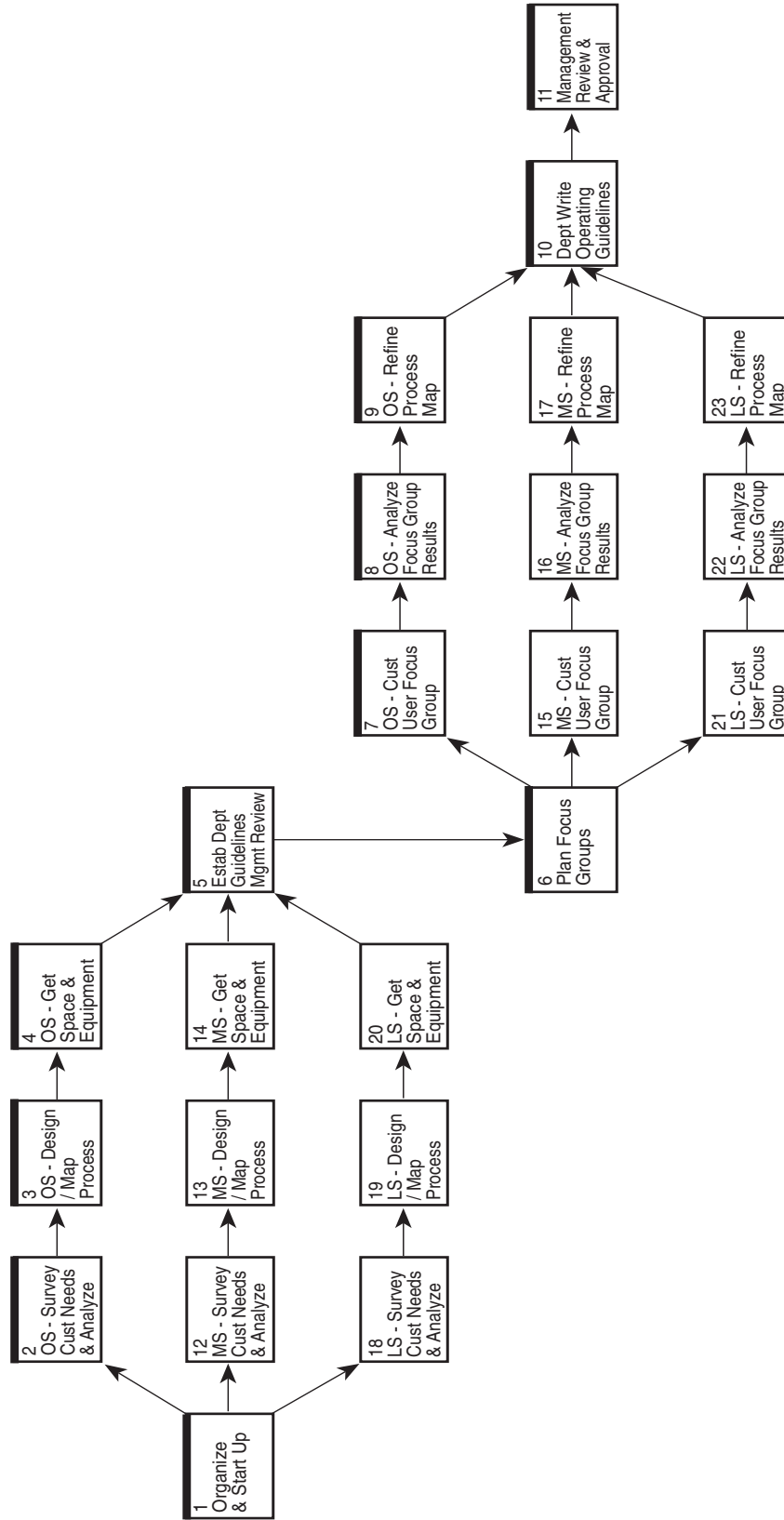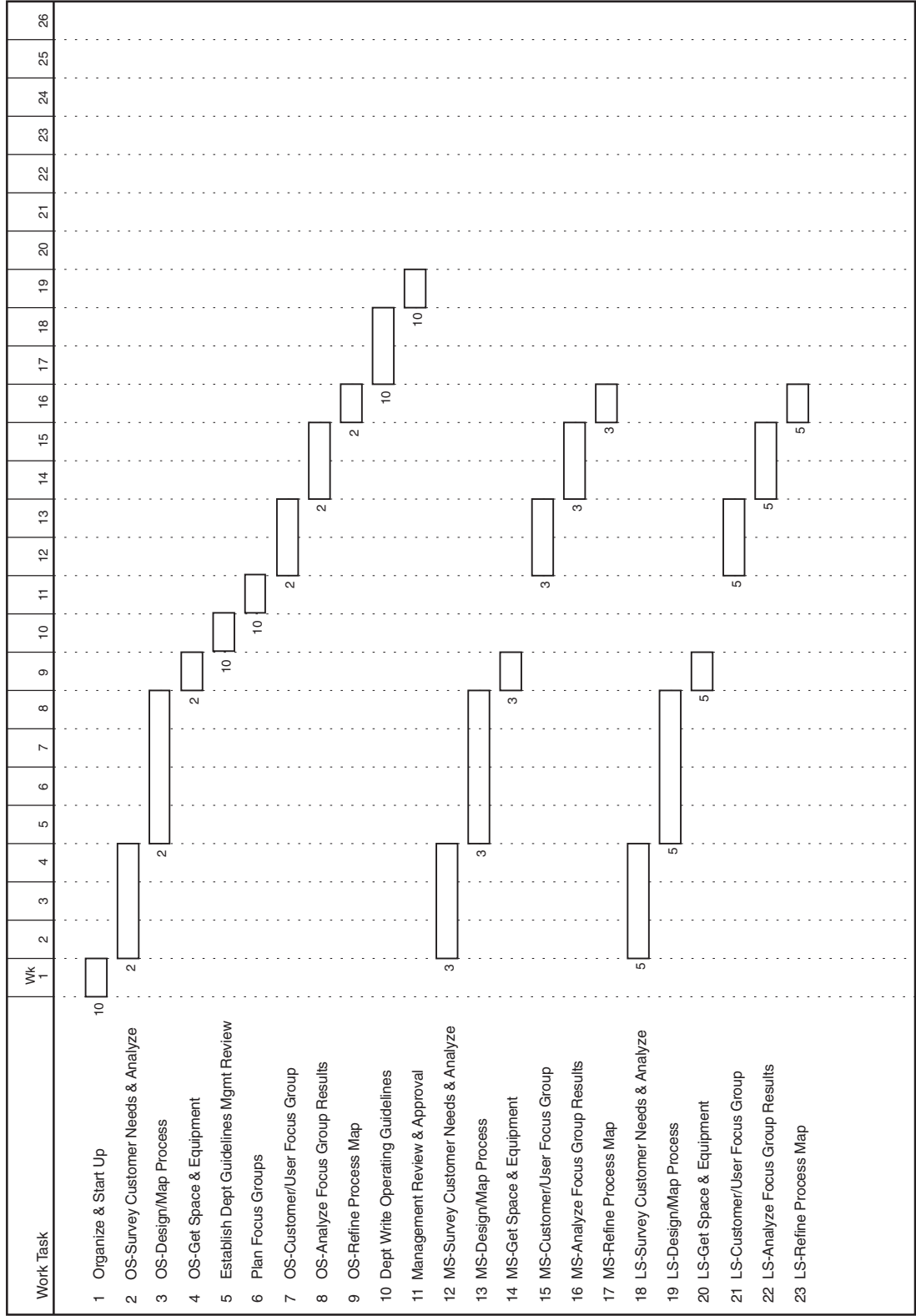
Lakeside (LS)

