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1.1 The Frame: basic questions

- How can the TOL concept be imbedded in the vision and mission of an organization?
- How to change the mind-sets of the participants to more healthy food?
- How can we implement the TOL concept into an organization?

1.2 Goals:

- 1 Participants are aware of the fact that changing the mind-set towards a TOL way of thinking and working is a complex process which demands a step by step approach;
- 2 Participants are aware of their own process of change;
- 3 Participants understand that complex change can be undertaken by using the CBAM(Concern Based Adoption Model) methodology;
- 4 Participants can use the CBAM model to implement TOL in their own organization;
- 5 Participants understand that implementing TOL in an organization is a dynamic interaction between bottom up working and top down decision making and planning.

1.3 Knowledge transfer

Principles of change by using the CBAM model.

New vocabulary (from awareness to refocusing in 7 steps) .

1.4 Key words

Concerns.

CBAM model.

Implementation by change management.

1.5. The essence of change

Implementing the TOL concept in your own organization means change...

Basic ideas about change are:

- 1.Change is a process, not an event;
- 2.Change is a highly personal experience;
3. Change entails multidimensional personal growth;
4. An organization does not change until the individuals within it change;
5. Change facilitation must suit individual needs;
6. Change is best understood in operational terms (who, what, when, why, how...).
7. Appropriate interventions reduce the challenges of change. Interventions are actions (planned) and events (unplanned) that are key to the success of the change process;
8. Leadership is essential for long-term change success;
9. The context of the organisation influences the process of change.



1.6. The essence of the Concern Based Adoption Model (CBAM)

From raising awareness to changing the existing framework.

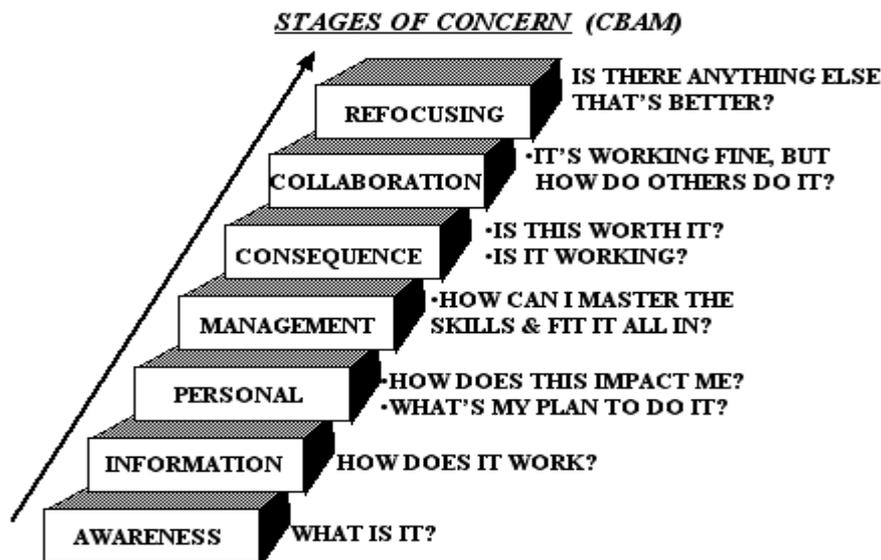
“Concern based” means motivated involvement to undertake radical changes in thinking and behaviour.

The CBAM model describes how people develop as they learn about a radical innovation in thinking and behaving. The radical innovation in thinking and behaviour takes place in stages/in steps.

The specific character of TOL where you undertake a journey to a better situation needs some clear steps to be taken in order to be able to go through a complex process in changing the mind-set.

The CBAM model defines these steps and helps the individual participants and the organization as a whole to get some grip on the complex process and to reduce feelings of uncertainty.

1.7. CBAM and the implementation of TOL?



The „Stages of Concern“ as described in the CBAM model defines the implementation of TOL in 7 stages in your organization or as a person.

During this process a person's focus or concern shifts in rather predictable ways.

To understand this process, start at the bottom of the image with "awareness" and read up each step plus the statement(s) next to each step. This individual process is in essence the same for an organization.

1st This model points out the importance of attending to where the participants and the organization are in their way of thinking and working.

The essence is to start asking the questions mentioned above and to relate those questions to why do we need to do something different.

So first the level of self-concern(what is it? /how does it work?/how does it impact me? how can I fit it all in? and second the level from consequences till relations (see model above);

2nd This model suggests the importance of paying attention to the implementation process for several years.

So the personal life cycle in change and implementation needs support by a careful planning in the organization and also needs passion and vision driven managers.

So there should be a parallel process where the management and the participants in this project should work together (mission and vision meets practice, planning ahead in goals meets individual passion and motivation).

1.7.1. Expression of concerns and behaviour

Concerns about the innovation can be expressed by individual teachers, canteen employees students and managers.

In a change process it is of the utmost importance to listen to the participants because they tell you in what stage of concern they are in grasping the innovation.

