

WALLBREAKERS®

ADD-ON EXERCISES

INTRODUCTION

Wallbreakers® includes three add-on exercises. The exercises can be used with Wallbreakers® to expand the game's space to reach more learning goals. As a facilitator, you can develop your own exercises inspired by these and help expand the game further. The exercises are described in brief below.

1: DEFENDING MANAGEMENT DECISIONS

A role-playing exercise that can be used to start the game. One participant plays the role of a manager that has to introduce the merger, the rest of the participants play employees. The exercise meets the following needs:

- Creating an awareness of the difficult managerial task of communicating an unpopular message about a change.
- Changing perspectives by putting participants in the employees' shoes when an unpopular message is announced. This generates more empathy with employees' reactions in change situations.
- Heightening the awareness of resistance reactions. How can you tell if there is resistance to a change?
- Conducting training in the difficult task of communicating change to large groups.
- Facilitating discussions about the conflict between personal integrity and loyally communicating messages issued from the top when you do not necessarily agree with what you need to communicate.

2: WE'RE ALL IN THE SAME BOAT, AFTER ALL

A coordination exercise that can be woven into the Implementation or Anchoring phase. The teams trade resources and try to align their change processes. The exercise aims at improving the abilities of managers:

- Navigating the conflict of interests between managers and their departments' individual performance orientation on the one hand, and the need for coordinating a holistic approach across departments in change projects on the other.
- Coordinating and negotiating in complex change projects.

3: HANDLING RESISTANCE

A role-playing exercise about difficult conversations. The exercise can be included as part of Wallbreakers® Anchoring or Implementation phase, giving the participants the opportunity to move a particularly challenging employee. This exercise aims to:

- Introduce the behaviour-modifying one-on-one conversation as a tool in change leadership.
- Train participants in difficult conversations with employees in resistance levels 2 and 3.
- Create space for reflection where a manager can receive constructive feedback on his or her own behaviour and communications skills in one-to-one leadership situations.

WALLBREAKERS®

ADD-ON EXERCISES 1: DEFENDING MANAGEMENT DECISIONS

DEFENDING MANAGEMENT DECISIONS:

INTRODUCTION AND COMMUNICATION MINI GAME FOR PHASE 1

DEFENDING MANAGEMENT DECISIONS

Facilitator's guide

This exercise can be used to introduce the game's universe to participants, while at the same time creating a space for reflection on communicating change to a group of employees who are not necessarily ready for that change.

TRAINING TARGETS

Experiencing and recognising resistance to change. The participants play both the communicating role and the receiving role in a fictional communicational situation.

- Trying out and reflecting on the change message. Most likely good discussions will occur in the recap about what works well and what does not work when attempting to communicate a change effort.
- Experiencing how people react differently to being informed about a change effort. The exercise focuses on the differences between us as individuals and our different preferences when a message is communicated, and how we receive the points of the message differently.
- In addition, participants who play Managers will be challenged in terms of the tension arising between being honest and being loyal to the executive management's intentions in the actual communication situation. This can be brought out in the recap session, if relevant.

Some of the participants will play managers from different departments, who have to work together to plan and conduct the presentation of a major change. The rest of the participants will be playing the parts of employees from the previously mentioned departments.

Participants who play Managers use preparation sheets presenting the case and the known facts about the change effort to prepare for the session.

In addition to their own presentation, they must incorporate the film featuring the company's CEO into their change announcement.

Participants playing the Employees each receive an exercise sheet.

MATERIALS

Use the following material for the exercise:

Preparation sheet for Managers

These describe the case and the task to the participants designated to play Managers. You will need one set per person playing a Manager.

Find them on the following pages.

Role sheet for the participants

These sheets describe the roles to be played by the rest of the participants. If possible, hand out roles with a gender corresponding with the persons who will be playing them, and make sure that the roles are distributed more or less evenly so that there are an equal number of roles from both TLA and Nordicon. The first 10 roles are the same as the ones in the booklet, the following 10 roles are supplementary roles. They are the same as the ones in the booklet, only with the opposite gender. If there are, more than 10 people playing Employees, just reuse some of the roles.

Find them on the following pages.

Film featuring the CEO

This film should be used as part of the Managers' instructions and be shown on a computer. Make sure there is a sound system (such as computer loudspeakers) present so the participants can hear the sound. The film is in English, but there are versions with subtitles available for most languages.

You can find a link to the film at www.workz.dk/wallbreakers-materialer

From the film page you can also choose to download it to your own computer. This way you can use it off-line and maybe embed it into your facilitator's slides.

DEFENDING MANAGEMENT DECISIONS:

HOW TO RUN THE EXERCISE

Preparation:

It works best to select the people who will be playing Managers beforehand. It also helps if this is a mixed group so that different perspectives come into play during their preparations.

Print the materials required:

Preparation sheets for Managers, a selected set of role sheets, and these facilitation instructions for yourself (if necessary).

You should also have access to a preparation area for the participants who will play the Managers. This could be a separate room, but a sofa and chairs in a remote corner is also fine.

Start-up considerations

The exercise can be run at the outset on a training day. This means that you will start taking aside the participants who will be playing Managers as people arrive.

What effect will this have? It will provide an energising introduction that will set the pace and make people feel that they are now starting to learn something.

