


JOURNEY TO DISCOVERY

LEADER'S GUIDE

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TRAINING SESSION OVERVIEW

Journey to Discovery is a twelve-minute video that dramatically highlights the evolution that occurs as the British author, Charles Dickens, is transformed from earning a living to creating a life and leaving a legacy.

This video and Leader's Guide will provide a stimulating venue for examining how we can overcome the fear and sense of loss that often accompany change in our work lives. Playing off the story of Charles Dickens, and the catharsis he underwent while writing "A Christmas Carol," the training looks at how past, present, and future all come into play when we are faced with stressful change situations. The training will nudge the learner toward new patterns and thinking that enlightens their vision for the future.

The Leader's Guide lists and summarizes each of the five exercises, providing the trainer with training tips, additional comments, questions and quotes that can be utilized. Note that there are two parts to Exercise 3, the first part designated for discussion in small groups, the second part designated for creating an important concept that one group can share with the other groups.

The target audience represents white-collar managers and supervisors. This training program can stand alone or can be part of a day-long leadership training program using all four *Lessons in Leadership* pieces. This could be part of a larger organizational change initiative or incorporated into an ongoing OD process.

Twenty-five or fewer participants is ideal. This allows a combination of small/large group interaction and discussion within the short timeframe of one and one-half hours. Flexibility is the key. If an exercise takes longer than listed in the suggested timeframe, the trainer may decide to omit another exercise so that the time can be spent in one topic area that seems most pertinent to the participants.

MATERIALS NEEDED:

- Flipchart or whiteboard with marking pens
- Handouts for Exercises
- Prepared flipchart or posters for Exercise 1 and the Closing Exercise
- Blank paper
- 3x5 index cards and a basket or bowl to collect these cards for Exercise 5
- Additional materials are optional for the creative Exercise 4: poster board, extra newsprint, marking pens, playful hats, kazoos, bubbles, musical instruments, etc.

Inspirational quotes that pertain to the video and learning objectives are provided at the end of the Leader's Guide. The trainer may wish to post these around the room prior to the session.

LEARNING OBJECTIVES

At the end of this program, learners will be able to:

1. Describe links between our past, present, and future attitudes and actions.
2. Identify three factors that cause resistance to change and prevent us from seeing new possibilities.
3. Explain three change enhancing behaviors.
4. State a key workplace problem that is causing paralysis and brainstorm ways to break through and move forward.

CLASS SEQUENCE AND TIMING

Training Session Activity	Approximate Time (in minutes)
Welcome and Session Overview	5
View Video	12
Exercise 1: Reflections on Video	10
Exercise 2: Fill-in the Sentences	10
Exercise 3: Part A	15
Exercise 3: Part B	15
Exercise 4: Creative Presentation	15 - 20
Exercise 5: Learning & Sharing	5 - 10
Approximate total time	1 hour, 30 minutes

INTRODUCTION (5 minutes)

Leader: Introduce yourself and have the participants introduce themselves. Introduce the content with:

The main character in the video we are about to see is an author faced with what he perceives to be a paralyzing problem — one that keeps him from moving forward. In the workplace, we all experience problems that paralyze us or hold us back. Many times these problems are caused by change. What are some changes in the workplace that can cause difficulties?

Elicit responses such as these:

- new boss
- new co-worker
- new equipment
- need for new revenue sources
- changing market niche
- new policies
- down-sizing
- layoffs
- mergers
- acquisitions

Additionally, as you watch this video you may wish to think about your own personal and professional attitudes and behaviors that lead you away from, or toward, change. You may further want to reflect upon a workplace problem that is causing you “paralysis” and ponder some new insights that might lead you toward enhanced growth.



VIEW *JOURNEY TO DISCOVERY* VIDEO (12 minutes)

The stark black and white photography and ghost-like images of the 19th century add a richness and depth to the story of this British author whom we meet on the streets of London.