1.7.2. Typical Expressions of Concern about an innovation for individual colleagues, students and managers

Stage of Concern	Expression of Concern
6. Refocusing	I have some ideas about TOL that would work even better.
5. Collaboration	How can I relate what I am doing to what others are doing?
4. Consequence	How is working TOL affecting my audience? How can I refine it to have more impact?
3. Management	I seem to be spending all my time getting the workshops ready What about the role of management supporting me?
2. Personal	How will using TOL affect me?
1. Informational	I would like to know more about TOL.
0. Awareness	I am not concerned about TOL.



1.7.3 Typical expression of Behaviour

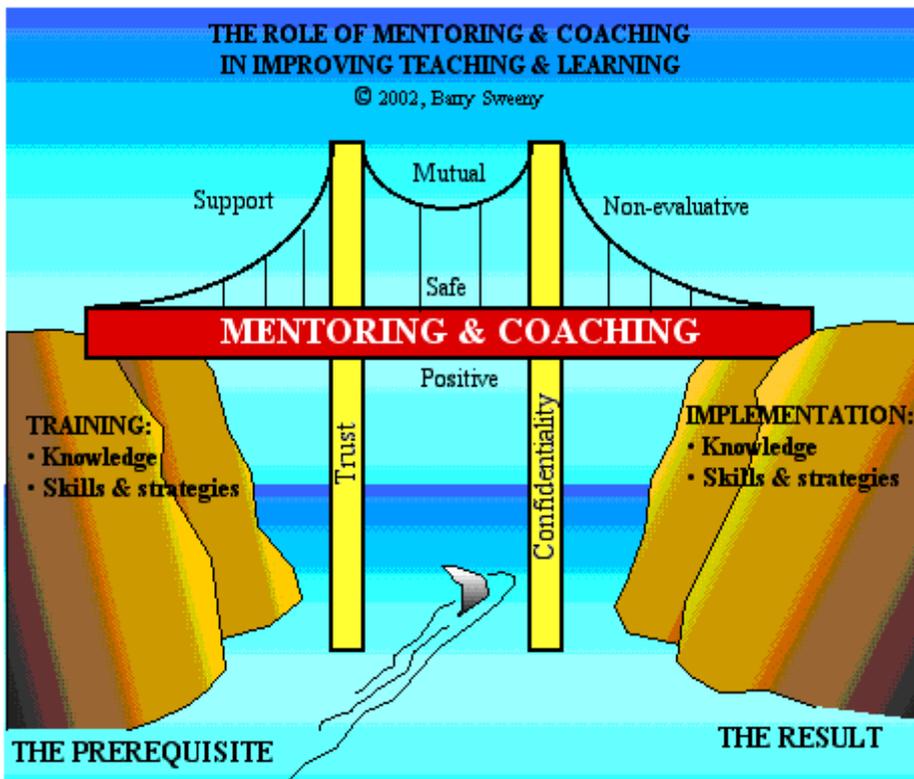
Levels of Use	Behavioural Indicators of Level
VI. Renewal	The user is seeking more effective alternatives to the established use of TOL.
V. Integration	The user is making deliberate efforts to coordinate with others in using TOL.
IVB. Refinement	The user is making changes to increase outcomes.
IVA. Routine	The user is making few or no changes and has an established pattern of use.
III. Mechanical	The user is making changes to better organize TOL .
II. Preparation	The user has definite plans to start using TOL.
0I. Orientation	The user is taking the initiative to learn more about TOL.
0 . Non-Use	The user has no interest in TOL, is taking no action.



1.7.4 Training and implementation of TOL

For real understanding of the possibilities for implementation the output of Taste of Life it gives you more insight when you link the **Stages of Concern Model** to the "Bridge" (see the picture below)

The "Bridge" describes the sequence necessary for people to implement in practice what they have learned in training and the role of mentoring that process. It is a critical basic concept on which all efforts should be based.



When we compare the **Stages of Concern Model**(1.7.2) to the "Bridge", notice what we learn:

The lower **Stages of Concern** occur at the training side of the "Bridge":

- Awareness (why TOL? and what is TOL about?)
- Information (how does TOL work?)



- Personal (developing a plan to use it).

What also happens at the training side of the "Bridge" is skill development, which is the beginning of the management **Stage of Concern**, such as:

- Demonstrations;
- Participant practice during the training.
- Corrective feedback the trainer may give participants.

When the participants are in their own setting, trying to implement their training and build their mastery to a routine level of task management (**Stage of Concern**), that is when the mentoring becomes critical for participant success.

If mentoring is provided at this point, participants CAN progress and continue to grow. If participants are NOT supported they cannot continue to grow. Implementation problems will often overwhelm them, and the innovative practices of TOL will come to an end.

1.7.5 Communities of Practice(COP'S): organise yourself

Communities of Practice have guiding principles and specific methodology. You can ask questions like:

- What are the actual benefits of a Community of Practice?
- What is the added value of bringing pioneers in the field of TOL together in one place?