RUNNING INSTRUCTIONS

- Hand out the preparation sheets to those participants who will be playing Managers. Tell each of them if they are originally from Nordicon or TLA, and send them to the preparation area to read and discuss the task described in their papers. Give them twenty minutes to prepare and tell them you will be over in a little while to give detailed instructions.
- Once you have the Manager team working, assemble the rest of the participants into two groups, one playing TLA employees and the other Nordicon employees – but do not tell them this yet.
- Hand out the role sheets to the participants: TLA roles to TLA players and Nordicon roles to Nordicon players. Make sure that all 10 Employee types (ie. roles with names starting from A to J) are represented in the roles you hand out, that genders match and that there is a somewhat even mix between TLA and Nordicon employees.
- It takes less time to read the role sheets than it takes to prepare the Manager assignment, so this part is better to start a little later.
- Pay a visit to the Managers to make sure they understand the task described in their preparation sheets.
- Tell them that their Employees are waiting for them, divided into two groups.
- Also tell them that there is a message from the CEO, which they must present (if possible, give the Managers an opportunity to watch the film during their preparations by bringing a laptop to the preparation room).
- Make sure the Managers realise they all must participate when presenting the change effort, and that they must have clarified their roles.
- When you think the Managers have had enough time to prepare, call them in and ask them to start their presentation.
- Remember, they have to incorporate the film into their presentation, but it is up to them to decide when to show it during their presentation.
- Give the exercise time to get rolling. It often takes a little while for the Employees to get into their roles and to start asking critical questions or make angry comments.
- You decide when the exercise is over. When the questions asked by Employees or the various resistance reactions expressed become repetitive, you can stop the exercise.

DEFENDING MANAGEMENT DECISIONS:

REFLECTION AND RECAP

The exercise will result in different areas of focus in your recap:

- Focus on how people felt about being a Manager with insufficient information and having to communicate an unpopular message. What was it like to stand up there? How did it go? What did you focus on in your preparations? What did you think about not having more information to give to the Employees?
- Focus on the gut feelings of those playing Employees. What words, phrases and messages did you notice? What effect did they have on you? Did you recognise anything from your own experience at work?
- Focus on the reality. How has your company typically communicated messages dealing with change? What effect did they have? What could be done differently?

After the reflection session, you can choose to use this exercise to establish the point of departure for the game:

- Briefly present the three levels of resistance using a whiteboard or PowerPoint presentation and ask the participants to assess their role right now in terms of resistance.
- Next, ask the participants to find the playing piece which fits their role and have them move their playing piece to the level of resistance they feel they are in after the Managers' presentation.
- If more than one person played roles with the same letter, have them agree on a starting resistance.
- The resulting position becomes a "resistance starting point" for all the teams when the game starts.

DEFENDING MANAGEMENT DECISIONS

MANAGER INTRODUCTION

You are department managers from either Nordicon or TLA, two companies that have just merged under the name TLA.

- Both companies are in the IT-sector.
- You represent those managers that will run the IT-platforms departments in the future.

You are going to do a presentation for the Employees and tell them that TLA has taken over the competitor Nordicon.

Your CEO is abroad and is not able to be present during the presentation of the merger to the Employees.

He (the CEO) has made an information video, and he expects you to use the video as part of your communication.

Your presentation must provide information to the Employees about the acquisition.

- It has been decided that it is not the CEO, but you, who are taking care of the day-to-day leadership of the company, that are going to break the news to the employees.

Present in the room are Employees from both companies.

- The Employees might have heard rumours, but have not otherwise been informed about the acquisition.
- This is the first time all the Employees are gathered in one place.

Read through the case material and think about all the potential challenges presented by this merger – so that you will be able to break the news to the Employees in the best way possible.

FACTS

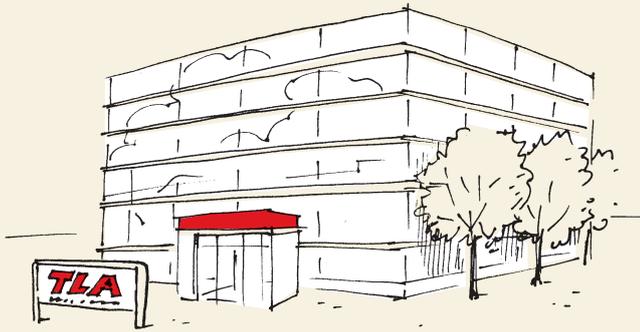
The deal has been finalised, and the contract has been signed. The Employees have not been informed yet, and the news will be in the papers tomorrow. There are still a few areas that are unclear or undecided:

- The final corporate structure is not known yet, but TLA has just been restructured so we need to take it easy on that front.
- We might have to let 10% of the 40 Employees go if they become redundant after the acquisition.
- This is not known yet, but models for natural retirement are being looked at.
- It has yet to be decided which platforms, systems and procedures will be implemented.

Mood:

Many rumours about the acquisition are already circulating among the Employees. They need to be informed now.

THE TWO COMPANIES



TLA – THE IT-SOLUTIONS OF THE FUTURE

TLA is an international IT-service company with branches in 20 different countries. The company currently has 2000 employees, 60 of whom are in this country. TLA is one of the biggest suppliers of integrated IT-solutions for the shipping sector.

TLA is known for being ahead of its time when comes to the software they deliver, and the company is very strong then it comes to sales and support. For these reasons, the costumers are willing to pay a higher price with TLA compared to the competitors.

TLA is quick to adapt to change and regularly goes through management reshuffles and changes in leadership philosophy. Departments have been closed down, new ones have been set up and smaller companies have been bought. The organisation is hierarchical, and the culture is management-oriented.



NORDICON – SECURITY IN YOUR IT-SOLUTIONS

Nordicon, a company rich in traditions, offers IT-solutions for the aerospace industry. The company has a staff of 40 people, many of whom have been with the company since it was founded 20 years ago.

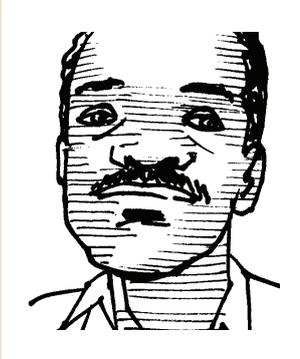
Nordicon has a loyal clientele because the employees are good at project management, and many of them have built close relationship with the costumers.

