



## **Willing Change**

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**CERTIFICATE OF RECOMMENDATION**

[www.willingchangeprocess.com](http://www.willingchangeprocess.com)

**TRANSITIONS – IMPROVEMENTS - PRODUCTIVITY**

### **WILLING CHANGE AND THE ONTARIO CURRICULUM**

*Willing Change* has been used as the basis of courses for many adult students seeking professional development credits and in personal development. The premise of the book can be summed by these quotes from the book:

*Every result was created through action, and every action was preceded by a thought. It is true for anything you have achieved, purchased, or done.*

*Change is inevitable, continuous, and constant. Expectations of anything or anyone remaining the same can only lead to struggles and hardships.*

For those who have not yet chosen a direction, and this applies to adults as much as it does to secondary school students, there is guidance in *Willing Change* to determine what you want to do, be, and have in order to set purposeful goals.

Many people are unaware of the powerful beliefs they hold in their subconscious and their effects.

*When you set goals, you are choosing the changes that you want to see in your life. As with unwanted changes, your attitude sets the tone for how easily they can happen. Believing you can accomplish the goal facilitates the accomplishment whereas believing it is too difficult for you holds you back, making it more difficult or even impossible to achieve.*

All secondary school students face the same challenge - transitioning into a new role when they leave. Whether it is to pursue further education, employment, a move to another city, independent living or any combination thereof, they face new situations and new circumstances. Their attitudes about those changes directly affect their experiences. *Willing Change* has been written to purposely transform thoughts and beliefs to support handling transitions, improving current abilities, and to increase productivity.

**Case studies** are used to demonstrate ideas throughout the first nine chapters and the final chapter, a case study about a woman facing difficulties in career choices after graduation, brings together all aspects of the change model. As well as several general learning objectives offered by *Willing Change*, many outcomes are specific to the Nova Scotia curriculum.

*Your circumstance and life situation do not determine the quality of your life, you do. And you do it by controlling, managing, and directing your thoughts. With some effort, you can rid yourself of debilitating doubts and turn them into certainties. You were born certain of your goodness and deserving to live life to the fullest. Change your thinking thought by thought. You can live the life you choose.*

## **LEARNING OBJECTIVES OF WILLING CHANGE**

Upon successful completion, students:

1. accept responsibility to manage life changes
2. determine skills and behaviours for success in all aspects of life
3. develop and reinforce a personal success attitude
4. plan to manage attitudes as part of their success strategies for life and work

### **Objectives by chapter:**

1. recognize the effect and importance of thoughts and beliefs in goal accomplishment
2. understand the organization of thoughts into mindsets and subsequent rules
3. understand the sources of their mindset influences
4. recognize doubtful thoughts, the associated language, and the ego advantages
5. understand how they perceive
6. understand that self-concept is subject to perception and can be changed
7. understand the model for changing mindsets and demonstrate the use of techniques to transform unwanted beliefs
8. develop an attitude that is open to and accepting of continuous change
9. understand problem solving and decision-making processes and develop helpful mindsets
10. understand and apply the premise of *Willing Change*

### **Willing Change General Learning Outcomes for Students**

1. self-coaching - maintain a calming and supportive attitude that is always available in a constantly changing world
2. demonstrate the knowledge, attitudes, and positive habits needed to be individuals responsible for personal well-being
3. develop and assess personal strategies to embrace and handle change
4. ease the transition to life after secondary school
5. increase goal setting success
6. apply self-reflection and self-evaluation of mindsets, skills, and abilities
7. develop open-mindedness
8. develop decision-making mindsets
9. develop problem-solving mindsets
10. develop an attitude of increased control
11. purposely will changes instead of passively waiting for them to happen
12. improve focus
13. improved self-esteem by removing or lessening doubts
14. optimism
15. sense of security with increased trust in personal abilities
16. live through change with more ease
17. self-motivation
18. develop trust in an innate ability to grow and learn
19. set purposeful goals

## ***Willing Change Specific Ontario Curriculum Applications***

### ***Grade 11 Designing Your Future:***

- develop learning and thinking skills and strategies
- become self-directed, lifelong learners
- Personal Knowledge and Management Skills
  - effective decision making and apply them to develop plans
  - describe and assess their personal strengths
- Preparation for Transitions and Change
  - develop knowledge, skills, and strategies that can smooth the transitions between different stages and roles in life
  - prepare for postsecondary learning and for the challenges of finding and creating work opportunities
  - develop their ability to make effective decisions, set goals, plan, act on plans, and evaluate and modify plans in response to changes
  - opportunities to develop self-knowledge
  - Managing change– identify and explain strategies that help people adjust to new situations (e.g., learning from mistakes, using flexible thinking, overcoming fears, maintaining optimism)

