

The *New* Workplace

An Introduction

The Information Age. Globalization. Changing Corporate Cultures. Total Quality. Right-Sizing. The Learning Organization. Reinventing Government. Knowledge Workers. Work Place Re-engineering.

The buzz words change as rapidly as the technologies that are driving the organizational transformations they seek to describe. It is tempting to think of the changes these labels describe as fads. After all, they seem to come and go with some rapidity leaving employers and employees scrambling to keep up with what's coming next. If we wait long enough, perhaps they'll just go away.

While the labels may come and go, what they seek to describe will not. What we are experiencing is the confusion of a revolution. We are in the midst of processes of organizational change so fundamental that we don't even have words to describe them. So we make new terms up as we go, changing them as needed to try to make some sense of it all.

Six year old children confidently play on their school computers. Robots assemble complex machinery. Satellites transfer information around the world in seconds. CNN broadcasts wars as they happen. Financial markets are globally linked every second of the trading day. New technologies replace "old" technologies that have yet to celebrate their first birthday. The speed of the changes is dizzying.

Workers and managers are finding their job descriptions changing constantly. So much so that some organizations are rethinking the whole concept of what a "job" is. To keep up with the changes requires a new kind of worker, someone who does more than take orders and do good work. Someone who knows more about the process of the work they are doing than their manager does. This in turn requires a new kind of manager, one who facilitates the process rather than directs it. We don't exactly know how we will make this transformation, but somehow we must.

The turmoil is accompanied by its usual companions - resistance, uncertainty and fear. After years of providing successfully for ourselves and our dependents, we now face humiliation. What has happened to all that we know? What must we do to adapt to a new reality which, like a moving target, changes continuously? Will we be able to keep up?

With all the uncertainty, there are some things that we **do** know.

The models by which organizations were run for over a hundred years are not working in the new environment. Corporations and governments are scrambling to adapt to the impacts of global competition, instant access to information, changing public expectations and continuously improving technologies.

We know that the processing of information has replaced the production of things as the motor force in the world economy. We know that the only sustainable advantage in an information economy is the ability to learn, and applying what we have learned while we learn some more.

The central task facing us all - employees, managers, trade unionists, executives - is to gain some insight into the processes that are shaping our organizations and our lives so that we have the best chance to become beneficiaries of these changes - not victims.

The New Workplace has been developed to foster a discussion on the changing relationships within your organization and to place those changes in context. There are no easy answers or simple formulas for success. Each organization and each individual within that organization must find their own means to mobilize their collective and individual learning process - their path through the change maze. These programs are a resource to help facilitate that process.

— Robert Rosell, Producer
Quality Media Resources, Inc.

How to Use *The New Workplace* Facilitator's Guide

Program Format

The *New Workplace* has been designed to promote thinking and discussion in a wide range of work environments, including public and private sector organizations, large and small. If a company or agency is facing dynamic change processes stemming from technological advances, global competition and/or a stronger focus on meeting customer needs, it can benefit from this flexible training resource.

In unionized organizations, labor representatives face the additional challenge of helping the union redefine its role, so it can best represent the needs and interests of its members during these periods of turbulent change. While two separate videos, union and non-union, have been produced for **The *New Workplace*** videos series, only one facilitator's guide has been designed for it. Questions and exercises for companies with unions are labeled accordingly and can be skipped by non-union organizations.

Each of the programs, *Making the Change* and *Leading the Change*, are divided into major concept themes, and each of the segments are tied together by an animated folktale. Within the context of both videos, a distinguished collection of practitioners and researchers—leaders on change—join in conversation with CEO's, managers, line workers and consultants. Each share their vision on how we can most benefit from the turbulent process we find ourselves in.

Each segment of the video can be viewed separately, and the suggested questions, exercises and activities in the guide used as part of a facilitation process. Suggestions made in the guide can be followed sequentially with the video, or material in the facilitator's guide together with selected segments of the video can be used to augment an existing training program. If all the material contained in this book is used with **The *New Workplace*** videos, it can constitute a two day training program.

Since The *New Workplace* videos deal with complex issues we recommend you show the entire video program as an introduction, then replay it a segment at a time for training.