Nordicon is not a company that undergoes a lot of changes, and senior management still consists of many of the same people who founded the company. Most of the employees feel very secure in their jobs and many are friends and see each other outside of the work place.

DEFENDING MANAGEMENT DECISIONS

INSTRUCTIONS

YOUR ROLE



Allan

- Technical consultant at Nordicon for twenty years
- Responsible and well-prepared
- Very much into order and structure

When you started at Nordicon, you and Kapil were the only ones in the Support Department. Kapil is your former boss who retired during the merger, and you miss him. Kapil made sure that every day was the same. You knew what had to be done and were allowed to do it at your own pace. Everything was quiet and orderly, but now you are forced to post notes saying: *"Your mother doesn't work here. Please clean up your own mess!"*

YOUR COMPANY



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PREPARATION

You are about to play your role in your current situation.

Carefully consider what your role values most about his or her job.

MY NOTES



DEFENDING MANAGEMENT DECISIONS

INSTRUCTIONS

YOUR ROLE



Barbara

- Technical consultant at TLA for three years
- Hard working and systematic
- Impatient and dynamic

You started improving the departments' tools and procedures on your very first day at work. Thomas, the previous consultant, offered his assistance, but you preferred doing it on your own - to make sure that it was done properly. This hurt Thomas' feelings somewhat. Within your first week at TLA, you had created a detailed plan for how the internal tools and procedures could be made more efficient.

YOUR COMPANY



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MY NOTES



DEFENDING MANAGEMENT DECISIONS

INSTRUCTIONS

YOUR ROLE



Christopher

- Project manager at Nordicon for fifteen years
- Open and spontaneous
- Lively and energetic

When you started, it didn't take long before everybody at Nordicon knew who you were. You know enough about everything to be able to talk at eye level with everybody. You always maintain close contact to your colleagues, and at the end of the week, you like to encourage social activities. You are good at lending a hand, smile a lot and love talking to your colleagues.

YOUR COMPANY



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MY NOTES



DEFENDING MANAGEMENT DECISIONS

INSTRUCTIONS

YOUR ROLE



Daria

- Documentation manager at Nordicon for five years
- Highly dedicated
- Perfectionist and thorough

When you were hired at Nordicon, the tone of voice changed in the Operations Department. You make a point of speaking politely and correctly to customers and employees alike, and you always follow up requests and questions in a very meticulous manner. You work very hard all day and your perfectionism can sometimes annoy your colleagues – sometimes you have to let things go in order to get them done. You are usually annoyed that you didn't do an even better job.

YOUR COMPANY



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MY NOTES



DEFENDING MANAGEMENT DECISIONS

INSTRUCTIONS

YOUR ROLE



Ebrahim

- Technical consultant at TLA for two years
- Very confident
- Headstrong and energetic

Ever since you became a consultant at TLA, your way of providing platform support to the departments has been a recurring subject at staff meetings. Like when a frustrated young software developer told the story of how you had adapted some code of your own for a completely different system which was supposedly more up-to-date than the original one. Your response was simply: *"It was the only right thing to do"*. You then announced that you had to leave the meeting, due to an important task.

YOUR COMPANY



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MY NOTES



DEFENDING MANAGEMENT DECISIONS

INSTRUCTIONS

YOUR ROLE



Felix

- Office support at TLA for under a year
- Effective and energetic
- Impulsive and ready to adapt

Since you were hired by TLA as an office worker a year ago, the delivery time for keycards, parking cards and ID cards has never been shorter. Lately, however, a lot of cards have gone missing, and you have admitted that you often forget to register who has which cards as you are quite bored by formalities. You would much rather be browsing the internet, researching the latest IT-gadgets. Who knows – they could turn out to be useful to the company!

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MY NOTES



DEFENDING MANAGEMENT DECISIONS

INSTRUCTIONS

YOUR ROLE



George

- Technical consultant at Nordicon for seven years
- A very competitive person
- Determined and result-oriented

During your job interview at Nordicon for the position as a technical consultant, you asked if the company had an "Employee of the Month" award as a reward to the employee who has been most effective at improving stability or fixing bugs on the platforms. This was a novel idea for Nordicon's management who chose to hire you due to your obvious drive. In your view, the correlation between effort and reward at Nordicon has not always been clear, so you are hoping that there will be more transparency when it comes to who the most productive employee is.

YOUR COMPANY



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MY NOTES



DEFENDING MANAGEMENT DECISIONS

INSTRUCTIONS

YOUR ROLE



Helen

- Documentation manager at Nordicon since the beginning of the company
- Confidence-inspiring and caring
- Conscientious and devoted to duty

You are known in all of the departments as a very caring soul. You nearly always find the time to hear about the families, hobbies and vacation plans of your colleagues when you drop by with the mail. Your colleagues call you "Auntie Helen" as you are always there to listen to their problems and take them seriously, whether they're large or small. It's almost as if you care more about the well-being of others than about yourself. Therefore, you also appreciate it when there is time to talk about things that are not directly related to work.

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MY NOTES



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INSTRUCTIONS

YOUR ROLE



Imelda

- Technical consultant at TLA for six months
- Bright and full of ideas
- Enthusiastic and impatient

Six months ago, TLA received an unsolicited application where you presented ten fresh ideas for how TLA could optimise the use of internal systems and databases. After a brief telephone interview, you were hired as an IT-consultant. Since then, you have, with great enthusiasm, launched a series of projects to streamline the working procedures at TLA. Several of the projects have already been discarded or put on stand-by because you have come up with an even better idea.