### ***Grade 11 Leadership and Peer Support:***

- Personal Knowledge and Management Skills
  - analyse personal characteristics, strengths, interests, skills, and competencies to determine career-related goals
  - demonstrate an understanding of the personal-management skills, habits, and characteristics that contribute to success in selected postsecondary destinations and independent adult life

### ***Grade 12 Advanced Learning Strategies:***

- improve students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations
- Learning Skills
  - Apply personal-management techniques to maximize learning
- Personal Management
  - identify and apply the personal-management skills and strategies that contribute to success in a variety of settings
  - apply strategies for personal improvement
- Preparation for Transitions and Change
  - evaluate transition skills and strategies, and identify those requiring improvement
  - demonstrate effective use of decision-making, goal-setting, and action-planning skills and strategies to prepare for transition to their first postsecondary destination
  - analyse ways of thinking and behaving that support successful adjustments to new situations and environments (e.g., positive attitude, supportive team/group attitudes and behaviours, proactive problem solving, self-directed lifelong learning, professional work ethics, punctuality)

### ***Grade 12 Navigating the Workplace:***

- develop the workplace essential skills and work habits required for success in workplaces
- Preparation for Transitions and Change
  - identify possible changes encountered in the transition from secondary school to postsecondary destination, and develop strategies and resources to manage this transition

## ***Willing Change & Self-Employment Success Workbook***

There is great freedom and independence in self-employment. The transition from employee to business owner creates a great need for a transformation of several mindsets to which many students have not been exposed. Changes in mindsets include:

| <b>EMPLOYEE</b>   | <b>TO</b> | <b>SELF -EMPLOYED</b> |
|-------------------|-----------|-----------------------|
| employment seeker |           | opportunities seeker  |
| worker/helper     |           | visionary/creator     |
| follower          |           | leader                |
| single work focus |           | work overview         |
| plan short-term   |           | plan long-term        |
| motivated by boss |           | self-motivated        |
| obey rules        |           | make rules            |
| limited           |           | unlimited             |

### **General Learning Outcomes of the *Self-Employment Success Workbook***

1. develop confidence in self-employment skills
2. understand the need to adopt a new perspective and attitude for self-employment success
3. self awareness with the perspective of self-employment
  - a. review current strengths in character and skills
  - b. establish desired characteristics considering self-employment goals
4. review success mindsets for self-employment
  - a. business vision
  - b. personal productivity
5. review mindsets for business management roles
  - a. marketing and customer relations
  - b. money management
  - c. administrator
  - d. human resources
6. review self-management for entrepreneurs and establish a desired life balance

## ***Willing Change and Specific Ontario Curriculum Applications***

### ***ENTREPRENEURSHIP***

#### ***Entrepreneurship: The Enterprising Person, Grade 11, BDP30***

- analyse the potential benefits of an employee's enterprising attitudes and attributes to both the employee and the employer
- identify and describe the characteristics and contributions of an entrepreneur and the factors affecting successful entrepreneurship

#### **Enterprising Skills**

- analyse activities and experiences to identify those that develop enterprising skills in managing risks, using creative-thinking and problem-solving techniques, and sharing ideas
  - explain the nature and importance of critical-analysis, problem-solving, and creative-thinking skills for an enterprising employee
  - describe the self-management skills that are important to an enterprising employee (e.g. organizational and time-management skills, ability to balance work with other aspects of life)
  - analyse their enterprising skills to identify those they have developed and those they should develop
  - distinguish between enterprising attitudes and attributes that are innate and those that can be learned
- identify the attitudes, attributes, and skills common to many entrepreneurs
    - describe the personal attributes that make it possible to work in enterprising ways (e.g., self-confidence, creativity, willingness to work hard, willingness to take risks)
    - compare the characteristics of an enterprising employee with those of an entrepreneur

### ***BUSINESS LEADERSHIP***

#### ***Business Leadership: Management Fundamentals University/ College BOH4M***

- focus on the development of leadership skills used in managing a successful business
- analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning

#### **Foundations of Management**

- assess the role of management within an organization
- leading

#### **Planning and Controlling**

- intrapreneurial practices - employee initiative, new ways to improve productivity

#### ***Business Leadership: Becoming a Manager, Grade 12, Workplace Preparation BOG4E***

- demonstrate an understanding of the role of a manager in an organization