Folktales

The folktales presented in the series are grounded in folk wisdom. Each tale is told as an allegory by a Native American tribal elder. Following each of the tales is a series of questions. As you may

expect, each tale can easily help us reflect on a number of different ways we view who we are, and how we act—as an individual, a worker, or a partner. Therefore the questions can be asked in different ways: “What does this say about the way we do business? What does it say about the way we look at change?” or “What do these questions say about me as an individual?” Which ever way the questions are asked, they should help us pause and think about a number of issues. The primary goal of the stories is to help us *think* and *allow for time* to consider the whole picture in which we are involved.

Questions, Exercises and Activities

Each of the folktales with accompanying questions have been provided as handouts. Participants can take time to answer questions between training sessions or during the session depending on time constraints and the style of training being used.

Following each of the folktales are a number of reflective questions, exercises or activities, that aid a group in exploring the wealth of material presented in the video. Exercises have been designed for individual work within the training. It is the role of the facilitator to decide what method to employ to draw-out material from participants, and to summarize the information gleaned. Activities have been written for full group participation.

Note that there are several pre-activities listed. These activities should be used prior to watching a particular segment of the video.

The guide has been designed to follow the individual segments of the video program. Each segment is titled in the video, and that same title is given in the guide. If the video is being used as a training tool, then it is suggested that it be shown in segments, and the questions and exercises be incorporated into the training session. **The New Workplace** video series can enhance and support training sessions that deal with change, empowerment, teams, vision, leadership, and communication themes.

We recommend that you show the entire program, and then replay individual segments as part of the training.

Side Column Descriptions

Major themes for this training program are listed on the right and left-hand margins of each page. Beneath each theme is a summation of methods (i.e., pre-activity, activities, exercises, or questions) contained in a particular segment of the training. The amount of time needed to develop questions, activities and exercises are given in parenthesis.

Handouts and Photocopying Rights

Handout pages are incorporated in the guide, and are labeled as such in the top side margins of a page. Trainers need only to decide which topics would be relevant for individual distribution, and have copies made. With the purchase of **The New Workplace** series, Quality Media Resources, Inc. grants you license to make as many copies of this guide or the handout pages as you need for your organization. However, copying the videos is illegal.

Dictionary of the *New Workplace*

The *new* workplace is not only consistently undergoing design change, it is also wrestling with a new vocabulary, or redefinitions of known words. For this reason, you will find a glossary of terms that are frequently being used in business. The dictionary can be used in a number of ways: to clarify works, to check words to see if terms are being used correctly, as a foundation to building a company's own dictionary, or to incorporate *new* workplace words into a training session.

Bibliography of The *New Workplace*

The bibliography is broad in its offering. It includes works that are currently challenging our ideas about change and transformation in business, management philosophies and techniques, global dynamics and economics, and business and societal values. It is not a definitive list, but rather is intended to assist individuals or teams of workers who are interested in expanding their understanding and knowledge about work in the future.

Additional Words for Facilitators and Trainers

There are four fundamental concepts at the foundation of **The New Workplace** series: discontinuity (we can never expect things to occur the way they have in the past), "boundaryless" organization (old models will no longer work - new designs, that do not have stringent boundaries, need to be invented), breaking the rules (we have to get beyond playing it safe), and strategic vision (organizations need to know where they are going in a world that reinvents itself daily). These concepts all point to two words: change and transformation. The key to helping individuals work with change, is to have them think and to develop thinking as a skill. Therefore, this facilitator's guide is offering a number of exercises that can be turned into group activities. All of them are based on thinking, and reflection, and offer avenues for dealing with transformations that are occurring in the workplace.

Handout

The Disappearing Sand Beach — Part I

Far off in the sea is an island, born of the erupting volcano, with the wind and the rain and the pounding waves. And on this island is a wonderful, wide, white sand beach. Since the birth of the island, this beach would not stay put. The sea would take back the white sand when a big storm struck and leave only rough—black volcanic rock. Then the winds would die down, and the surf settle and the white sand would return to the shore and become once again a beautiful, wide beach. It would be wider and whiter than it was before, and the storm would bring more fish to the island, to feed the birds and the animals. It was like this every few years after a storm, for ten thousand storms. The storm would be frightening. Everything would look different for a while. But the beach would always come back, bringing more fish than before. All of the living things of the island understood and accepted. Until the humans came.