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MY NOTES



DEFENDING MANAGEMENT DECISIONS

INSTRUCTIONS

YOUR ROLE



Jun

- Test manager at Nordicon for eleven years
- Down-to-earth and modest
- Thorough and detail-oriented

Although you have worked as a test manager at Nordicon for more than eleven years, several of your colleagues still can't decide exactly what to make of you since you are a man of very few words. You perform maintenance and quality control on the products impeccably without wasting any time on unnecessary changes and adaptations. In your own opinion, you don't have any special skills, but you try to do your job as well as possible.

YOUR COMPANY



NORDICON – SECURITY IN YOUR IT-SOLUTIONS

Nordicon, a company rich in traditions, offers IT-solutions for the aerospace industry. The company has a staff of 40 people, many of which have been with the company since it was founded 20 years ago. Nordicon has a loyal clientele because the employees are good at project management, and many of them have built close relationships with their customers.

Nordicon is not a company, that undergoes a lot of changes, and senior management still consists of many of the same people who founded the company. Most of the employees feel very secure in their jobs and many are friends and see each other outside of the work place.

YOUR CURRENT SITUATION

Yesterday, just when you were about to leave the office, you received an email from your boss with the subject: "IMPORTANT MESSAGE FROM MANAGEMENT". The mail requested that you appear at a downtown conference center this morning. The mail did not mention the purpose of the meeting, and you therefore appear at the conference center with some concern as well as a little curiosity.

As you enter the conference room, you recognise several of your colleagues present, but there are also several people that you have never met before. You take a seat at one of the tables where several of your colleagues are seated. You still do not know what is going to happen. Maybe you should ask your colleagues if they know – or find out who the strangers are...

PREPARATION

You are about to play your role in your current situation.

Carefully consider what your role values most about his or her job.

MY NOTES



WALLBREAKERS®

ADD-ON EXERCISE 2: IN THE SAME BOAT

IN THE SAME BOAT

FACILITATOR'S GUIDE

"We're all in the same boat, after all..."

Mini game about interdepartmental coordination

FACILITATION INSTRUCTIONS

This optional exercise focuses on the complexity and risks arising from insufficient interdepartmental coordination in change processes. The exercise can be played once gears and leadership actions have been chosen and buses and pieces have been moved in phase 2.

The exercise can only be played if you have four teams playing at the same time.

This exercise has to be played with points.

TRAINING TARGETS:

The exercise can be used for supporting the following training targets:

- Participants have a better view of the organisation as a whole.
- Discussing the consequences of having isolated units and personal performance targets when it would be better if the organisation coordinated the change.
- Discussing the necessity and complexity of interdepartmental coordination in change processes. The exercise can also be used as an opportunity to discuss the leadership culture in relation to managerial teamwork.

The exercise also provides an opportunity to observe and give feedback on natural leadership roles: who takes charge and tries to establish overall coordination when responsibility is not delegated? Why is it that some people are listened to, while others are not?

THE EXERCISE IN A NUTSHELL:

The exercise takes place after both gear and action cards have been played in phase 2, but before points are counted. The aim of this exercise is that the different teams get themselves in the same gear to the best of their abilities. Being in the same gear symbolises that the change process is taking place at a coordinated pace.

For this exercise, consider the different groups playing the game as different parallel departments in the new TLA. The different departments cooperate on deliverables and workflows and depend on each other for coordination.

In the exercise, each team sacrifices accumulated points to move their bus backward or forward. This is done by playing coordination cards that either move their own buses or other teams' buses. Points are awarded if this moves the team's bus level with other buses. The aim is to win more points by being aligned than are lost by moving. The teams have two rounds in which to play their cards

– if they are not sufficiently successful in coordinating their efforts the first time, they can choose to use more resources trying again.

Notes for facilitating the exercise:

As a facilitator, you should be aware that the first negotiation process (leading up to the first time the participants play their cards) lasts the longest and is very demanding for the participants. In this process, it is important for you, as the consultant, to be patient and not intervene prematurely. The exercise can become chaotic and cause frustration, but it will only work when the participants take personal responsibility for establishing a general perspective on the situation and establish interdepartmental coordination.

In the second round of negotiations, the participants can coordinate the aspects they failed to accomplish the first time.

MATERIALS AND PREPARATION:

Print and cut out a complete set of cards for the coordination exercise. It may be a good idea to use thick paper or laminate the cards before cutting them out if you want to reuse them. Each team has one set of cards. The cards are marked with colours and the colours should match the team colour. The cards you need to print are on the following pages of this document.

In addition to this, you need to get a stack of game tokens. They can be poker chips (purchased in toy stores and some bookstores) or something similar like business cards, coins, matches etc.

Hand out tokens to each team corresponding to the number of points each team has won in the game so far (not including the current phase).

They can use these point counters for trading.

IN THE SAME BOAT

HOW TO RUN THE EXERCISE:

Explain to the participants the purpose of the exercise and what they can gain from it:

"The executive management suddenly issues a statement: it has come to their attention that the implementation process is not occurring at a coordinated pace. At the same time, the company has landed a new key customer. In order to run this new customer in satisfactorily, it is important that the departments running the company's various IT platforms are at the same point in the change process."

Before you put the participants to work assessing their situation, explain the rules:

"Move your buses by playing the cards that will be handed out shortly. Once the task is over, you will be awarded five extra points for each of the other departments' buses that are in the same gear as yours. However, since it also costs points to brake or accelerate, it costs points to play the cards. Some of the cards affect the other teams, so you may be forced to work together and communicate across the teams."

Next, follow the steps listed below:

1. OVERVIEW:

Ask the teams to assess their department's position on the road and agree on a goal for where they want their department to be by the end of the exercise.

Give the participants a few minutes to consider and discuss their situation.