In the Community of Practice 'learning from one another' is key.

Learning about how other schools/institutes implement TOL, how they have reached that point and about the solutions they found to tackle the various challenges faced.

Leading schools/institutions use one another as sparring partners, and through the Community of Practice sessions they learn to speak a common language.

One success factor of the Community of Practice is that the participants are not competing with one another.

For them an atmosphere of trust and confidence is needed.

"Learning from diversity" is another key concept in the Community of Practice.

The backgrounds and ambitions of the participants are different. They have different visions and opinions about whether TOL is the best or only way to achieve a better vision on healthy food.,



2 Try outs on implementation TOL in the COP`S

After the initial training the participants have some knowledge, some awareness, some skills and strategies for implementing TOL but they have to bridge the gap between the starting situation and the results themselves.

How? By organising your own small project on TOL as part of your Community of Practice activities.

2.1. The Project Start UP

After the introduction of change and innovation the participants go back to their own organization and set up a small pilot project.

It is very useful to use a Project Start Up(PSU) meeting for introducing the project in your organisation before actually starting to work on it.

This gives you the opportunity to have shared values and visions with all the relevant shareholders and stakeholders and face problems and opportunities in an early stage.

It prevents discussions later on which could disturb the process and causes demotivation.

The Project Start UP needs an independent chairman or project managers who has the ability to chair the process in a neutral way.

In the following part of this manual the procedure to be used by the chairman is described in a hand out style.

All the participants get the end out and the chairman explains the procedure.

The participants work in small mixed groups(3-5 persons)and the results are discussed plenary.

The chairman uses the questions in part C of the hand out to get the information needed to have a good start of the project.



Project Start UP TOL (The tool)

a What's happened so far?

There are initiatives taken by various parties and groups.
There are ideas about what could be done, which objectives can be achieved

b what is ready when the PSU is finished ?

The challenge for the participants in TOL is formulated

- 1 The reason for the TOL project;
- 2 the aim of the project;
- 3 the intended project results;
- 4 the possible effects of the project;
- 5 the conditions within which the project takes place.

When the PSU is completed a further elaboration of the project plan starts, a team can be composed and work together .

C What happens during a PSU?

The attendees put together (in concept)

1. The challenge of the project;
2. The reason for the project;
3. The objectives of the project;
4. The results of the project;
5. The dissemination of the results;
6. The effects of the project;
7. The framework conditions within which the project takes place.

Questions about the challenge (1)

What is the problem and in what challenges can it be translated?

Why is it a challenge?

Who has difficulties with the existing situation?

Since when is this challenge on the agenda?

What causes are already figured out?



What solutions have already been tried?

Questions about the foundation of the project (2)

Where, when, and by whom is the idea for this project arisen?

Is there already a project history?

Questions about the purpose of the project (3)

What should happen with the existing situation to change it into a more favorable situation ?

What is the contribution of the project ?

What is the essence of the project?

Questions about the project results (4)

What can be measured if the project is ready?

What can be observed at the end of the project?

Is the result the proper way to achieve the objective?

Does the objective come closer if the result is there?

Questions about the delineation of the project (5)

What is not the result of the project

Where does the project finish?

What does not belong to the project?

What are the responsibilities of the user if the result is delivered?

Questions about the effects of the project (6)

What are Intended and unintended effects.

What are possible negative effects?

Questions about the conditions of the project (7)

This is about budget, deadlines,



2.2 The project format

This format is an example how the TOL project can be structured in such a way that all the participants can have a clear overall view and insight in the most important issues of the project. It is made by the project manager and communicated with all the people involved.

The Project Details

Date:.....
 Project :.....
 Project Manager:.....
 Project Name:.....

I. Introduction

II. Objectives

III. Scope

Deliverables :.....
 Measures to be taken:.....
 Exclusions :.....

IV. Work Breakdown Structure (WBS)

The different parts of the project and their connection to each other

V. Roles

VI. Responsibilities

VII. Schedule

VIII. Budget

IX. Key Issues/Risks/Assumptions

X. Change Control

XI. Administration

Approval of the decision maker(s)



2.3 The Implementation of TOL in steps

The TOL concept can be implemented in different ways.
An example is described below....

Step 1 What is Toll about : the contents of TOL.

Step 2 Introduce the CBAM model.
Input: Use the power point.

Step 3 How can we implement the TOL concept?
Input: Think about a big change in your professional career/personal life? Can you describe what your experiences where at that moment?
Individual and group discussions.

Step 4 Socratic discussion on the essence of change.
Input: document the implementation of TOL from self centered to other centered behaviour.(the 3 phases)

Step 5 The CBAM model the 7 steps in relation to personal change.
Input: power points on stages of use/expression of concerns.

Step 7 Bridge the gap From training to implementation.
Input: Power point the bridge

Step 8 Try out: the project.
Input: Introduction of the project using PSU: plenary presentation and group discussion



TOL
the Taste Of Life

To be continued



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