Questions for Reflection

1. How is the storm a metaphor for the change that we are experiencing in many aspects of our lives (i.e., global transformations, economy, careers and family)?
2. What lesson does the folktale teach us about the future?
3. What can be our greatest concern about “riding out the storm?”
4. What advantages might we have, if we look carefully at what is happening around us? How might carefully analyzing what we see, help us with the uncertainty we face in the future?

The *New* Workplace

Making the Change

Pre-viewing Activity

Ask participants to brainstorm how the ideal *new* workplace will function in the future. Create a web of ideas that are expressed by the group.

Webbing is a lateral thinking process that allows participants to brainstorm ideas on a particular topic. Encourage participants to work off of each idea presented, as if you were conducting a word association. Place the phrase new workplace in the center of an oval. Ask the group what this new workplace will be? How will it act (what will it do)?

A sample web is illustrated on the following page. After the group has created its own web, share the prepared web with them. Ask for a comparison of their ideas with those found in the sample. Indicate that many of the ideas presented in the illustrated web, are issues discussed in the videos.

Exercises

1. Draw a continuum of your work over the last five years to the present, and five years into the future. Under the continuum, indicate what your work entailed at each of the intervals. How is the work you are doing today different from the work you did five years ago? What type of work do you anticipate you will be doing five years from now?
2. Create a job barometer indicating the satisfaction you felt about your work in the past, and how you feel about it today. Are you pleased with how things are? How they have changed? What they may look like in the future?
3. Make a list of all the changes that are occurring, or have recently occurred in your workplace?

Questions

1. Who is being affected by changes in your workplace? How do these changes differ from those happening in other organizations, the country and within the global economy?
2. How is downsizing affecting your work? How do you anticipate it affecting your work in the future?
3. How have changes impacted your life at work? At home?

1. *Pre-Viewing Activity (15 minutes)*
2. *Show the entire The New Workplace: Making The Change video*
3. *Questions for Reflection from folktale (20 minutes)*
4. *Exercises (20 minutes)*
5. *Show Video Segment: "The New Workplace: Making the Change"*
6. *Questions following video (15 minutes)*

Show The New Workplace: Making The Change video in its entirety. Following Questions for Reflection show the opening segment of the video.

The *New* Workplace

How Is The Work We Do Changing?

Pre-Viewing Activities

1. Have participants break into similar work groups (i.e., managers, lineworkers, engineers, etc.). Have individuals create two columns. At the top of one column, list new worker, on the other old worker. Ask them to quickly list the skills that were needed in the past, and the skills needed today.

Discuss in the entire group the difference between the two workers. Help participants see that change has brought on the need for a *new* worker.

2. Give each of the groups two or three of the following words and/or phrases:

- creativity
- knowledge skills
- teams
- contract work
- diversity
- responsibility
- ambiguity
- skills and opportunity
- work relationships

Have each of the groups brainstorm the meaning, and what will be meant by these concepts as they relate to work. When all groups have completed the task, ask each group to present their word and their thoughts.

Questions

1. How were your responses to the concepts similar to those offered by respondents in the video? How were they different? What accounts for the difference?
2. What is meant by a “knowledge worker”? How are you a “knowledge worker”? How might today’s concept of “knowledge worker” change in the not too distant future?
3. What concepts presented in the video segment are most meaningful to you? What concepts are most threatening? Which offer you hope? Which concepts would you welcome in your work?
4. What character traits will the new worker have to possess?
5. What new skills do you see yourself needing to develop in the near future?
6. How might we view work relationships in the future? How will this change your life?

1. *Pre-Viewing Activities (30 minutes)*
2. *Show video segment: "How Is The Work We Do Changing?"*
3. *Questions following video (30 minutes)*

Show video segment: "How Is The Work We Do Changing?"

Why? Who? When?

Pre-Viewing Activities

1. *Pre-Viewing Activities (20 minutes)*
2. *Show video segment: "Why? Who? When?"*
3. *Questions (20 minutes)*

Show the video segment:
"Why? Who? When?"

1. Pass out the handout Placing Future Events into History.
2. Ask individuals to work alone or in groups of two or three.
3. Create a large Futurgram as one illustrated here on a whiteboard or flipchart. Ask for events and predicted dates.
4. After collecting ten to twelve events ask the following questions:
 - How many of these events are interconnected - would have an impact on the world as a whole? How will this impact affect us?
 - How might these events reflect how we *do* business in general?
 - How might these events change the work we do?
 - How is technology linked to these events?