2. INSTRUCTIONS:

Explain the following to the teams:

"This task consists of playing cards in two rounds. If you fail to achieve your goal the first time around, you will get another chance. The price of playing a card is specified on the card, and it will be deducted from the points you won in round one. It is possible to play more than one card at the same time. Obviously, you are welcome to negotiate with the other teams, but there is no rule requiring you to keep the agreements you make. The effect of each card is described on that card."

Hand out the cards to the teams. Give each team a stack of tokens equivalent to the number of points the team had won by the end of phase 1.

Explain:

"You can either use the tokens to pay for your actions, or transfer them to the other teams as part of the negotiations."

3. FIRST ROUND OF NEGOTIATIONS:

Once the participants have familiarised themselves with the cards, you can encourage them to start negotiating.

Tell them:

"You don't have to keep to the agreements you make with the other teams. That goes for the actions you want to play and the points transferred between the teams. But remember: there are two rounds of negotiations, and trust could be important for success."

Give the participants a time frame for their negotiations, 15 to 20 minutes for example.

NB: the exercise works best if the participants jointly agree on a clear goal for the teams, designate a negotiator and give him or her a mandate. This conclusion can be gently encouraged by the facilitator if they do not reach it themselves.

4. INSTRUCTIONS FOR THE COUNTDOWN PROCEDURE.

When time is up, or when the teams have decided on their actions, explain the following:

"In a short while, I will start counting down from ten. When I reach zero, one person from each team has to hold up the negotiating cards your team is playing. If no cards are held up in the air by the time we reach zero, no cards will be played by that team. If you want to transfer points to a different team, write down the amount and recipient on a piece of paper and hold it up in the air. If no piece of paper is held up in the air, no points will be transferred, even if your team might have promised something else. Of course, is it possible to play cards as well as transfer points."

Once the participants have written amounts on pieces of paper and taken out their cards, start the countdown. After this, there is no turning back.

5. PAYMENT:

Ask the participants to turn in the points they have used in playing the cards and the cards they have played to you. Ask them to turn in the tokens to the other teams, as they have written on their pieces of paper. Collect the cards.

6. MOVE BUSES:

Next, move the buses according to the instructions on the cards. Remember that the "Coordinated joint effort" card will only work if at least 3 out of 4 teams have played the card.

NB: If a bus backs over one or more of its own employee pieces standing on the roadway, these will be picked up by the bus.

7. SECOND ROUND OF NEGOTIATIONS.

Give the participants the following instructions:

"You now have a maximum of ten minutes to study the results of your coordinated actions and negotiate the next round. Obviously, you don't have to play any cards if you are satisfied with your position."

Keep an eye on the time and warn them a few minutes before you want their decision.

8. COUNTDOWN:

Repeat the countdown. Ask the participants to hold up their pieces of paper and the cards they have chosen. Collect the cards and pieces of paper once again and move the buses. Ask the participants to pay for their actions and to hand over the points to the other teams, as written on their pieces of paper.

9. COUNT THE POINTS:

Finally, count each team's total points based on the following parameters:

- Points for the final position of the bus as if it was a normal round.
- Penalty points for employees who are in resistance positions, as in a normal round.
- Each team in the same gear as one or more other teams is awarded 5 points for each team they have aligned with.
- Ask the teams to count how many tokens they have left of the ones they were issued in the beginning of the exercise. Add this to the points to find the total score.

10. RECAP DISCUSSION:

After the exercise, a number of different types of recap are possible. One method involves gathering the participants around the game board and using the position on the board as a starting point.

Some questions for inspiration:

- What similarities can you see between your actions in the exercise and the way we carry out interdepartmental coordination processes in major changes?
- What differences can you see?
- On the basis of which success criteria are you measured as managers in these processes?
- Do you have any examples of coordination processes that worked well?
- How do you explain this?
- Do you have any examples of coordination processes that worked out not so well?
- How do you explain this?
- What similarities can you see between your actions in the exercise and the way we carry out interdepartmental coordination processes in major changes?
- What differences can you see?
- On the basis of which success criteria are you measured as managers in these processes?
- Do you have any examples of coordination processes that worked well?
- How do you explain this?
- Do you have any examples of coordination processes that worked out not so well?
- How do you explain this?



THE GREEN TEAM

Coordinated joint effort (3 points)

I try to start a coordinated effort between all the departments that are supporting and driving the change forward – so we can deliver a full, future-proof solution to the big new customer. The result of this card is dependent on the actions of the other departments.

Impact:

If three of the four teams play the card “Coordinated joint effort”, the buses of all the teams move one square forward. If less than three teams play this card there is no effect.

THE GREEN TEAM

Co-operation with the Yellow Team (5 points)

I tell my employees to stay in close contact and constantly coordinate with the Yellow Team in order to promote implementation and thereby having a greater chance at meeting the demands of the big new customer. However, I am afraid that this will put a lot of pressure on the Red Team.

Impact:

The joint efforts of your team and the Yellow Team move both buses one square forward. In turn, the big workload means that the Red Team's bus moves one square backwards.

THE GREEN TEAM

Focused implementation at a departmental level (8 points)

I spend a lot of energy accelerating the implementation process in the department in order to meet future demands from customers and other parties more effectively.

Impact:

This card moves your team's bus one square forward.

THE GREEN TEAM

Co-operation with the Red Team (5 points)

I tell my employees to stay in close contact and constantly coordinate with the account managers in the Red Team in order to promote implementation and thereby having a greater chance at meeting the future demands of the big new customer. However, I am afraid that this will put a lot of pressure on the the Purple Team.

Impact:

The joint efforts of your team and the Red Team move both buses one square forward. In turn, the big workload means that the Purple Team's bus moves one square backwards.

THE GREEN TEAM

Focus on daily operations (8 points)

I turn the heat down on the process of implementation in order to give my employees some space to take care of all the customer needs (and complaints!) that have to be dealt with here and now.

Impact:

This card moves your team's bus one square backwards.

