Change management activities for your team: a 90-minute session

Change management activities help most when a team turns a decided change into what each person will stop, start and keep doing, and into support for the first weeks. This 90-minute session for a team lead and their team has four original worksheets: a stop, start, keep map, a reactions sort of written concerns, a help-and-hinder board and a first-two-weeks support plan. It is not for redundancy or restructuring news, which belongs with HR.

90 minutes | 4–12 participants | Online and adaptable in person

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The outcome

By the end of 90 minutes the team has a stop, start, keep map for each main task, every written concern sorted and given a next step, up to three hinders picked from a help-and-hinder board, and a first-two-weeks support plan in which each item has a giver, a date and a sign that it helped.

Before the session

- For team leads, and the trainers or HR partners who support them, running a session with their own team of 4–12 people after a decided change is announced: a new system, process or way of working.
- Check the change against “When not to use this session”. Fill in the change fact sheet with your manager or the sponsor; do not run the session without it.
- Print one stop, start, keep map and one slips page per person, and one of each other sheet for the group, or share the workbook on screen. If the lead decided the change, ask a colleague to facilitate.
- Send the fact sheet as plain text a day early on request. Every activity is seated and written, concerns carry no names, piles are named by word, not colour, cameras are optional and anyone may pass.

Included in this kit

A facilitator run of show, participant worksheets with real tables, reference tables, debrief questions, adaptation notes and a follow-up plan. Use the editable Word copy to tailor examples and prompts before delivery.

Original material by Superglue. Timings are suggestions; adjust them to your participants. This resource has not been independently evaluated.

What is inside

- When not to use this session
- Question parking list
- Change fact sheet
- Stop, start, keep map
- Concern slips and sort board
- Help-and-hinder board
- Two-week review sheet
- First-two-weeks support plan
- Filled example: support plan
- Facilitator section: run of show, reference tables, debrief and adaptations

When not to use this session

Read this page before you plan. The session helps a team prepare for a change that is decided and announced, such as a new system, process or way of working. It is not a consultation, an announcement or a counselling session.

Follow your own organisation's policy and local law. This table is a guide for team leads and trainers, not HR or legal advice.

Situation	Where it belongs	Why this session is the wrong tool
Redundancy, restructuring or job losses	HR and the formal consultation process, with employee representatives where they exist	People need facts, rights and a fair process. A team workshop cannot give them, and can harm the process.
Changes to pay, hours, contracts or place of work	HR and the formal process	These depend on contract, policy and law, which this kit does not cover.
A change that has not been announced yet	The sponsor and the communication plan	The team would learn the news in a workshop. Announce first, then run the session a few days later.
A change that is still being decided	A consultation or design session, if the decision is open	This session plans support for a decided change. Asking for views on a closed decision looks like consultation and is not.
One person who is very distressed by the change	A private one-to-one with their manager, and any employee support service your organisation offers	A group room is not the place. The lead is not a counsellor and should not act as one.
A formal complaint or grievance about the change	The person who runs that procedure	A side discussion can harm the procedure and the people in it.

Question parking list

Use this sheet during the session. Every question nobody in the room can answer goes here with a name and a date. Questions about jobs, pay or contracts go to HR: write the route, not a guess.

#	Question	Who finds out	By when	How the answer reaches the team	Answered on
P1					
P2					
P3					
P4					

Change fact sheet

The team lead fills this in with their own manager or the sponsor before the session and reads it aloud at the start. Write only what is true today. “Not known yet, we will know by Friday” is a good answer.

Question	Our answer
What is changing, in one or two sentences	
Why, as we have been told	
What is decided and will not change	
What is still open, and when we will know	
What is not changing for us	
The key dates	
Who to ask about what	

Stop, start, keep map

One sheet per person. Write one main task or part of your job per row. Then write what you will stop, start and keep doing because of the change, and anything still unclear. Short notes are enough.

Task or part of the job	Stop	Start	Keep	Still unclear

Concern slips and sort board

Write one concern or question per slip, up to three. No names, yours or a colleague's. A blank slip is fine. Cut the slips off, fold them and hand them in, or send the words by private message. The facilitator fills in the board.

Slip A: one concern or question about the change

_____

_____

_____

Slip B: one concern or question about the change

_____

_____

_____

Slip C: one concern or question about the change

_____

_____

_____

Pile	Slips	What would help, and who could give it
Know: I need information		
Do: I need to be able to		
Miss: something I value is going		
Load: I need time or tools		
Not sure, or not for this room		

Help-and-hinder board

List what will help and what will get in the way in the first two weeks: facts about the work, not about people. Strength: 1 small, 2 medium, 3 large. Control: Ours to change, ours to Influence, or Outside our control. Pick up to three hinders that are Ours or Influence, strongest first.