Lake Wilamkook

Cool Blue River

South Blue River

D i v i d i n g   R a n g e

Oceanside (OS)

121

423

13

Mountainside (MS)

627

C o a s t   R a n g e

Big Mountain National Park

Network Diagram

ITCS Department

					11 Management Review & Approval

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                              │ Organize     │
                              │ & Start Up   │
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Bar Chart (Gantt Chart)

ITCS Department

#	Work Task	Duration
1	Organize & Start Up	10
2	OS-Survey Customer Needs & Analyze	2
3	OS-Design/Map Process	2
4	OS-Get Space & Equipment	2
5	Establish Dept Guidelines Mgmt Review	10
6	Plan Focus Groups	10
7	OS-Customer/User Focus Group	2
8	OS-Analyze Focus Group Results	2
9	OS-Refine Process Map	2
10	Dept Write Operating Guidelines	10
11	Management Review & Approval	10
12	MS-Survey Customer Needs & Analyze	3
13	MS-Design/Map Process	3
14	MS-Get Space & Equipment	3
15	MS-Customer/User Focus Group	3
16	MS-Analyze Focus Group Results	3
17	MS-Refine Process Map	3
18	LS-Survey Customer Needs & Analyze	5
19	LS-Design/Map Process	5
20	LS-Get Space & Equipment	5
21	LS-Customer/User Focus Group	5
22	LS-Analyze Focus Group Results	5
23	LS-Refine Process Map	5