THE GREEN TEAM

Co-operation with the Purple Team (5 points)

I tell my employees to stay in close contact and constantly coordinate with the Purple Team in order to promote implementation and thereby having a greater chance at meeting the demands of the big new customer. I predict that this will put a lot of pressure on the the Yellow Team.

Impact:

The joint efforts of your team and the Purple Team move both buses one square forward. In turn, the big workload means that the Yellow Team's bus moves one square backwards.



THE YELLOW TEAM

Coordinated joint effort (3 points)

I try to start a coordinated effort between all the departments that are supporting and driving the change forward – so we can deliver a full, future-proof solution to the big new customer. The result of this card is dependent on the actions of the other departments.

Impact:

If three of the four teams play the card “Coordinated joint effort”, the buses of all the teams move one square forward. If less than three teams play this card there is no effect.

THE YELLOW TEAM

Co-operation with the Green Team (5 points)

I tell my employees to stay in close contact and constantly coordinate with the Green Team in order to promote implementation and thereby having a greater chance at meeting the demands of the big new customer. I predict that there is a chance that this will put a lot of pressure on the Red Team.

Impact:

The joint efforts of your team and the Green Team move both buses one square forward. In turn, the big workload means that the Red Team's bus moves one square backwards.

THE YELLOW TEAM

Focused implementation at a departmental level (8 points)

I spend a lot of energy accelerating the implementation process in the department in order to meet future demands from customers and other parties more effectively.

Impact:

This card moves your team's bus one square forward.

THE YELLOW TEAM

Co-operation with the Red Team (5 points)

I tell my employees to stay in close contact and constantly coordinate with the account managers in the Red Team in order to promote implementation and thereby having a greater chance at meeting the future demands of the big new customer. However, I am afraid that this will put a lot of pressure on the Purple Team.

Impact:

The joint efforts of your team and the Red Team move both buses one square forward. In turn, the big workload means that the Purple Team's bus moves one square backwards.

THE YELLOW TEAM

Focus on daily operations (8 points)

I turn the heat down on the process of implementation in order to give my employees some space to take care of all the customer needs (and complaints!) that have to be dealt with here and now.

Impact:

This card moves your team's bus one square backwards.

THE YELLOW TEAM

Co-operation with the Purple Team (5 points)

I tell my employees to stay in close contact and constantly coordinate with the Purple Team in order to promote implementation and thereby having a greater chance at meeting the demands of the big new customer. I predict that there is a chance that this will put a lot of pressure on the Green Team.

Impact:

The joint efforts of your team and the Purple Team move both buses one square forward. In turn, the big workload means that the Green Team' bus moves one square backwards.



THE RED TEAM

Coordinated joint effort (3 points)

I try to start a coordinated effort between all the departments that are supporting and driving the change forward – so we can deliver a full, future-proof solution to the big new customer. The result of this card is dependent on the actions of the other departments.

Impact:

If three of the four teams play the card “Coordinated joint effort”, the buses of all the teams move one square forward. If less than three teams play this card there is no effect.

THE RED TEAM

Co-operation with the Green Team (5 points)

I tell my employees to stay in close contact and constantly coordinate with the Green Team in order to promote implementation and thereby having a greater chance at meeting the demands of the big new customer. I predict that there is a chance that this will put a lot of pressure on the Yellow Team.

Impact:

The joint efforts of your team and the Green Team move both buses one square forward. In turn, the big workload means that the Yellow Team's bus moves one square backwards.

THE RED TEAM

Focused implementation at a departmental level (8 points)

I spend a lot of energy accelerating the implementation process in the department in order to meet future demands from customers and other parties more effectively.

Impact:

This card moves your team's bus one square forward.

THE RED TEAM

Co-operation with the Yellow Team (5 points)

I tell my employees to stay in close contact and constantly coordinate with the account managers in the Yellow Team in order to promote implementation and thereby having a greater chance at meeting the future demands of the big new customer. However, I am afraid that this will put a lot of pressure on the Purple Team.

Impact:

The joint efforts of your team and the Yellow Team move both buses one square forward. In turn, the big workload means that the Purple Team's bus moves one square backwards.

THE RED TEAM

Focus on daily operations (8 points)

I turn the heat down on the process of implementation in order to give my employees some space to take care of all the customer needs (and complaints!) that have to be dealt with here and now.

Impact:

This card moves your team's bus one square backwards.

THE RED TEAM

Co-operation with the Purple Team (5 points)

I tell my employees to stay in close contact and constantly coordinate with the Purple Team in order to promote implementation and thereby having a greater chance at meeting the demands of the big new customer. I predict that there is a chance that this will put a lot of pressure on the Green Team.

Impact:

The joint efforts of your team and The Purple Team move both buses one square forward. In turn, the big workload means that the Green Team' bus moves one square backwards.



THE PURPLE TEAM

Coordinated joint effort (3 points)

I try to start a coordinated effort between all the departments that are supporting and driving the change forward – so we can deliver a full, future-proof solution to the big new customer. The result of this card is dependent on the actions of the other departments.

Impact:

If three of the four teams play the card “Coordinated joint effort”, the buses of all the teams move one square forward. If less than three teams play this card there is no effect.

THE PURPLE TEAM

Co-operation with the Green Team (5 points)

I tell my employees to stay in close contact and constantly coordinate with the Green Team in order to promote implementation and thereby having a greater chance at meeting the demands of the big new customer. I predict that there is a chance that this will put a lot of pressure on the Red Team.

Impact:

The joint efforts your team and the Green Team move both buses one square forward. In turn, the big workload means that the Red Team's bus moves one square backwards.

THE PURPLE TEAM

Focused implementation at a departmental level (8 points)

I spend a lot of energy accelerating the implementation process in the department in order to meet future demands from customers and other parties more effectively.