Questions

1. How is the world interdependent? How is it interconnected?
2. The telephone, railroad and television allowed for quick communication. How have the fax, computer and satellite transmission revolutionized communication? How in turn have they changed our work?
3. How will changes in business, economics and politics affect the way we do business? How have and will new global markets open up to us?
4. What do we need to know about technology, in order to have it work to our advantage?
5. How has globalization brought on change at your workplace?

Placing Future Events Into History

An exploration of the future tells us not only what we think we are becoming and where we think we are going, it reveals our expectations of ourselves.

Thinking in the future tense is not about making predictions, but rather learning to see and think in new ways. The components of reality as we know them—telecommuting, prepared food, self-service banking, pollution, traffic—elements so central to the way we manage ourselves in the present, were mere possibilities 100 or even 10 years ago. Presumably, almost every aspect of our lives right now will at least be significantly altered, if not completely revolutionized, within the next 25 years.

If thinking in the future tense is not prediction, then you can think of it as projection. The following exercise allows you to sharpen your forecasting abilities by plotting out a Futurgram. Of course, the very doing of this activity is fictional. Nevertheless, by focusing attention on what is as you currently know it, and while projecting what potentially will be, you can chart out some very real possibilities for paths of development.

Take a few moments and make a list of twelve events that will occur in the future, according to your forecasting. You may close your eyes or do whatever else frees your creative mind to drift off into the space of the future. Write your events here.

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

The Disappearing Sand Beach — Part II

A village grew up around the wide, white sand beach. Every day the village children played in the warm sand and swam in the gentle surf. From the sea came the food they ate, and from its gentle shores the villagers launched their canoes. Then there came a great storm and the sea threatened to wash the sand away. The villagers built a stone wall to keep the angry sea from taking their beautiful beach, then watched in amazed fear as the surf pounded away the strong wall they had built. The children cried as the sand did what the sand had done for a thousand years. It left the shore and went with the sea. The islanders offered their treasures to the angry waters, in hopes that the sea would be pleased and give them back their beautiful white sand beach. The sand returned to the shores, as it had done for a thousand years, and the sea swallowed up their treasures.

Questions for Reflection

1. What makes you feel comfortable and safe in your life? In your work?
2. What do you expect from your work? What do you give to your work?
3. Do you expect major changes in your life? How can you prepare yourself to face change in your work? At home?
4. How can the building of a stone wall help you avoid seeing the changes that surround us? What is the benefit of such a wall? What danger does it pose?
5. What lesson can be gleaned from the folktale presented here?

The Changing Employer/Employee Relationship — Part I

Show the animated segment, “The Disappearing Sand Beach - Part II” and the segment that follows, “The Changing Employer/Employee Relationship.” After the viewing ask participants to center on the animation piece. Spend time, either in full discussion, or allow individuals to break into smaller groups, discussing the significance of the tale as it relates to their lives today. If small groups were used, allow time to summarize people’s feelings and the ideas expressed.

1. *Show the video segments: Animation and “The Changing Employer/Employee Relationship - Part I”*
2. *Questions for Reflection from Folktale (20 minutes)*
3. *Activity (20 minutes)*
4. *Questions for Unions (20 minutes)*

Activity

1. Instruct participants to break into four groups. Ask two of the groups to imagine that they are CEO’s, or upper management of their company, and the other two groups employees. Each group is to brainstorm their expectations of the other group. The brainstorming should take into consideration the issues raised in **The New Workplace**.
2. Have each group select a spokesperson to present their ideas. Therefore, two individuals will be outlining the expectations of employees, and two representatives offering their expectations regarding upper management.
3. Open a discussion on the ideas presented. Move the discussion to consider the following questions:
 - Is there a new relationship between employers and employees?
 - Are the expectations of both groups reasonable? Are they humane?
 - How do the expectations match the current skills exhibited by both groups?
 - What changes will have to be made in order for these expectations to be realized?
 - How will issues of flexibility, collaboration and interdependency feature in the new workplace.

Questions for Unions

1. How do expectations of employers impact unionized workers?
2. What roles can unions play in the new workplace?
3. Can unions be in partnership with employers? How can this happen?