Week scale: Wk 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

New Learning #1

Transition Process

Participants learn the 8 stages of transition, and apply their learning throughout the workshop. They can identify the stage they themselves are in. They also become skilled at assessing where an employee or peer is in the process at any given moment.
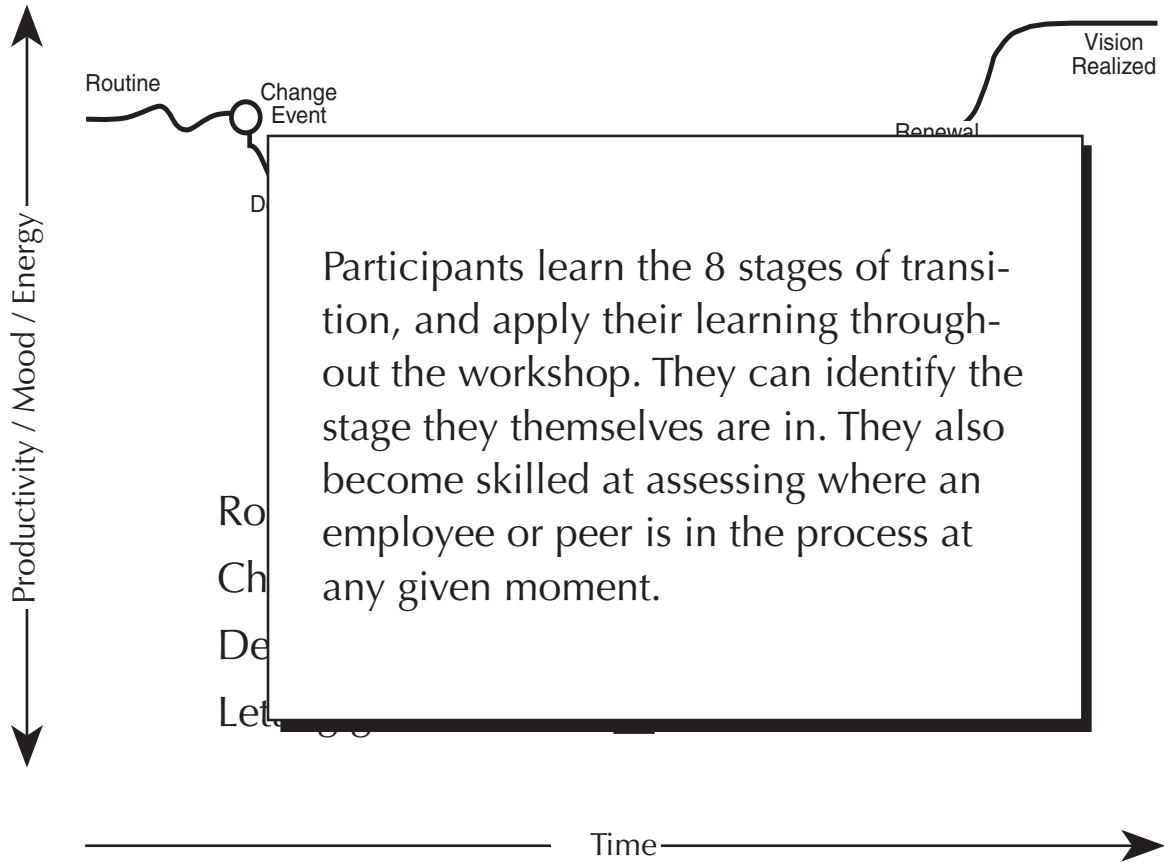
The *Next* Transition

Interviewer: *Talk about what happens the next time you go through a major change.*

Elizabeth Harper Neeld: The next time you go through a major change you are not immune from all the pain, trauma, confusion, or disequilibrium. You have the very same responses you had before, but now you know that there are life-affirming choices and that *it is a process*. You have confidence in that process, and you may move through the process in less chronological time. You are not nearly so likely to get stuck.