#	Helps or hinders?	What it is	Strength 1–3	Ours, Influence or Outside	Picked
H1	Helps				
H2	Helps				
H3	Helps				
H4	Helps				
H5	Helps				
X1	Hinders				
X2	Hinders				
X3	Hinders				
X4	Hinders				
X5	Hinders				

Total strength of the helps: _____ **Total strength of the hinders: _____** **Hinders picked: _____**

Two-week review sheet

Use this at the team review about two weeks after the change starts. Go through each support item, then look again at the stop, start, keep map and the parking list. Anyone may answer in writing.

Support item	Did it happen?	Did it help?	Keep, change or stop
S1			
S2			
S3			
S4			
S5			
S6			
S7			
S8			

What is still unclear on the stop, start, keep map?

_____

_____

Which questions on the parking list are still open, and what happens next?

_____

_____

First-two-weeks support plan

Write at least one item for each picked hinder and each pile that has slips. Name the person who gives the support only after they say yes. Week 1 starts on the day the change starts. Take something off people's plates as well as adding support.

#	Support	For whom	Given by	Date	Linked to (pile or hinder)	How we will know it helped
S1						
S2						
S3						
S4						
S5						
S6						
S7						
S8						

Filled example: support plan

A fictional learning operations team of six moves its course bookings from a shared spreadsheet to a new booking system; the session ran on Wednesday 21 October 2026. Eight items: 1 before go-live, 5 in week 1 (from Monday 2 November) and 2 in week 2. Each picked hinder and each pile with slips has at least one item. The other filled examples are in the facilitator section.

#	Support	For whom	Given by	Date	Week	Linked to	How we will know it helped
S1	A 30-minute practice run of the booking report and of fixing a wrong booking, in the practice version.	Everyone who reads bookings	Data and reporting officer	Thu 29 Oct	Before go-live	X2, Do	Each person has run the report once on their own.
S2	A 10-minute stand-up at 09:30 each day of week 1 for system questions. Induction tasks shared out at the same time.	Whole team	Team lead	Mon 2 Nov	Week 1	Load, Know	Every question is answered by the next day or is on the parking list with a date.
S3	One named coordinator each day on the phone line for learners who cannot log in, on a written rota.	Learners and coordinators	Course coordinators	Mon 2 Nov	Week 1	X3, Load	Nobody misses a course because they could not book.
S4	The old spreadsheet renamed “archive, read-only” and moved out of the shared bookings folder.	Whole team	Data and reporting officer	Mon 2 Nov	Week 1	X5, Load	No booking is entered in the spreadsheet after 2 November.
S5	The trainer and a coordinator take attendance on the tablet together at the first course, with a paper list as backup.	Trainer	Course coordinator	Tue 3 Nov	Week 1	Do	Attendance for that course is in the system the same day.
S6	Coordinators keep a short welcome call to first-time learners, with one hour a week protected for it.	Course coordinators	Team lead	Wed 4 Nov	Week 1	Miss	At the review the coordinators say whether to keep it.
S7	A mid-point check: each person tells the lead, aloud or by message, one thing that is harder than expected.	Whole team	Team lead	Mon 9 Nov	Week 2	Know, Do, Load	Each answer has a reply by Wednesday 11 November.
S8	Team review: 20 minutes in the team meeting with the two-week review sheet.	Whole team	Team lead	Fri 13 Nov	Week 2	All piles	Each support item is marked keep, change or stop.

Facilitator run of show

1 Open: what this session is for and what it is not | 8 minutes

Two minutes: the team lead says why you are meeting. Say: “The change is decided. Today is about what it means for each of our jobs, what we need, and how we support each other in the first two weeks. It is not a vote on the change.” Three minutes: show the table “When not to use this session” and say: “Questions about jobs, pay or contracts go to HR. I will give you the name before we finish.” Three minutes: agree the rules. Talk about tasks, not about people. Every concern is written without names. Anyone may contribute aloud, in writing or in the chat, and anyone may pass.

2 Read the change fact sheet | 7 minutes

Four minutes: the team lead reads the fact sheet aloud, row by row, and does not add opinions. Three minutes: questions of fact only. If the answer is on the sheet, point to it. If nobody knows, write the question on the parking list with a name and a date. Say: “If I do not know, I will say so and find out.” Opinions about the change wait for the reactions sort.