This film shows us a brief moment in time, as this man, who had been a successful author, suddenly finds himself with writer's block. As he walks the streets of London, he is haunted by his own childhood poverty and horrified that he might return to life in a factory, or that he and his family might be thrown out onto the streets — penniless and homeless. It is perhaps a fear all who watch this video may have known — a fear that haunts even the most successful men and women. It is the realization that no matter what we strive for and obtain in life — the ghosts of our past could become our future as well.

As the author states in the film, what he must “do” is quickly write, publish and sell. And while, like all solutions, this seems so simple to state, in reality he cannot put these words into action. His mind is paralyzed; he is caught, frozen in time, unable to find the crucial “what” to write. His chosen career as a writer has abandoned him, just as he was beginning to bask in his newfound fame and stature. The more he pities himself and ponders his plight, the more desperate he becomes to succeed. His financial obligations and family responsibilities cause him such tension and frustration that there's no room for discovery, energy, or creativity to emerge. His all-consuming thoughts swirl around money, debts, and making a profitable product.

Out walking late one night, he encounters and questions a boy on the street. The boy reveals that he is working — something he must do because his parents do not make enough money. When the author asks the boy whom he works for, the boy answers, “For people like you, sir.”

This off-hand comment seems to strike a chord in the author. He suddenly remembers his days as a young man “working in a factory, longing for a better life,” and he is transformed. We then watch as the author is propelled into a writing frenzy. We see him scribble words on paper with unbridled enthusiasm. His creative genius appears limitless. We watch as he spends more nights out on the street “not as a man haunted by financial doom” but rather as one who is experiencing “a great adventure filled with unforgettable characters.”

In the end, we discover that the young writer is, in fact, Charles Dickens and the book he successfully crafts, after sinking to the very depths of despair, is *A Christmas Carol*. Dr. Covey then summarizes for us the lesson to be learned from the story.

When we lose our way, Covey says, there is a temptation for us to focus upon the impasse itself — upon what will happen to us if we fail to overcome the obstacle. This causes a kind of paralysis. We are better served, Covey suggests, if we reflect upon something else during times of change and despair — something deeper, such as a sense of purpose, or contributing to the lives of others. By getting back in touch with who we are, where we've been and what we would ideally like for our future, we once again become clear about our own role in the world and impediments seem to fall away.

REFLECTIONS ON VIDEO: EXERCISE 1 (10 minutes)

Leader: Pass out a blank sheet of paper to each participant.

Take five minutes to jot down your initial impressions, reflections, and responses to the video you have just viewed.

After five minutes of reflection and writing, ask for responses that participants wish to share. After one participant shares a comment, write it on flipchart/board. Ask the participant who just shared to call on the next person who wishes to share, who will call on the next, etc. This will go quickly and it is not expected that everyone will share.

The following are key lessons to be learned from this video that the trainer can mention. This list can be prepared in advance on a flipchart or a poster. After all of the learners' comments have been heard, the Leader can review this list.

- Problem analysis can lead to problem paralysis
- Creativity emerges out of reflection, redefinition, and action
- Fresh perspective is gained by getting out and “walking around” (talking to different people, reading new articles, etc.)
- A focus on problems, rather than solutions, leads to immobilization
- When we reconnect with what motivates and inspires us, we enable endless possibilities to emerge
- Work is a way to make a living, but a vocation is a way to make a life

FILL-IN THE SENTENCES: EXERCISE 2 (10 minutes)

Leader:

As you may recall, Dickens' "A Christmas Carol" examines Scrooge's life by revisiting his past, observing his present, and glimpsing the possible future course of his life if he continues with the same behaviors and habits. As Scrooge becomes increasingly uncomfortable with his chosen journey, he consciously decides to change his future direction.

Leader: Hand out the Exercise 2 worksheet (the fill-in sentences).

Reflect on and answer each question as it relates to your personal and professional selves. I will not be collecting this, so answer as honestly as possible. It is for your information. You may choose to share some of this during the next exercise. You will have 10 minutes.