New Learning #2

Creative Process

Clearly state
the question

Participants learn all steps of the
creative process by applying them to
the situations they must solve in the
workshop and the case story. A use-
ful understanding of this process will
stay with them throughout their
career and life.
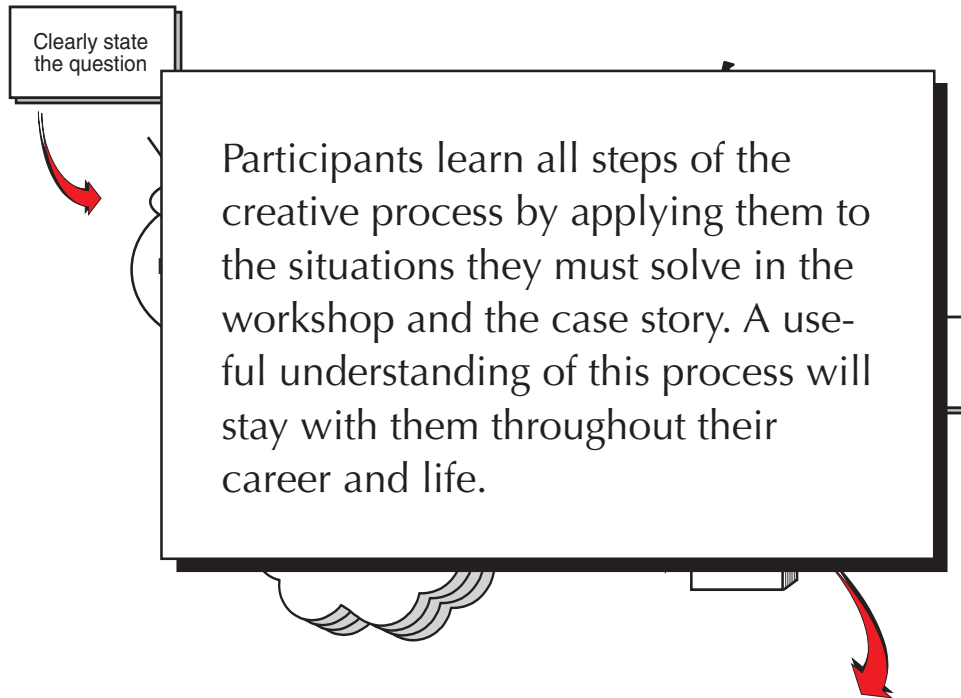
Basic source: *Higher Creativity,* Willis Harman & Howard Rheingold, Institute of Noetic Sciences

Applying Creativity
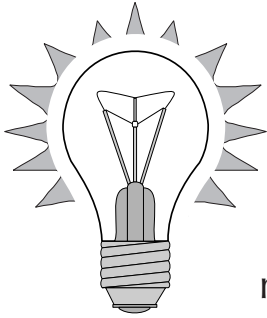
Most of us think we are not creative, yet we all use an age-old process every day of our lives as we confront and solve the problems and questions of living and working. This module of the workshop is aimed at bringing the creative process into awareness, where each of its steps can be cultivated and fully utilized.

New Learning #3

LEVERaging Transitions

Help your people —

L et
E m
V is
E ne
R ea

Participants learn the 5 aspects of the LEVER principle, and become skilled at applying them to help the organization through transition.

This is a new skill set for you.