Impact:

This card moves your team's bus one square forward.

THE PURPLE TEAM

Co-operation with the Yellow Team (5 points)

I tell my employees to stay in close contact and constantly coordinate with the Yellow Team in order to promote implementation and thereby having a greater chance at meeting the demands of the big new customer. However, I am afraid that this will put a lot of pressure on the Green Team.

Impact:

The joint efforts of your team and the Yellow Team move both buses one square forward. In turn, the big workload means that the Green Team' bus moves one square backwards.

THE PURPLE TEAM

Focus on daily operations (8 points)

I turn the heat down on the process of implementation in order to give my employees some space to take care of all the customer needs (and complaints!) that have to be dealt with here and now.

Impact:

This card moves your team's bus one square backwards

THE PURPLE TEAM

Co-operation with the Red Team (5 points)

I tell my employees to stay in close contact and constantly coordinate with the account managers in the Red Team in order to promote implementation and thereby having a greater chance at meeting the future demands of the big new customer. However, I am afraid that this will put a lot of pressure on the Yellow Team.

Impact:

The joint efforts of your team and the Red Team move both buses one square forward. In turn, the big workload means that the Yellow Team's bus moves one square backwards.

WALLBREAKERS®

ADD-ON EXERCISE 3: TALKING ABOUT RESISTANCE

TALKING ABOUT RESISTANCE

FACILITATOR'S GUIDE

FACILITATOR'S GUIDE

This exercise trains the handling of important, but difficult, dialogues with employees in resistance level 2 or 3. We zoom in on a specific employee and use a role-playing exercise to address how to conduct a constructive corrective-action conversation.

The exercise fits well between phases 2 and 3.

PURPOSE OF THE EXERCISE

Introducing the one-on-one dialogue as an important tool to use during change leadership.

Training the participants' skills in having a difficult conversation with an employee in resistance.

Giving the participants hands-on experience with different levels of resistance.

THE EXERCISE IN A NUTSHELL:

The exercise is a role-play of a conversation with a reflection team observing the role-players.

One person plays a Manager who has a problem with a selected Employee. Another person plays the Manager's "Shadow" acting as a sparring partner for the Manager during the exercise. A third person plays the Employee who is in some kind of resistance.

The rest of the group acts as observers. After the conversation, their job is to provide feedback about the parts of the conversation that went well.

MATERIALS:

Role descriptions and instruction sheets for each of the roles/positions.

HOW TO RUN THE EXERCISE:

Preparation

Read the facilitator's guides and instruction sheets for the roles/positions. Print out one set for each group performing the exercise.

Select employee

Ask each group to choose an employee from the game board they would like to bring in for a conversation. Explain that they may move this employee one step in the right direction if the conversation goes well.

Note that they cannot select employees who are in resistance level 1. Resistance at this level usually has to do with lack of information or misunderstandings of specific details. This is not that interesting to roleplay.

Casting the participants

Ask each group to decide who plays the Manager, the Employee and the Shadow. The rest of the group takes the position of Observers.

Hand out instruction sheets to each position and explain them one at a time.

PLAYING ACROSS GROUPS

If possible, it is a good idea to have the participants play the role of the Employee from another group.

A participant from the Green team could, for example, play the Employee on the Purple team. This introduces a slightly more natural resistance to the exercise.

EMPLOYEE

The Employees are to play the role of the selected employee in the level of resistance they are in on the board right now. They do this by combining the information on the Employee role from the booklet with the descriptions from the instruction sheet.

Ask the Employees to read the situation and the issues described on their instruction sheet. They must then decide which issue description fits both the role described in the booklet and the position of the employee on the board.

Remind the participants playing the Employees that the exercise is not about them, they are here to help the participant playing the Manager get the most out of the exercise.

MANAGER AND SHADOW

The Managers have to handle the level of resistance of the Employee and try to improve it.

They do this by talking to the Employee to find out what the problem is, and then try to remedy the situation.

The Shadow acts as an assistant to the Manager and sits directly behind her or him. The Shadow can call a time-out at any time during the conversation to provide recommendations and input to the Manager.

Ask the participants playing the Managers to look at the role description of the selected employee in the booklet and their position on the board, and discuss what the underlying issues could be. Then select the best possible approach for handling the conversation.

Underline that both Manager and Shadow are responsible for conducting a successful interview.

The Manager can request a timeout at any time during the interview and talk with the Shadow about how to proceed with the interview. If the Manager forgets to ask for help, the Shadow can interrupt on his/her own initiative by taking a timeout. It is important that the Manager is not solely responsible for the interview.

OBSERVER

The rest of the group acts as Observers. Their job during the conversation is to listen and take notes using the questions on their instruction sheet.

The Observers must remain silent throughout the conversation and only focus on taking notes. Once the conversation is over, the Observers give feedback according to rules that ensure constructive feedback. These rules will be presented after the conversation.

TIMING THE EXERCISE:

All the groups should finish at roughly the same time. You can make sure this happens by giving a specific end-time and reminding everybody when there is e.g. five minutes left of the exercise.

If a group is running out of things to talk about, ask them to take a time-out and think about what they feel is not concluded. Then resume the conversation. If they still finish early, ask them to spend the remaining time preparing their reflection.

GETTING GOOD FEEDBACK:

At the end of the exercise, ask the Observers to give feedback. Explain the following feedback rules to the Observers:

- "Your feedback should be based on the interview, not on your prior knowledge of the participants."
- "Keep your feedback in third person by saying 'the Manager' instead of 'you'. This makes your criticism feel less personal. The feedback deals with what we can learn from difficult interviews, not about what the Manager can learn."
- "Your feedback should only concern the tasks described in the Observer's preparation sheet. Please refrain from giving personal criticism or feedback to the Manager."
- Finally, ask the Employees to give feedback about how the interview affected their role. Ask them to move the playing pieces in question one step closer to the bus if they feel the conversation went well.

