



Module 20.2: Roles of Change Agents

Module Summary: This module is designed to help participants understand that initiating change requires people to play different roles. Participants learn about three different roles that are part of a change process. Participants discuss how these roles are demonstrated in various contexts.

Estimated Time: 30–45 minutes

Number of Participants: Any

Outcomes

Participants will learn about three different roles that change agents play.

Participants will learn about how the three roles are enacted in different settings.

Participants will explore initial thoughts around how they identify as a change agent.

Materials Needed

Computer/projector/Internet connection/sound

Roles of Change Agents activity (*Student Workbook*, 20.1)

Preparation Notes

Review the *Facilitation Notes* at the beginning of this volume.

Familiarize yourself with the three roles of change agents. Prepare an example to share for each role, preferably an example from your own life or from someone who you know well.

Select three to four film clips in which each of the three roles of change agents is demonstrated. Be sure you are familiar with the show so you can give a brief overview of the story and main characters. Ideally, the clip is no more than 2–3 minutes long. The

clip you select may have multiple characters demonstrating different roles of change agents or a single role being demonstrated. Some movies and TV shows to consider include:

<i>Argo</i>	<i>NCIS</i>
<i>Friday Night Lights</i>	<i>The Office</i>
<i>Glee</i>	<i>Portlandia</i>
<i>Grey's Anatomy</i>	<i>Star Trek</i>
<i>The Help</i>	<i>Toy Story</i>
<i>Hoot</i>	<i>24</i>
<i>Lincoln</i>	<i>The West Wing</i>

The flexible allotment of time is based on the number of film clips you select and the amount of time you want the participants to discuss the clips in their small groups.

Explanation and Instructions

Part 1 (5 minutes)

Begin by sharing the module outcomes and defining the capacity of facilitating change. Review the three roles that change agents play in the *Roles of Change Agents* activity (*Student Workbook*, 20.1). Give a personal example of each role.

Change Catalyst: Be the champion. This is the “idea” person or the one who creates a vision for how things will be different.

Change Implementer: Make it happen. This is the person who sets goals, creates action plans, and gets the work done.

Change Facilitator: Mobilize resources. This person helps bring other groups and individuals into the effort as well as figures out how to raise the necessary money or collect the needed equipment or physical items.

Ask participants if they have any questions.



Part 2 (15 – 30 minutes)

Begin by providing a brief storyline or plot of the first clip and then play the clip. Ask participants to watch the video clip and complete the *Roles of Change Agents* activity (*Student Workbook*, 20.1). Be sure to have participants describe *how* they made their assessments. In other words, what did the character do or say to reflect his or her role as a change agent?

After the first clip, have participants pair up to share their observations. Next, share the storyline or plot of the second clip and play the clip. After the clip, have the participants form groups of three or four and share their observations within these small groups. Then, solicit responses from the groups to draw out differences in perspective. Draw attention to the range of roles that individuals play and how sometimes one person may play multiple roles. Again, share the story lines or plots for the third and fourth (optional) clips, show the clips, and have participants share their observations within small groups, the large group, or in pairs.

Part 3 (10 minutes)

Conclude this session with participants sharing observations about change agents. Elicit comments about not only what change agents do, but also how people react to change agents. Ask them to comment on how they see this happening on campus, in their organizations, classes, or workplaces.

Facilitator Tips and Notes

- You will need to provide a short summary of the plotline and characters for those who are unfamiliar with the clip. Alternatively, ask a participant who is familiar with the show or movie to do this.

- Be sure the clips you've selected demonstrate a diversity of approaches and roles. For example, to select only examples of change facilitators limits the participants' understanding of the different roles that change agents play.
- Consider rereading the definition of facilitating change during the final debrief to emphasize the connection between the roles that change agents play and the capacity of facilitating change.

Module 20.3: Worst-Case Scenario

Module Summary: This module is designed to help participants explore the sources of resistance to change. Participants learn about three reasons people resist change and discuss how to address roadblocks.

Estimated Time: 60 minutes

Number of Participants: Any

Outcomes

Participants will learn about three forms of resistance to change.

Participants will role-play resistance to change.

Participants will strategize how to address resistance to change.

Materials Needed

Flipchart/markers, whiteboard/chalkboard, or computer/projector

Levels of Resistance activity (*Student Workbook*, 20.2)

Resistance Can Be Good activity (*Student Workbook*, 20.3)

Preparation Notes

Review the *Facilitation Notes* at the beginning of this volume.

Prepare a flipchart or slide with the following three statements:

I don't get it.

I don't like it.

I don't like you.