ENABLING CHANGE

Learning Guide

scouts

be prepared . . .

Note: Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick - for ease of reading, this publication simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland, Scouting is organised into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

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Enabling Change Learning Guide

What is the purpose of this learning guide?

This learning guide is aimed at managers and supporters in Scouting. The purpose of this learning guide is to build on the information given in the video **Enabling Change**. As well as providing extra details of some of the models outlined in the video, it also seeks to help you reflect on how to apply them in your Scouting role.

The total learning time for this resource is approximately 30 minutes.

How to complete this learning guide

Before completing this learning guide you should watch the video **Enabling Change**.

Read through the chapters in this learning guide for a more detailed explanation of some of the models outlined in the video and complete the tasks to help you reflect on how to apply them to your role in Scouting. If you are unsure of a theory or task, revisit the video and discuss it with your Training Adviser or line manager. Then go back and complete the learning guide.

While using the workbook you will see the following symbol:

 Task: activities, discussions or reflections for learners to undertake

Throughout this learning guide you will be undertaking practical activities, making notes and reflecting on relevant examples from your Scouting experiences. We hope that the video and learning guide will provide you with useful knowledge to aid you in your role in Scouting.

What resources do I need to accompany this learning guide?

■ **Enabling Change** (video)

Associated reading

Further resources are available from the Member Resources section of **scouts.org.uk**, including:

■ **Managing Change** (factsheet)

Additional resources:
■ Building Effective Teams – **video and learning guide**
■ Dealing With Difficult Situations – **video and learning guide**
■ Planning For Growth - **video and learning guide**
■ Keeping, Developing and Managing Volunteers - **video and learning guide**

Managing Change

Organisations and people don't just change because of new systems, processes or structures; they change because the people within the organisation adapt and change too. Only when the people within it have made their own personal transitions can an organisation truly reap the benefits of change.

As someone needing to make changes within your Group, District, County/Area or Region, the challenge is not only to get the systems, process and structures right, but also to help and support people through these individual transitions. Your role is to make this transition easier for people. That will mean that local Scouting will benefit from changes sooner, and your projects are more likely to be successful.

The Change Curve

The Change Curve is a popular and powerful model used to understand the stages of personal transition and organisational change. It describes the four stages most people go though as they adjust to changes. It helps you predict how people will react to change, enabling you to effectively support them through the transition.
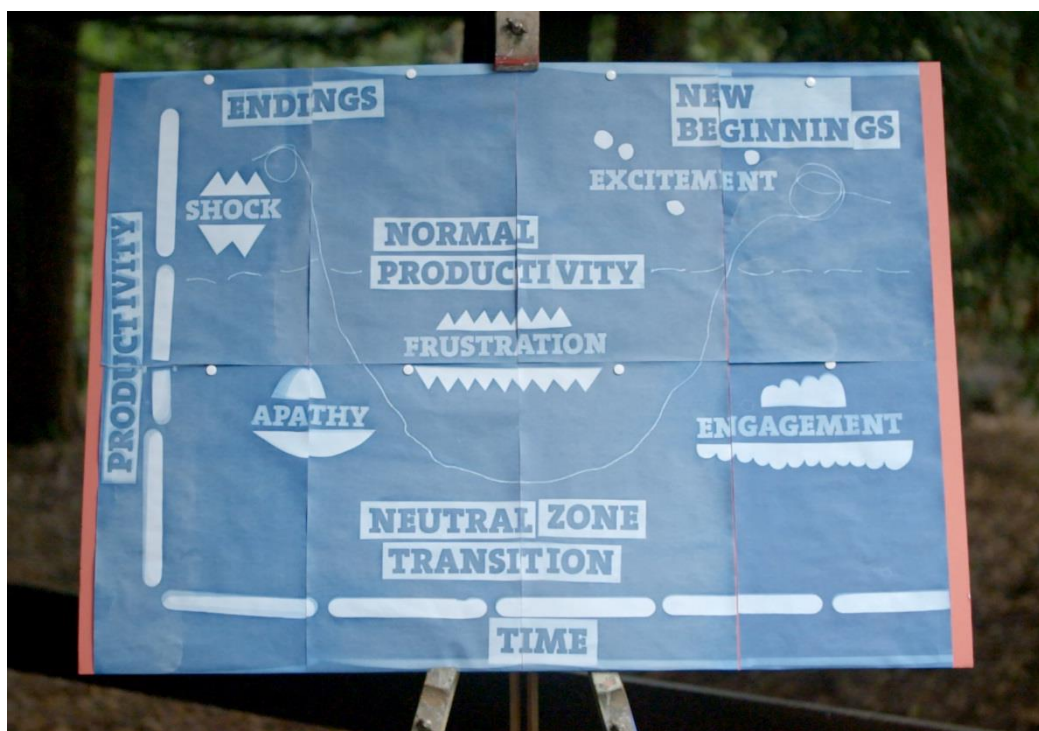
Task: The Change Curve

Reflect on a change taking place within Scouting. Where do you think you are on the change curve? Where do you think your Group, District, County/Area or Region is on the curve?