The Changing Employer/Employee Relationship—Part II

Pre-Viewing Activity

1. *Pre-Viewing Activity (20 minutes)*
 2. *Questions (20 minutes)*
 3. *View video segments: "Changing Employer/Employee Relationship - Part II"*
 4. *Questions (20 minutes)*
1. Ask participants to name at least one major decision that was made in the organization recently. If more than one significant decision was made, break individuals into smaller groups to each discuss how one decision was arrived at. Who or what group made the decision? How was it made? Who was affected by the decision? What was the outcome?
 2. Instruct the group(s) to decide how they would have gone about arriving at a better outcome.

Questions

1. If there were differences in how the decision was made, have the group share these. If the process was the same, ask the group to analyze exactly what the organization is doing that allows most of the group to agree with its decision making process.
2. What does "partnership" mean in the new workplace?
3. How is it needed by employees, so that productive decisions are made?

View the two video segments: *Changing Employer/Employee Relationship - Part II: "Changing Employee Expectations" and "Changing Employer Expectations."*

Questions Following the Video

1. What characterizes a creative thinker in your organization, department or division?
2. What new work styles are desirable in your organization at this time? How might they become a reality?
3. What can make your organization a more nurturing place to work?
4. How can your organization support continuous learning within the community? Within the company?
5. What does the organization mean by empowerment? What do you mean by empowerment? Are there contradictions? How can they be resolved?
6. What responsibilities does the employer have to the employee? The employee to the employer?

What about Unions?

Pre-Viewing Activity

1. Ask the group to brainstorm a list of major accomplishments achieved by unions throughout history. The list should go beyond a specific union, and if possible, should include achievements by international labor groups.
2. Select several major accomplishments and discuss why it was necessary for the unions to take a stand. Don't allow the group to get weighed down in dates and specifics. What you are interested in helping them explore is the cause and effect of different accomplishments.
3. Have participants break into groups of four or five. Instruct the groups to talk about what current events, changes, and conditions they need to consider as union members.
4. Have each group present their ideas and facilitate a discussion on their observations. If time permits ask the group to select the most important point presented. Ask them to brainstorm how this need can become a reality.

1. *Pre-Viewing Activity (30 minutes)*
2. *Viewing of the video segment: "What about Unions?"*
3. *Questions (30 minutes)*

**Show the video segment:
"What about Unions?"**

Questions

1. How can unions relate to the new demands (e.g., flexibility of contracts and job descriptions) that are being made of workers?
2. How can local and national unions respond to the needs of international workers?
3. How can a union provide a competitive edge for your organization?
4. What responsibility do union leaders have to their members? How might the governing structure of unions change in the future?

Handout

The Disappearing Sand Beach — Part III

After many storms the village people had nothing left to throw into the sea. But one elder woman in the village had a great amount of splendid treasure. The village people demanded she tell them where she found her treasure so that when the next storm hit they could share the fortune with the sea. The elder woman laughed and then she spoke: "Do your eyes see while your hands build great stone walls? The beach is wider and whiter and fish are plentiful after every storm. My eyes see the sand that goes with the surf rather than fight the storm. The ocean takes the sand so it will not be lost to the wind and pounding waves. You choose to cast your treasures into the sea. I watched the sea give back the sand by the light of the round full moon, and with the sand the sea returns what in your fear you cast away. In the light of that moon I simply choose to pick the treasures up."

Questions for Reflection

1. What treasures have you been throwing into the sea in order to cope with change? What treasure have you been sacrificing at work?
2. Who do you know that possesses wisdom and vision? How might you tap this wisdom and vision? How can this person's wisdom and vision help spark your own?
3. What barriers do you put up to stop change? How might these barriers be dismantled? In your personal life? At work?
4. What personal characteristics does it take to deal with change? How might you work to acquire these characteristics?
5. What functions do storms have in the environment? What lessons can we take from observing and *riding out* storms? How can these lessons help us cope with change?
6. How do we design our lives and our work in such a way to plan for storms? To profit from storms?

What Might These Changes Mean to Me?

Pre-Viewing Exercise

1. Ask each participant to take a few minutes to list the fears, and uncertainties they feel about their future as it relates to work. Make certain to tell them that this is their personal list and will not be shared.
2. After they have completed their list, ask them to write an action statement after each item named—something they could do to lessen their concern and help alleviate their fear.

