Lesson AHS.19

ANALYZING RISKS AND REWARDS OF CHANGE

Unit. Stage One of Development—ME

Problem Area. What Skills Do I Need for a Lifetime of Leadership, Personal Growth and Career Success?

Precepts. **O2:** Manages Change.

O4: Experiments and takes risks

National Standards. NL-ENG.K-12.7 — Evaluating Data — Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

☑ **Student Learning Objectives.** As a result of this lesson, the student will …

1 Define change and identify the risks of change.

2 Identify the rewards of change.

3 Explain methods used to offset risks of change.

Time. Instruction time for this lesson: 50 minutes.

Resources

Conger, J. A., G. M. Spreitzer, and E. E. Lawler, III "The Leader's Change Handbook," San Francisco, Jossey-Bass, 1999.
DePree, M., "Leadership Jazz," New York, Dell Publishing, 1992.
Kouzes, J. M. and B. Z. Posner, "The Leadership Challenge," San Francisco, Jossey-Bass, 2002.
Rogers, E. M., "Diffusion of Innovations," New York, The Free Press, 1995.

Tools, Equipment, and Supplies

- Writing Surface
- Overhead Projector
- AHS.19.TM.A
- AHS.19.TM.B
- AHS.19.TM.C
- AHS.19.AS.A—one per student
- AHS.19.Assess—one per student
- Blank Sheets of Paper—three per student

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ***Change***
- ***Constituents***
- ***Insanity***
- ***Stress***

Interest Approach

Instruct the students:

Today, we will be working individually to analyze the risks and rewards of change.

Activity

Clasp your hands together, palm-to-palm. Does your right thumb fall over your left thumb or vice versa? Most people have a natural tendency of one over the other.

Switch your hand clasp so that the opposite thumb is on top. How does that feel. Now, cross your arms across your chest. Which arm is on top? Again, most people have a natural tendency for one over the other.

Switch your crossed arms so that the opposite arm is on top. How does that feel. Why do we resist change?

Possible answers may include: fear of failure, change is uncomfortable, worried about what others might say, or we are happy with the current state of affairs

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define change and identify the risks of change.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.19.TM.A as a diagram to teach this portion of the lesson. Relate key terms given in student definitions to the definitions given below.

I. ***Change*** is the process of doing something new or in a different way. The risks of change include perceived failure, stress, and expenditures of time and money. Additionally, the change may not work as well as existing procedures, activities, or ideas. Further, the changes may cause others hurt feelings.

   A. Failure is never final until a person gives up trying to grow and improve.
   B. ***Stress*** arises from change because a person is unsure about the future, must make adjustments to accommodate the change, and the individual wants the change to succeed and be viewed as positive.
   C. Change often causes a person to expend time and money implementing the change.
   D. The change, once implemented, may not work as well as existing procedures, activities, or ideas.
   E. The nature of change means a loss of security. Things that have always worked a certain way will now be performed differently. The old methods and ideas may not work, which causes new changes.
   F. Changes may cause others hurt feelings.

Instruct the students:

For today's lesson, we will be learning about the risks and rewards of change.

Change is the process of doing something new or in a different way. Change is a part of our daily lives and success hinges on our ability to manage change. Most of the lesson will involve individualized work. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

One popular definition of ***insanity*** is doing the same thing repeatedly, yet expecting different results. Leaders know how to change and understand that change is necessary for growth and

improvement in people and organizations. Nothing ever stays the same, and the forces of change often overcome people who refuse to change.

Activity: Bob the Weather Guy Moment

Students deliberate and then present an idea, concept, or process as if it were a weather report. Forecast what will happen, show how other people and activities will be affected, and demonstrate what their latest "Doppler Radar" explains about this idea, concept, or process.

The "weather report" should reflect the effects of failing to change in an organization.

Activity—Descartes Moment.

Compose a letter to yourselves explaining what you know you understand, what you think you understand, and what you don't understand about the new concept, idea, or process of the risk of change.

Objective 2. Identify the rewards of change.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.19.TM.B to facilitate instruction about Objective 2. Relate key terms given in student definitions to the definitions given below.

II. Rewards of change could include improved performance and efficiency, better ideas and activities, growth, success, and added respect and esteem. When people implement change, struggle and grow with the new ideas, and eventually succeed, they feel satisfaction and accomplishment from the change and their exertions.

A. Changes generally create improved performance and efficiency. New activities and ideas for changing old ones are initiated to benefit the individual, chapter, or organization.

B. Change usually results in better ideas and activities.

C. Organizations grow, and thus succeed, because of changes. The environment, our chapter, our school, and we all constantly change. In order to meet and exceed the challenges and to grasp opportunities, we must change and adjust as well.

D. When people and organizations change, others respect and admire the versatility and flexibility with which the changes are implemented. Struggles and conflict are bound to arise, but the person and organization that adapts to and overcomes these growing pains tends to gain the respect and admiration of followers and other stakeholders.

E. Out of successful change come feelings of accomplishment and motivation. This encourages individuals to seek other methods of implementing change and future growth.

Instruct the students:

Think about how a leader communicates the rewards of change to an organization. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Activity—Review the material using a Dickens Moment.

Review components or sections of the rewards of change and think of a story you could tell others using that information. The information can be transformed into characters who interact, solve challenges, dialogue, etc.

Students could simply prepare an outline of a story or actually construct the story itself. Challenge students to be creative and to show they can use the information in a different way than was presented to them. Divide students into groups. Assign one to act out the rewards of change.

Activity

Think about times when you have risked changing something about your life or organizations in which you were involved. Or think about a change that you would like to make or need to make in your life. What are the risks of that change? What are the rewards?

Pass out AHS.19.AS.A to facilitate this activity.

Utilize the activity sheet that I am handing out to help you focus on the risks and rewards of change.