LEVERaging Transitions
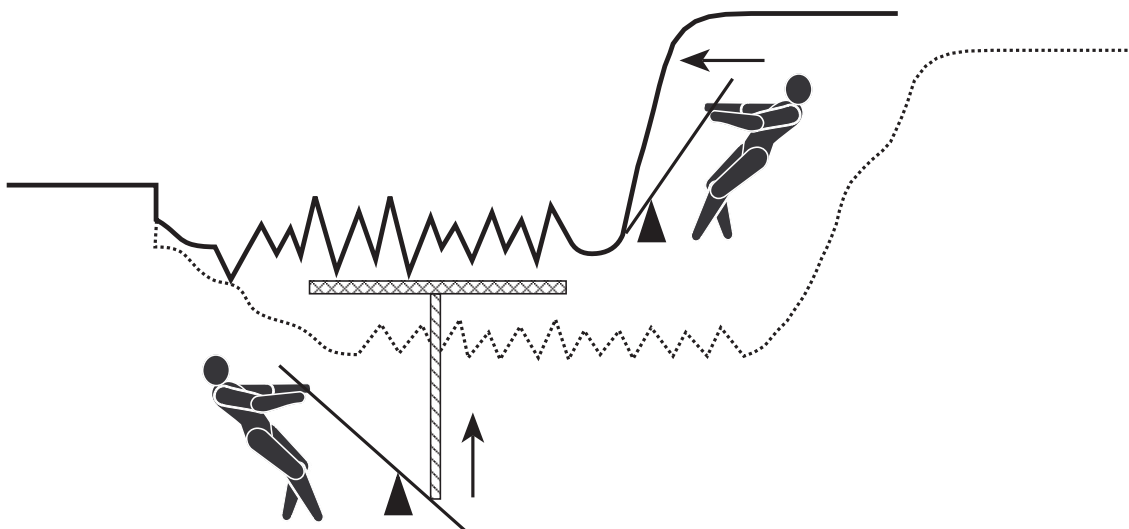
▲ Rapid transit

▲ Shallow valley

▲ Enhanced renewal

New Learning #4

The LEVER's Fulcrum:
The Point of No Return

▲ Make

▲ Close

▲ Fewe

▲ Increa

▲ Com

> No one likes to give up anything, but it is inherent in transition that something must be left behind.
>
> Participants learn how to make firm and final decisions, limit their options, and commit fully to a course of renewal.

Th

Archimedes, the Greek mathematician, in 265 BC said he could move the earth if he had a lever long enough and a fulcrum strong enough ("*Give me where to stand and I will move the earth.*")

We're giving you a LEVER long enough to move your world!

New Learning #5

What does it mean for you "to guide"?

To go w

territory

to show

so they

the jour

and the

▲ Most of us know and practice the relatively simple skills of **managing**.

▲ Some of us have learned to use the more advanced skills of **leading**.

▲ Only a few of us have progressed to applying the essential skills of **guiding**.

Participants learn to integrate **guiding** with their **managing** and **leading** skills. They will actually practice these skills in combination until they become ingrained and natural habits.

Guiding Transitions

When their 19-week project begins . . .

1. Participant teams review their strategies

2. Make strategic and current decisions

3. Apply decisions to the ITCS Project

4. Work project for one week (simulated)

5. Read and analyze feedback on monitor

6. Respond interactively to situations and dilemmas

7. See immediate feedback to their responses

8. Print weekly management summary reports

9. Track progress on project control charts (KPIs)

10. Review and analyze short and long term results

11. Make next round of decisions

12. Continue for 19 weeks, or until project completes

Week 8

Week 7
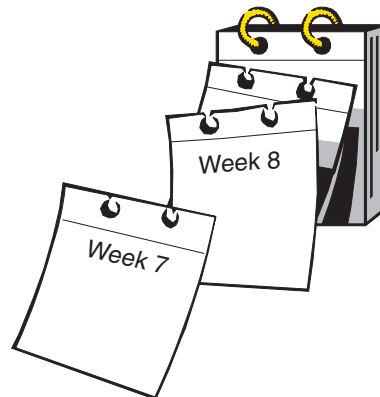
The Participant Team Interacts with a Virtual Team

Team interactions are synergistic and interdependent—

Success of one team

Depends on and

Contributes to

Success of the other team.

Virtual People

To accomplish the work assigned in the Case, participants have access to a project team of ten virtual (simulated) team members, who have volunteered for this project along with five other volunteers, who may be available if needed.

These virtual people have names, skill sets, and histories; have varied interests at work and at home; have specific personality types (in the same proportion as in the general population); reflect the aging of the work force; and have been with the company for varying lengths of time.

Personality types (Myers-Briggs Type Indicators) and ages are not disclosed to participant teams, although simulated education opportunities are available for the project team that will result in discovery and definition of personality types.

Virtual Peoples' Characteristics

Virtual (simulated) people in the project have unique . . .

▲ names	▲ learning abilities
▲ experiences	▲ personalities
▲ mixes of skills	▲ productivity variances
▲ moods	▲ capabilities to change
▲ maturity levels	. . . and other human attributes.

The people can be . . .

▲ selected	▲ trained
▲ hired	▲ promoted
▲ assigned	▲ transferred
▲ coached	▲ counselled

The human element is very realistic!

Performance Review

: Dia Olive   16

Telecommunications Specialist

Exceeds basic job requirements	✔					Does not meet basic requirements
Meets agreed upon "stretch" goals	✔					Maintains status quo and equilibrium
Works well without clear direction	✔					Prefers or requires detailed instructions
Prefers creative, adaptive situations	✔					Prefers routine and predictability
Prefers working alone	✔					Prefers working in a group
Supports own needs and goals					✔	Supports group needs and goals
Seeks out new ideas and concepts	✔					Adheres to the tried and true

Notes

Dia Olive

Mountainside

Resume/CV

Name: Dia Olive

Challenging and creative position in the high-tech field.