EXERCISE 2: FILL-IN THE SENTENCES

Think about your workplace and fill in the following sentences.

Past:

1. The last big change I faced at work was _____

At the time, I felt _____

Now, I feel _____

2. When I fear change, it's usually because I'm afraid of _____

3. In the past, the biggest creative breakthrough I ever had was _____

What I remember most about this event is _____

4. In life, I am most passionate about _____

At work, I am most passionate about _____

Present:

5. A problem I/our team face(s) right now is _____

This problem could be lessened if _____

6. The implications of not solving this problem are _____

7. We can choose to solve this problem by _____

8. Identify two or three ways we can “tap into our passions” for a more effective, fulfilling and fun workplace environment. _____

Future:

9. A concept I'd like to pursue in the future at work is _____

10. A future direction I think our company could pursue is _____

11. A direction or change that seems to be occurring in our industry is _____

12. A person in my life who exemplifies a future-oriented perspective is _____

I admire him/her because _____



THE SPIRIT OF THE PAST, PRESENT, AND FUTURE — PART I: EXERCISE 3 (15 minutes)

Leader: Have the whole group count off by threes. Explain that each group will be assigned a category of Past, Present, or Future. Give each group plenty of room to work as far away from the other groups as the space will allow. Choose a **facilitator** for each group ahead of time, or ask the group to choose someone who will keep the group on-time and on-task. Ask them to begin by sharing one written response to the questions they just answered that pertains to their new grouping of Past, Present, or Future. This should take approximately six to eight minutes depending on group size.

Take six to eight minutes to share one of your responses from the fill-in sentences exercise you just completed. Choose a fill-in that corresponds to your grouping of Past, Present, or Future.

Visit each group to make sure they are sticking to the topics. When the time is up, have the participants stay in their groups for the next exercise.

THE SPIRIT OF THE PAST, PRESENT, AND FUTURE — PART I: EXERCISE 3 HANDOUT

Instructions: Answer the questions that pertain to your group. Choose a facilitator to keep the group on track. You have 10 minutes.

PAST: *What spirit of the past still haunts our workplace?*

1. In the past, what has limited me, our team, and our organization from growth and moving forward?
2. Name some fears, resistances, and losses encountered as we've moved toward change.
3. Examine our organization's reliance on the past from various perspectives. Is this reliance primarily focused on:
 - A. Bureaucracy, Organizational Structure, Out-dated Mission
 - B. Corporate Culture, Norms and Attitudes
 - C. Process, Policies, Procedures, Technology
 - D. People

PRESENT: *What spirit of the present moves us away from the future, and what lends support towards our common goals?*

1. What would it take to move us from problem paralysis and blaming behaviors toward solution generation and change-making behaviors?
2. What currently shuts-down our initiative and creative process?
3. How can we move past preconceived perceptions and outmoded concepts to effectively take hold of tomorrow's issues?
4. How can we gain perspective, passion and creativity to help us have breakthrough ideas?

FUTURE: *What is the spirit of the future that will lead to creative energy and enable change to thrive in our workplace?*

1. How can I personally begin to think as a change-maker?
2. How can our workplace be more conducive towards creativity and tap into all of our colleagues' passion and creative energy?
3. What positive and concrete steps will lead our workplace towards becoming a passionate, future-directed, and change-responsive culture?



THE SPIRIT OF THE PAST, PRESENT, AND FUTURE — PART II: EXERCISE 3 (15 minutes)

Leader:

Now you get to share your expertise on change as it relates to the Past, Present, and Future. We're going to have some fun with this. Working in your same groups, you have 15 minutes to prepare a five-minute presentation for the whole group. Focus on one specific outcome that will enable change to occur in our organization, and tie it in with your theme of Past, Present, or Future. I'll be giving you a Handout with some helpful concepts. Some ideas for your presentations include a skit, a song, panel discussion, story, role-play, example, motto, or logo. You can be as creative as you want to share a key learning point with the other two groups. Any questions?