1. *Pre-Viewing Exercise: (5 minutes)*
2. *View the remainder of the video*
3. *Discuss Questions for Reflection on the handout on the preceding page (20 minutes)*
4. *Summation (30 minutes)*

Summation Questions

1. How can you be a change agent for yourself (within the context of your personal life)? How might being a change agent affect who you are and what you do at work?
2. What can you do to better help prepare yourself to face the new workplace of the future?
3. How can we learn to understand the design of a system (i.e., an economic system, organizational system such as those found at work)? What can we do to learn how to redesign systems?
4. What new opportunities are available to you as an individual? What opportunities are available to your organization? What role can you take to make a difference in the future?
5. How can you learn to be more creative? How can you improve your skills of creativity and improvisation?

**Show the remainder of
The New Workplace video**

First Man and the End of the World–Part I

One day First Man found himself far away from home. A cloud passed over the sun and this made him think. He sat under a fruit tree and thought ... "What will happen to me when the Earth comes to an end?" At that very moment a large fruit fell from the tree, landing behind him with a loud noise. First Man ran off as fast as his legs could go, so sure was he that the noise of the fruit falling to the ground was that of the earth breaking to pieces. And so he ran. An Eagle saw first man running and flew down to ask him what was wrong. "Run for your life!" yelled First Man, "The earth is falling to pieces!" The Eagle began flying away as fast as she could. A Bear saw Eagle and First Man, and called after them to find out what was wrong. When he heard that the Earth was falling to pieces, he also began to run as fast as he could to get away. A Snake saw the Bear, First Man and the Eagle, and called to them, "Ssssslow down, where are you going sssso fasssst?" By this time the Bear, First Man and the Eagle were very tired, so they slowed down to tell the Snake about the Earth falling to pieces. The Snake smiled, "I don't sssee the Earth falling to piecccesss", he hissed. The Bear and the Eagle looked around them and then at each other, and then all three of them - the Bear, the Eagle and the Snake looked at First Man. First Man became very uncomfortable.

Questions for Reflection

1. What kind of change does the falling fruit represent?
2. How do you respond to changes? How do you think others around you view your ability to deal with changes?
3. How do your fellow workers deal with change? Do they look to you to have answers? How do you support others as they encounter change?
4. How do you respond to the ambiguity of not knowing what will come next? What can we learn from the animals in the folktale, when it comes to dealing with the unknown?

The *New* Workplace

Leading the Change

Pre-Viewing Activities

1. Break participants into working groups of three or four. On a prepared flipchart have a grid with three columns. The columns should be labeled: task, manager, leader. In the first column, have the group name at least five primary responsibilities or tasks they perform regularly.
 2. In the second column have them think about how a manager “traditionally” performs these tasks. In the third column have them consider how a leader may differ in executing these same tasks.
 3. As a part of this exercise have the group begin a list of differences between the roles of managers and leaders.
 4. Bring the participants back into one group, and discuss some of their observations.
1. *Screen the entire The New Workplace: Leading the Change program as an introduction.*
 2. *Pre-Viewing Activity (30 minutes)*
 3. *Viewing of video segments: Opening animation and comments from middle managers*
 4. *Questions for Reflection from folktale (15 minutes)*
 5. *Questions (15 minutes)*

Show The New Workplace: Leading the Change video in its entirety. Following Questionf for Reflection show the opening segment of the video.

Questions

1. What changes are you seeing in your workplace? How have these changes affected you personally? Why do you think these changes are happening?
2. What new responsibilities do you have in the workplace? How have these responsibilities come about? How has your role changed at work?
3. How do you envision your role in the near future? In the next two to three years?
4. How will changes in the global economy affect your work?

The Changing Roles Managers Play

Pre-Viewing Activity

1. *Pre-Viewing Activity (30 minutes)*
2. *Exercise (15 minutes)*
3. *Viewing of video segment: "The Changing Roles Managers Play"*
4. *Questions (15 minutes)*

1. Ask the group to brainstorm reasons for each of the following similes: "How is a manager like _____":
 - A parent
 - A teacher
 - A philosopher
 - A conductor
 - A diplomat

Invite other professions to the list.