16 years at Miller Global: 3 at Mountainside. Jobs have ranged from office assistant to supervisor. Assignments have been in several areas: Facilities, Computer Center, and two large projects where I assisted or led putting together and maintaining the communications systems.

Also, 1 year as coeditor of symphony newsletter and programs. Great job, no money!

BA   Journalism
Many professional seminars
40% of credits for MBA

"What is important?"

When I was reassigned to Mountainside and Kelly Kulik replaced me at Lakeside, I spent a month training her. She has a talent I wish I had. I don't know what to call it other than sociable. She just gets along. I like to be alone more, but we've become good work friends despite the distance. She's been a great help to me, shoveling me out as I get snowed under by work. There's so much to do up here, and I want to do a good job for the company that has allowed me such great opportunities.

Sometimes I bite off a little too much, and it keeps me from doing the two things I love best: listening to music and writing poetry. I don't mean having background music on while I make myself some dinner; I mean seriously studying the score, the libretto, the composer's style, and concentrating fully on the artist's performance. I love going to New York once a year for a live performance; I live for it. I'd never perform, though. No singing talent.

A talent I do have, however, is writing poetry. I work hard at "packaging my feelings" in such a way that the reader feels exactly what I did when I wrote the words. I also write the truth. My poetry comes from the heart-uninhibited, uncensored, unedited. Those who've read it, like it. I hope to publish a collection of poetry in the next couple of years. I'm saving up for it right now.

Observations

Full of enthusiasm and loyalties. Cares about learning, ideas, language, and independent projects. Friendly, but often absorbed by the task at hand. Tends to undertake too much, but somehow gets it done.

Application of Learning

To enhance learning, participants . . .

▲ become intensely involved in directing the unfolding case story

▲ make regular evaluative reports to the class

▲ take "people" risks that are difficult on the job

To enhance transfer of learning to their jobs, participants . . .

▲ continually relate the case story to their own work

▲ find ways to apply the guiding principles learned

▲ plan and commit to how they will guide transitions—
   • personally
   • at home
   • at work

My Commitment

Davis & Dean

Something valuable I learned about transitions . . .

Something I'm going to do about transitions for myself . . .

Learning is summarized by the participants and the workshop guide. Participants, after reflecting, make detailed reports of their learning and make commitments to apply the skills they have learned.

Something I'm going to do about transitions at home . . .

Something I'm going to do about transitions at work . . .

When a major change is announced . . .

People lose their "old ways," can be confused, and resist the change
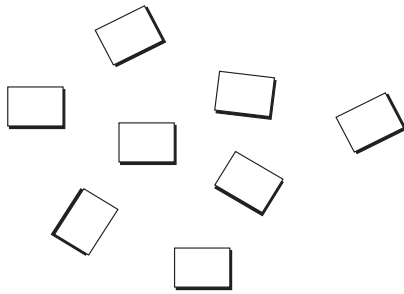
leads to → **Unknown Outcomes**

- long, slow change process
- uncertain costs
- unpredictable quality and results
- low morale

With transition skills, the change process is visible and predictable

Guiding
Transitions
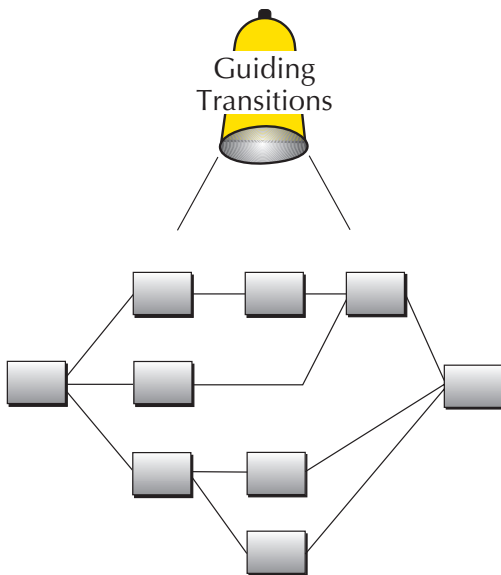
leads to → ***Optimal* Outcomes**

- faster change implementations
- higher productivity during the process
- better than expected results
- people want to help make the transition successful