Objective 3. Explain methods used to offset risks of change.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.19.TM.C to facilitate instruction about Objective 3. Relate key terms given in student definitions to the definitions given below.

III. Leaders know that change is inevitable or even encouraged. In order for an organization to grow and improve, new methods must be learned. Leaders also know that people generally resist change. Because success is unsure, change sometimes causes a loss of security. Leaders can employ methods to offset the risks of proposed changes.

A. Open communication is essential to building trust and exploring options for change.
B. Focusing on the rewards versus the risks helps people grasp changes.
C. Leaders provide training and development to enhance the change process.
D. Leaders reward everyone involved in the changes upon their successful completion.
E. When ***constituents***, or followers, have ownership in the proposed changes, they tend to be more receptive to the changes.
F. Timelines provide people with a sense of movement toward an end, thus allowing them to focus on small steps of change instead of huge leaps.

Instruct the students:

For this portion of the lesson, we will be assessing methods used to offset the risks of change. Think about how you can offset the risks of change.

Students will be using a blank sheet of paper to assimilate information that they have just gleaned in a *<u>Picasso Moment</u>*.

Students, on a blank sheet of paper, draw what the new information or concept means to you.

How can you pictorially represent methods used to offset the risks of change? What would be included in the picture?

The Picasso Moment requires students to synthesize information.

Review/Summary

Instruct the students:

Think about the risks and rewards of change, as well as how to overcome the risks of the proposed changes. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Activity. Use a Hieroglyphics Moment to review this portion of the lesson.

Create small pictures to represent the information, concepts, or steps in the process of analyzing the risks and rewards of change. Each picture, or icon, should be unique and distinguishable from the others.

What picture or icon will help you remember the pieces of information, concepts, or steps in the process of analyzing the risks and rewards of change?

At this time pass out AHS.19.Assess.

Application

▶Extended Classroom Activity:

Have students analyze the risks and rewards of a proposed change in their personal life.

▶FFA Activity:

Have students analyze the risks and rewards of a potential change in the FFA chapter or one of its major activities. Ask them to find two activities in the FFA program of activities to change and create a plan for those changes.

SAE Activity:

Have students develop a change plan for their SAE, focusing on the lessons in Objective 3.

6

Evaluation

AHS.19.Assess

Answers to Assessment:

Part One: Matching

1. c.
2. b.
3. d.
4. a.

Part Two: Completion

1. failure, stress
2. security
3. performance, efficiency
4. unsure, learned, security
5. ownership

Part Three: Short Answer

1. The nature of change means a loss of security. Things that have always worked a certain way will now perform differently. The old methods and ideas may not work and cause new changes.

2. When people and organizations change, others respect and admire the versatility and flexibility with which the changes are implemented. Struggles and conflict are bound to arise, but the person and organization that adapt to and overcome these growing

pains, tends to gain the respect and admiration of followers and other stakeholders.

3. Open communication is essential to building trust and exploring options for change. Focusing on the rewards versus the risks helps people grasp changes. Leaders provide training and development to enhance the change process. Leaders reward everyone involved in the changes upon their successful completion. When constituents, or followers, have ownership in the proposed changes, they tend to be more receptive to the changes. Timelines provide people with a sense of movement toward an end, thus allowing them to focus on small steps of change instead of huge leaps.

AHS.19.Assess Name: ________________________________

ANALYZING RISKS AND REWARDS OF CHANGE

▶Part One: Matching

Instructions: Match the term with the correct response. Write the letter of the term next to the definition.

a. Change c. Insanity
b. Constituents d. Stress

_______ 1. Doing the same thing repeatedly, yet expecting different results
_______ 2. Followers
_______ 3. Arises from change because a person is unsure about the future, must make adjustments to accommodate the change, and wants the change to succeed and be

viewed as positive.

_______ 4. The process of doing something new or in a different way.

▶Part Two: Completion

Instructions: Provide the word or words to complete the following statements.

1. The risks of change include perceived _________________, _________________, and expenditures of time and money.

2. The nature of change means a loss of _________________.

3. Changes generally create improved ____________________ and __________________.

4. Leaders also know that people generally resist change, because success is _____________, new methods must be ______________, and changes sometimes causes a loss of ______________.

5. When constituents have __________________ in the proposed changes, they tend to be more receptive to the changes.

▶Part Three: Short Answer

Instructions: Provide information to answer the following questions.

1. Why does change mean a loss of security?

2. How can a person or organization build confidence through implementation of change?

3. How can leaders overcome the apprehensions associated with changes?

AHS.19.TM.A

RISKS OF CHANGE

- Perceived failure
- Stress—a person is unsure about the future and/or the individual wants the change to succeed and be viewed as positive
- Expenditures of time and money
- Change may not work as well as existing procedures, activities, or ideas
- Loss of security
- Changes may cause others hurt feelings

AHS.19.TM.B

REWARDS OF CHANGE

- Improved performance and efficiency
- Better ideas and activities
- Growth, success
- Added respect and esteem
- Satisfaction and accomplishment

METHODS FOR OVERCOMING RISKS OF CHANGE

- Open communication is essential to building trust and exploring options for change.
- Focusing on the rewards versus the risks helps people

grasp changes.

♦**Leaders provide training and development to enhance the change process.**

♦**Leaders reward everyone involved in the changes upon their successful completion.**

♦**When constituents have ownership in the proposed changes, they tend to be more receptive to the changes.**

♦**Timelines provide people with a sense of movement toward an end, thus allowing them to focus on small steps of change instead of huge leaps.**

AHS.19.AS.A Name: ______________________________________

RISKS AND REWARDS OF CHANGE

▶**Activity or Change Initiated:**

Risks	Rewards	Methods for Offsetting Risks
1		
2		
3		
4		
5		
6		