2. Divide the participants into small groups of three or four persons. Ask them to keep in mind the responses they had to the task outlined above. In their groups have them name all the new roles managers are expected to play, and the challenges they face.

Exercise

1. Pass out the leadership handout. Ask the participants to fill it out as it personally pertains to them.
2. After several minutes ask the group to respond to the following questions:
 - How does a leader communicate?
 - How is a leader a coach? A mentor? A facilitator?
 - How does a leader build trust?

Show the video segment:
"The Changing Role
Managers Play."

Questions

1. What does it mean to be a team member?
2. How does being a team member relate to issues of empowerment?
3. How can a leader create an environment of trust?

Why are These Changes Happening? What Will We Do Differently?

Pre-Viewing Activities

1. Divide the participants into three groups. Give each group a large sheet of newsprint or flipchart paper.
 2. One group will deal with technology, the other globalization and the third, cultural changes in the workplace. Instruct each group to consider the last twenty years and what they have meant for their category. Have them list the changes (i.e., happenings, crises, advancements, etc.) that have occurred.
 3. Facilitate the group's sharing of thoughts.
1. *Pre-Activity (15 minutes)*
 2. *Show video segments: "Why Are These Changes Happening?" and "What Will We Do Differently?"*
 3. *Questions (15 minutes)*
 4. *Activity (30 minutes)*

Questions

1. What economic, cultural or technological forces are driving changes, within your work environment?
2. Is your work becoming more a place of "knowledge" work than manual work?
3. How can we manage knowledge?
4. How will managers interact differently with those they manage in the new workplace? How will they interact with their employers?

Activity

1. Divide the participants into three groups. One group will deal with listening, the second with creating an environment for learning, and the third with responsibility and accountability.
2. Review with the group the keypoints made in the video about each category.

Listening: Managers' role used to be to give orders, today it is to listen. Managers' need to find out about the people with whom they work. They need to clear road blocks for their colleagues.

Creating a Learning Environment: Managers need to create an environment where people can learn from each other, and develop visions of where change will lead us.

Responsibility and Accountability: Politics need to be lessened within the organization. Managers must work with groups, and be allowed room to make mistakes.

3. Instruct each group to brainstorm how they can actualize their category. Ask them to be specific. Each group should select a spokesperson to relate their ideas to the entire group.
4. Facilitate a presentation and discussion of the key points given for each category.

Who Will Lead the New Organization

Pre-Viewing Exercise/Activity

1. Pass out the Dimensions of Leadership handout. Have each participant fill it out individually. (5 minutes)
 2. Form small groups of three or four people. Have them come together to discuss what they wrote about the Dimensions of Leadership. Encourage the groups to talk further about their feelings regarding leadership, and about issues of flexibility and empowerment. (20 minutes)
 3. Have each group select one spokesperson to share the group's ideas. Bring all participants together and have representatives present their group's thoughts. (20 minutes)
1. *Pre-Viewing Exercise/Activity (45 minutes)*
 2. *Viewing of video segments: animation part II and "Who Will Lead the New Organization?"*
 3. *Questions for Reflection from folktale (15 minutes)*

Show video segments.

Handout

Dimensions of Leadership

Directions: Fill out the form below talking about how you exhibit each of the leadership characteristics listed. Next to the "How Do I Exhibit" column, list the ways you can expand this style of leadership in the "Further Action to be Taken" column.

Leadership	How Do I Exhibit	Further Action
Organizational Awareness		
Judgment		
Risk Taker		
Mentor		
Sensitivity		
Flexibility		
Responsiveness		
Visionary		
Respectful		

First Man and the End of the World–Part II

First man told the Bear, and the Eagle and the Snake he had indeed heard the Earth falling to pieces. Why else would he have run away like that? They determined that someone had to go back to the place where First Man had heard the Earth falling to pieces, to see if it was so. The Bear said "I will go back. I'm the biggest and the strongest and I'm not afraid." The Eagle said "I will go back. I can see the lay of the land and get the big picture." The Snake said "I will go back. I have my head to the ground, I feel the vibrations of what's going on." But First Man shook his head. "I must go back," he said, "for only I know the place where we should go. But I need you all to come with me, for I am afraid to go alone. If we all travel together, Bear, Eagle, Snake and Man, we have the best chance of arriving there safely, and learning what we must know." And so they did.