Skills Integration
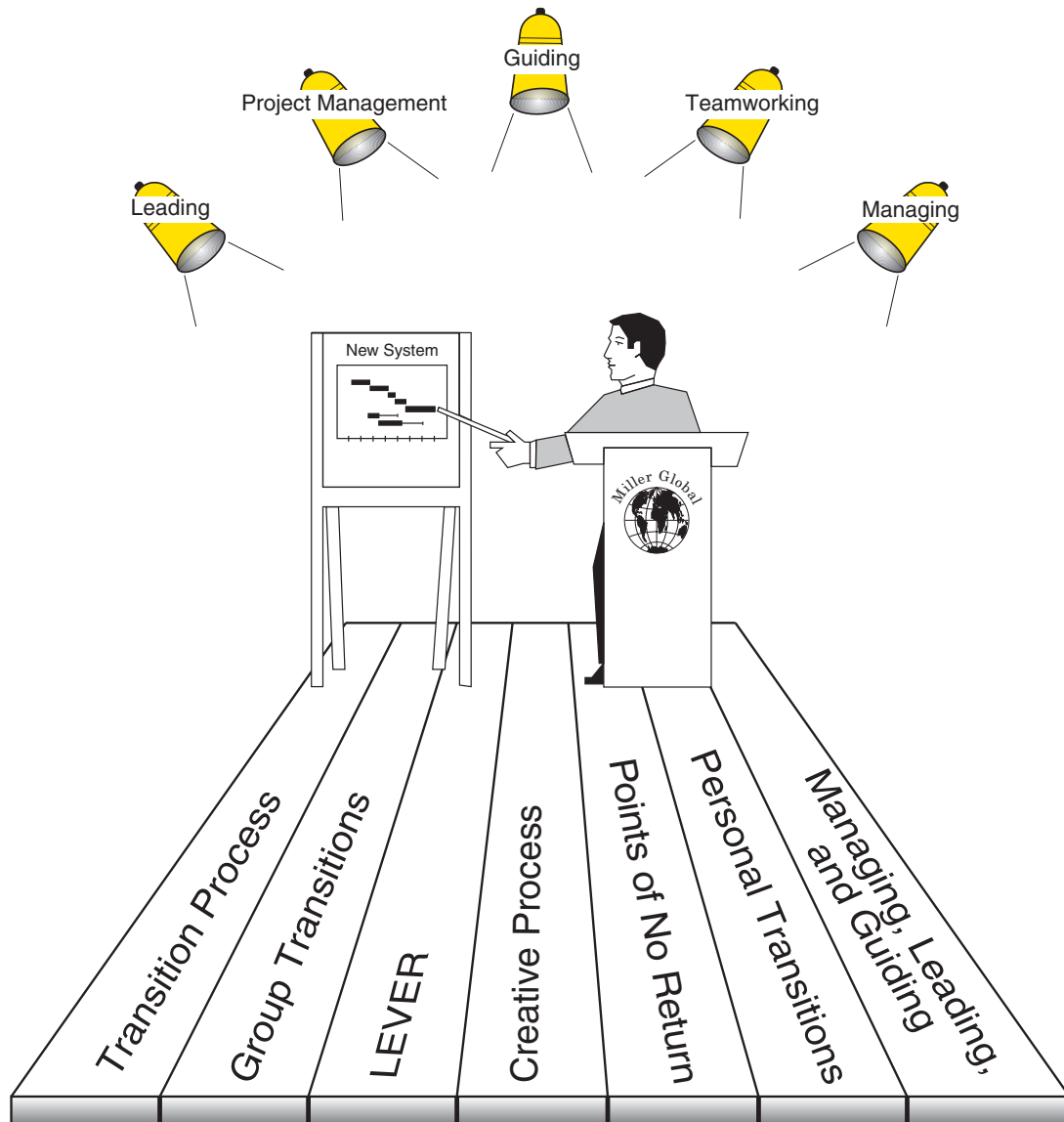
By the end of the workshop, all the elements of guiding transitions are integrated into a dynamic whole. You have a new set of skills—Guiding Organizational Change!

At the end of the workshop, you will have a new set of skills…

…naturally applied skills that will change forever how you live and lead.

What is a "Flight" Simulation for Leaders like?

You'll experience all the stages of learning . . .