WRAP-UP

It is recommended to do a debriefing in plenary where you link the participants' experiences to their daily work. You can do this by asking questions such as:

- "Have you experienced something like this in real life?"
- "What was your approach to that conversation?"
- "What would you have done differently if the conversation had taken place in real life?"
- "What will you use from this conversation the next time you are dealing with an employee in resistance?"

TALKING ABOUT RESISTANCE

YOUR ROLE: MANAGER

INTRODUCTION

You play the role of the Manager who has a one-to-one conversation with an employee who is in resistance.

You have invited the Employee for a talk because he or she is not on board with the change that is happening.

The primary aim of the conversation is to help the Employee overcome his or her resistance.

To do this, it is important to be open and inquisitive towards the Employee. You have to find and address the underlying reason for the resistance.

PREPARATION

Discuss the challenge with the Shadow before you start.

Look at the situation described in the box and compare it with the description of the Employee in the booklet and his or her position on the game board.

What do you think could be the situation, and what approach do you think would work best?

THE SHADOW

The Shadow is there to help you. The two of you are responsible for playing the part together.

During the conversation, both you and the Shadow can call for a time-out to talk things through.

During a time-out, the Employee "cannot hear" what you say to each other, but please talk out loud so the rest of the group can learn from your discussions.

Word has gotten back to you that the Employee has criticised the way you handle the change.

The Employee is a valuable asset for the department and you will do your best to mend the situation.

On the other hand, there are planned cuts to be made in the staff. You want to use the conversation to find out, directly or indirectly, if the Employee is a part of the department's future, or if you have to find another solution.

MY NOTES



TALKING ABOUT RESISTANCE

YOUR ROLE: SHADOW

INTRODUCTION

You help the Manager who has a one-to-one conversation with an employee who is in resistance.

The Manager has invited the Employee because he or she is not on board with the change that is happening.

The primary aim of the conversation is to help the Employee overcome his or her resistance.

To do this, it is important to be open and inquisitive towards the Employee. The Manager has to find and handle the underlying reason for the resistance.

PREPARATION

Discuss the challenge with the Manager before you start.

Look at the situation described in the box and compare it with the description of the Employee in the booklet and his or her position on the board.

What do you think could be the situation, and what approach do you think would work best?

THE MANAGER

Your job is to help the Manager. The two of you are responsible for playing the part together.

During the conversation both you and the Manager can call for a time-out to talk things through.

During a time-out, the Employee "cannot hear" what you say to each other, but please talk out loud so the rest of the group can learn from your discussions.

SITUATION

Word has gotten back to the Manager that the Employee has criticised the way the change is being handled.

The Employee is a valuable asset for the department and the Manager will try hard to mend the situation. On the other hand, there are planned cuts to be made in the staff.

The Manager wants to use the conversation to find out, directly or indirectly, if the Employee is a part of the department's future, or if another solution is needed.

MY NOTES



TALKING ABOUT RESISTANCE

YOUR ROLE: EMPLOYEE

INTRODUCTION

The purpose of this exercise is to experience how it feels to have a difficult conversation with an employee that is resisting change.

Having experienced a simulated conversation will make it a bit easier to do the same in real life.

You are not the main character of the exercise, and your goal is not to win the argument. Your primary mission for this exercise is to challenge the Manager in the task of trying to overcome the resistance of the Employee that you play. Make it hard, but not impossible.

PREPARATION

Look at the situation described in the box and compare it with the description in the booklet and the position on the board of the Employee you play.

SITUATION

You have been called into a meeting by the Manager. There is no formal agenda.

You have previously told some of the colleagues that you think the Manager is doing a poor job in leading the change.

You like your job and are not interested in finding a new one.

Then look at the statements below and choose a pair that fits the best. A pair must consist of an open issue or concern combined with an underlying reason or cause.

Finish the preparation by considering what the Manager could say (or promise to do) in order to make things better.

STATEMENTS

Issues or concerns

I don't think the Manager is there when it matters. She is not a good role model and doesn't even buy into the change herself.

The Manager is having everybody else make the tough choices. He holds meeting after meeting instead of just telling us what his plan is.

The Manager favours the input from old colleagues and always end up deciding to do things like they did in the old organisation.

There doesn't seem to be any plan or order to the way the Manager does things. Everything he does seems random.

Communication and coordination was already a problem before, and now we are twice the number of people so it can only get worse.

We were much more effective working the old way. Now we have to learn everything from scratch. It's a waste of time.

We are trying to do too much at the same time. I feel overworked and stressed out.

UNDERLYING ISSUES

I am confused and insecure.

I do not feel recognised and appreciated.

I think I would be a better Manager.

I feel constrained in my personal freedom.

I am losing power.

I feel isolated and alone.

TALKING ABOUT RESISTANCE

YOUR ROLE: OBSERVER

Your task is to observe the conversation and give feedback when the conversation is over.

Before starting, you also help the Employee prepare for the conversation.

DURING THE CONVERSATION, CONSIDER:

What did the Manager say and do that had a positive effect on the Employee?

- to create a climate where the Employee was comfortable and could speak freely?
- to find out what the problem, and underlying issue, is?
- to remedy the situation?

How did the Manager's approach match the resistance level and personality of the Employee?



GIVING GOOD FEEDBACK

Please consider the following when giving feedback:

- Use third person (say "The Manager" not "you") and talk to the group, not the person playing the Manager.
- Focus on the contents of the conversations, not the acting. You are here to learn about having a conversation about change, not to be better role-players.
- Focus on the match between the situation expressed by the Employee and the approach by the Manager.
- Focus on the fiction and the exercise, do not draw conclusions to the real world.