Questions for Reflection

1. How can the story be a metaphor for the diversity of leadership styles or skills that exist in our workforce today?
2. How can this diversity strengthen organizations.
3. What advantages do teams have over individuals? Does the story tell us anything about how teams should be formed?
4. How did First Man display leadership? What did First Man offer to the animals? What in turn did the animals give to First Man?

What About...

Performance Appraisal? Motivating Employees? Supervising and Organizing Work Done?

Pre-Viewing Activity

1. *Pre-Viewing Activity (30 minutes)*
2. *Viewing video segments: "What About Performance Appraisal?," "What About Motivating Employees?," and "What About Supervising and Organizing Work Done?"*
3. *Questions (15 minutes)*

1. Have the grid illustrated below prepared on a flipchart or on a white board.

Task	Old Way	New Way
Appraisal		
Motivation		
Supervision/ Organization		

2. Have participants work in groups or facilitate the entire group in filling out the grid.
 - What has been the traditional way of conducting appraisals/evaluations and offering incentives to employees? Is there a better way?
 - How have employers motivated employees in the past? Is there a better way?
 - How have managers supervised in the past? How might this change in the future? How might managers organize and plan in the future? What might be the role of the team in relation to supervision and organization?

Show the three video segments that relate to the above activity: "What about Performance Appraisal?," "What about Motivating Employees?," and "What about Supervising and Organizing Work Done?"

Questions

1. How do the changes you discussed prior to viewing this segment compare to the responses given by respondents in the video? Are there significant differences?
2. What are the most difficult changes you have had to make in these three categories? What difficulties do you anticipate in the future in these three categories?

How Might These Changes Impact Me? Where Do We Go From Here?

Pre-Viewing Activities

1. On a flipchart or white board have the following words written in one column, the other column should be blank. The head for the column of words should be "Leadership Styles," for the other "Empowering Phrases." Words for the leadership style are:

- Collaboration
- Nurture
- Power
- Open communication
- Mutual benefit
- Positive viewpoint

2. Ask participants to come up with phrases that would indicate their interest in empowering those with whom they work. For example, phrases for positive viewpoint might be, "I am able to," or "let's see what I can do." Work with participants to define certain words. Work with each word until the group can think of no additional phrases to suggest.
3. Discuss how language can be an effective tool not only to communicate, but to help to promote empowerment within an organization.

1. *Pre-Viewing Activity (20 minutes)*
2. *View video to the end.*
3. *Questions for Reflection from Folktale (15 minutes)*
4. *Summation (15 minutes)*

View the video until conclusion and discuss Questions for Reflection following the viewing.

First Man and the End of the World Part–III

As they journeyed to the spot where the Earth was falling to pieces, Eagle flew up high, to get the big picture... Bear lumbered along, sniffing the air, keeping alert to any danger. Snake slithered forward, always keeping his head close to the ground. First man led the way, for he knew where they all had to go. Finally they arrived at the place where First Man had heard the earth breaking into pieces. It was quiet and calm. First Man approached the exact spot where he had heard the noise. There on the ground was a beautiful piece of fruit. Suddenly another piece of fruit fell from the tree, landing with a loud noise. Bear, Snake, Eagle and First Man surrounded the fruit. "Is this what frightened you First Man, they asked?" First man was embarrassed. He stood there silent. But then he looked up into the tree under which they stood. There he saw thousands of beautiful, ripe, delicious fruit. "Yes" he said, "My fear lead us away from here. But look. Together we have found a wonderful new place, rich with fruit." All agreed this was a wonderful place. And they lived happily there together for many years, until the next time the Earth fell to pieces.

Questions for Reflection

1. Why was First Man successful in his relationship with the animals?
How might he be an example to all of us?
2. What has First Man learned about fear?
3. What lessons can we learn about the art of observation, even if it is observing the unknown?

Summation Questions

1. Do you have reason to fear the changes that are occurring around you? Can you be hurt by these changes? What is the downside?
2. How can a manager most benefit from these changes, what is the upside?
3. How is "yes," more complicated than "no?" How is saying "yes," enabling?
4. Can the new workplace bring us closer to a new sense of equity in the future? To a higher sense of ethics?
5. What five things can we do immediately to help create this *new* workplace?