In a **Davis&Dean "Flight" Simulation for Leaders**, all stages of learning are experienced, from the *Bliss* of not knowing a skill exists, to the early *Frustration* of not having the skill, through the *Awkwardness* of trying a skill for the first time, and advancing to the *Natural* behaviors of the truly skilled. Continuing on, multiple skills are *Integrated* into new skill sets, which may then either *Align* with personal belief systems or engender new beliefs.

You'll learn by doing it yourself . . .

A **Davis&Dean "Flight" Simulation for Leaders** is a personal experience in which fully involved participants do the learning themselves, while being coached and guided by experts. Your learning is not directed simply at the acquisition of knowledge, but towards practicing and using relevant new leadership skills.

You'll work in a leaderful team . . .

In a workshop, up to six teams of three to five participants are immersed in realistic long-term workplace situations. Teams make everyday decisions, plus they deal with dilemmas and unplanned events that must be resolved within specified times, budgets, and other parameters. Each team's progress unfolds differently depending upon the decisions they make using their existing and newly learned skills and knowledge.

It's real work, not a game . . .

These simulations authentically replicate the workplace, although they are more focused, risk-free, and performed in compressed time. Success in a simulation, just as at work, is achieved not by manipulation, but by consistently applying good leadership and management practices, effective people skills, an integrated strategy, and the targeted functional skills being learned.

Your guide is an expert . . .

Davis&Dean Guides (instructors) must meet very high standards, including professional or advanced education supplemented by years of significant and applicable experience. In addition, they must successfully complete our comprehensive and demanding certification process before guiding **Davis&Dean "Flight" Simulations for Leaders**. A Guide's certification is reviewed regularly.

Why do "Flight" Simulation for Leaders work?

Compressed experience methods have been used in flight simulators for many years. These methods give airplane pilots risk-free experience in a short time so they can learn and integrate new skills.

Davis&Dean "Flight" Simulations for Leaders are much the same, replicating management and leadership situations so new skills can be focused on, practiced, and learned quickly.
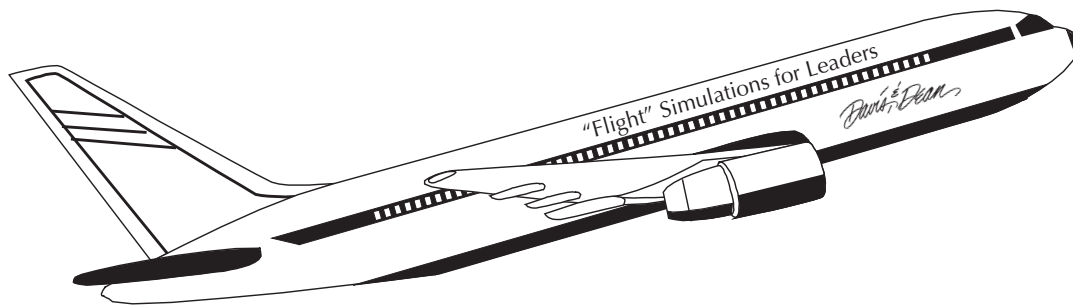
▲ You learn by doing

▲ Energized classroom insures full participation

▲ Telescoped time dimension allows rapid learning

▲ Risks are taken without fear of failure or repercussion

▲ Attention is focused on skills to be learned and applied

▲ Decisions are followed by immediate, continuous feedback

▲ High transfer of learning results from accurate mirror of the workplace

▲ Intensity and emotion lead to long term internalizing of the experience

Time is short, but . . .

What if . . . there were a fast, effective way to learn the new, complex skills required of today's successful leaders?

What if . . . in a classroom, you could immerse yourself in a relevant, realistic re-creation of your workplace, accurately reflect the complexity of your job, inundate yourself in the dozens of simultaneous, multi-dimensioned dilemmas that leaders face, and add the urgency and intensity of a collapsing time-line?

What if . . . you could learn to quickly assess a situation, integrate all the data available to you, forge a team decision, see results instantly, and get continuous, timely performance feedback?

What if . . . you could lock in your learning with actual reinforced experience, and capture how it feels to successfully apply your new skills with the confidence of an accomplished leader?

What if . . . it could be done in two or three days?

That's what we **guarantee** with *Davis&Dean "Flight" Simulations for Leaders*, and what we do for the world's most progressive companies on six continents.

These unique, computer-based workplace simulations are designed to seize your attention and give you the best value-added education there is: skills you can take to work that will change forever how you live and lead.

Workplace Simulations from
Davis&Dean

Davis&Dean offers many other "*Flight*" Simulations for Leaders™.
Please visit our web site or call us for complete information.

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