The Scout Association Model for Change

The Scout Association uses a popular change model for explaining and managing the process of change. This follows a five-step approach:

1. Gain commitment:
   - demonstrate commitment in leadership
   - examine communication systems
   - use facts rather than hype and spin
   - explain the benefits
   - explain why the changes are taking place

2. Decide where you want to be:
   - what is your vision
   - what about three years' time?
   - assign priorities
   - set objectives
   - consult as widely as possible

3. Define where you are now:
   - collect data and facts
   - talk to people – consult as widely as possible

4. Plan how to get there:
   - develop options
   - choose methods
   - plan
   - allocate tasks
   - select a project manager
   - deal with resistance

5. Implement:
   - monitor
   - adapt

Task: Managing change

Reflect on one change you would like to implement in your Group, District, County/Area or Region. Using the five-step approach outlined above, think about how you would carry out each step to effectively manage the process of change. Write your ideas in the table below.

Change I would like to implement:	
What to do:	**How to do it:**
1. Gain commitment	
2. Decide where you want to be	
3. Define where you are now	
4. Plan how to get there	
5. Implement	

Top tips

When managing change, remember:

- change is a process not an event
- get everyone involved
- publish early success
- expect it to take longer than you anticipate
- don't expect to be able to control all factors.

For further information, take a look at this factsheet on **Managing Change**.

Gaining Commitment

Dealing with resistance to change

A large part of managing change and gaining commitment is anticipating and dealing with people's reactions. In some situations change can be accepted more readily, and in others there are reasons why change can be considered negative. It is often more accepted when:

- people understand the reasons for changes
- it solves a problem(s)
- communication is open and honest
- people are consulted in advance.

You may find that there are people who will be resistant to change. It is import to try to bring these people on board and actively engage them in the process of change.

Task: Resistance to change

There are a number of common causes for a negative approach to change. Create a mind map of ideas below as to why people may become resistant to change.
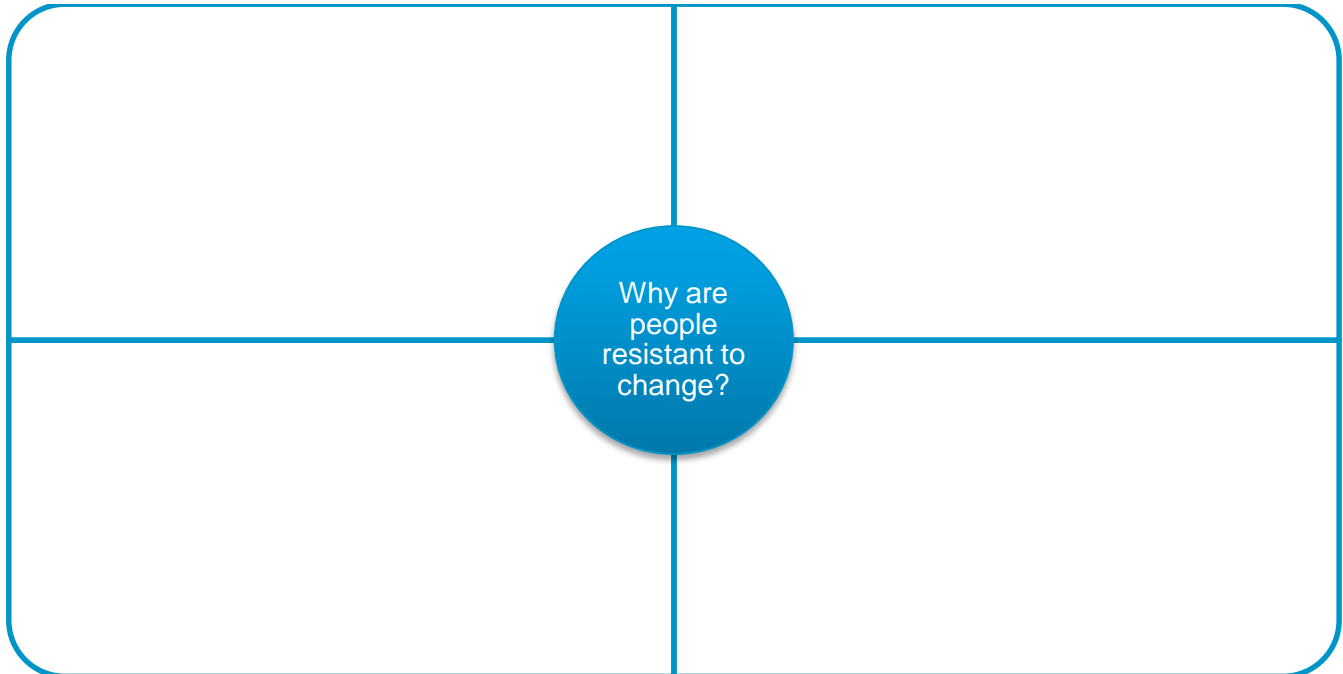
Top tips

In dealing with resistance to change, there are some key points to keep in mind:

- accept that resistance will always happen and if possible, anticipate where resistance may come from
- plan your approach
- tackle individuals with issues
- encourage everyone to take part in the planning, implementation and review of change
- be clear on objectives, so that everyone understands what is trying to be achieved (and what isn't)
- keep people informed
- meet people face to face
- be positive
- use incentives where appropriate.

You have now completed the independent learning guide for 'Enabling Change'.

For more information on managing change and other training resources for managers and supporters in Scouting, please visit **scouts.org.uk**