Visit each group helping them stay focused and moving forward. Give a five-minute warning when the ending time is drawing near.

THE SPIRIT OF THE PAST, PRESENT, AND FUTURE — PART II: EXERCISE 3 HANDOUT

Instructions: Working in your same groups, you have 15 minutes to prepare a five-minute presentation for the whole group. Focus on one specific outcome that will enable change to occur in our organization, and tie it in with your theme of Past, Present, or Future. Some ideas for your presentations include a skit, a song, panel discussion, story, role-play, example, motto, or logo. You can be as creative as you want to share a key learning point with the other two groups. The following phrases may help you generate ideas.

Past:

Here are some killer phrases that often keep us frozen in the past:

It ought/should be this way...

It's against the policy.

I liked it better when...

_____ won't like it.

I told you so...

When you've been around awhile longer...

Don't rock the boat!

The glass is half-empty.

We've always done it this way!

Change is good...you go first! — *Dilbert*

Present:

Here are some phrases that can stifle us in the present:

Let's just leave it alone.

It's good enough.

It's proven to be effective for years.

The glass is half-full.

Survival is what we're going for.

Future:

Here are some phrases to help us look into the future:

Seize the Day!

Let's think outside the box.

Let's look at the big picture.

The future is now!

The glass is overflowing.



CREATIVE PRESENTATION: EXERCISE 4 (15-20 minutes)

Leader: Call on each group in chronological order (Past, Present, Future) to present their creative presentation to the rest of the participants. Other groups are asked to listen, offer applause, etc. Leader may ring a bell, sound a kazoo or flick the light switch to designate when time is up. This needs to be kept moving along rapidly. After each presentation, as time permits, trainer may summarize the group's concept in a key phrase or two.

(Note: This activity will probably engender a lot of laughter, energy, and creativity. But often this is when the most learning occurs. These key concepts, through some form of creative outlet, will be remembered and shared widely throughout the organization.)

LEARNING & SHARING: EXERCISE 5 (5-10 minutes)

Leader: Hand out 3x5 index cards and ask each learner to write down one thing they've learned from the video and today's training event. These will be placed in a basket that is passed around the room. Collect these and choose a few to read in closing.

Thank you. These are very good.

We started with Dickens and his problem paralysis. We learned how focusing on problems, rather than solutions, leads to immobilization. And we had a lot of fun exploring change, both in ourselves and in our organization. Creative, passionate and change-ready organizations tend to have common elements. Some of these elements are listed on this flipchart. I'm sure you'll think of others as well.

Refer to the prepared flipchart, review these elements, then ask if there are any questions before thanking the participants for their contributions.

- Conducive, open environment that encourages and rewards creativity
- Process- and mission-focused, rather than centralized and production-focused
- Personnel who are committed and eager to move toward company goals
- Credible leaders who propose and support change-initiatives
- Trust-sustaining organizations who stand with employees, customers, suppliers, partners, and others
- Invest time, resources, and energy to nourish and nurture change strategies

QUOTES TO POST IN THE CLASSROOM

There is nothing permanent except change.

—Heraclitus 540-475 B.C.

What is impossible to do, but if it could be done, would fundamentally change your business.

—Joel Barker, *American Futurist*

Whether you think you can or you can't, you're right!

—Henry Ford 1863-1947

Faced with the choice between changing one's mind and proving that there is no need to so, almost everybody gets busy on the proof.

—John Kenneth Galbraith,
American Economist

One doesn't discover new lands without consenting to lose sight of the shore for a very long time.

—Andre Gide, *French Novelist*

Story of the Three Stonecutters Working on Notre Dame

The first stonecutter was asked, "What are you doing?"

He replied, "I'm placing one stone on top of another."

The second stonecutter was asked, "What are you doing?"

He stated, "I'm making a wall."

The third stonecutter was asked, "What are you doing?"

He responded, "I'm building a cathedral."

Are you "putting in your time," "drafting a report," or "serving the mission of the organization"?

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