3 Stop, start, keep map | 18 minutes

One minute: show a row from the filled example. Six minutes of silent writing: each person writes their main tasks down the first column, then what they will stop, start and keep doing, and what is still unclear. Six minutes: people with similar tasks compare in pairs or threes and agree one row per task. Five minutes: each pair or three reads its rows. The facilitator copies every “still unclear” cell onto the parking list or answers it from the fact sheet. Say: “Keep is as important as stop. It tells us what not to break.”

4 Reactions sort | 15 minutes

One minute: explain the slips. Say: “Write up to three concerns or questions, one per slip, without your name. A blank slip is fine.” Four minutes: silent writing. Collect the slips face down, or ask people to send them to the facilitator by private message. Six minutes: read each slip aloud without comment and ask the group which pile it fits: Know, Do, Miss, Load or Not sure. The writer may move it without saying it is theirs. Four minutes: count the slips in each pile and ask: “Which pile is biggest, and what would help with it?” Write the answers on the board for the support plan. Questions about jobs or contracts go to Not sure and get the HR route, not a guess.

5 Break | 5 minutes

Five minutes away from the table or the screen. The facilitator writes the pile counts and the parking list where everyone can see them.

6 Help-and-hinder board | 17 minutes

Two minutes: say: “List what will help us and what will get in the way in the first two weeks. Facts about the work, not about people.” Five minutes: in pairs or threes, write at least two helps and two hinders. Four minutes: read them out and number them H1, H2 and X1, X2. For each, agree a strength from 1 (small) to 3 (large) and whether it is ours to change, ours to influence, or outside our control. Three minutes: add up the strengths on each side. Three minutes: pick up to three hinders that are ours or that we can influence, strongest first. Say: “Taking away a hinder often does more than adding another help.”

7 First-two-weeks support plan | 15 minutes

Two minutes: read one row of the filled example. Eight minutes: as one group, write at least one support item for each picked hinder and for each pile that has slips. Each item says what the support is, for whom, who gives it, the date and how you will know it helped. Five minutes: the person named for each item says yes aloud or in writing before the name stays. Check that week 1 is not overloaded and that something was taken off people's plates.

8 Read back and close | 5 minutes

Two minutes: read back the support plan and the parking list with names and dates, and name the HR contact for questions about jobs or contracts. One minute: set the review date, about two weeks after the change starts. Two minutes: each person says or writes one sentence about what will help them most in week 1, or passes.

Reference tables

The five reaction piles

The piles sort written concerns by what would help. They are not stages, they do not describe people, and they do not say how anyone should feel. A concern that fits two piles goes where the writer puts it.

Pile	What it sounds like	What usually helps	What to avoid
Know: I need information	"What happens to the bookings we already have?" "Who do I ask when it goes wrong?"	A clear answer, or a named person and a date for the answer. Write it on the parking list if nobody knows yet.	Guessing. An honest "I do not know yet, I will tell you by Friday" is better than a wrong answer.
Do: I need to be able to	"I have only seen two screenshots." "I am not sure I can run the report."	Practice time before the change, a person to ask, a short guide, a buddy for the first attempts.	Telling people it is easy. If it were, nobody would have written the slip.
Miss: something I value is going	"I will miss talking to learners when they book." "I could see the whole month at a glance."	Saying out loud what is going. Asking whether some of it can be kept in a new form.	Arguing that the old way was worse. The slip is about what the person valued, not about a vote on the change.
Load: I need time or tools	"Go-live is in induction week." "For a while we will check two places."	Moving or dropping other work, an extra pair of hands in week 1, a date when the double work stops.	Adding support sessions on top of a full week without taking something away.
Not sure, or not for this room	A question about jobs or contracts. A slip that fits no pile.	Answer what the fact sheet already says. Questions about jobs, pay or contracts go to HR; say so and give the route.	Speculating about the future of anyone's role.

Words for hard moments

Short answers for moments that can come up in a session about change. Keep them honest: if you do not know, say so and give a date.

Moment	What the facilitator or lead can say or do
Someone asks whether jobs are at risk	“That is a fair question. What I have been told is on the fact sheet: roles and hours are not part of this change. Anything about your contract or role goes to HR, and I will give you the name today.” Do not speculate.
Someone argues against the decision	“I hear that you disagree. The decision is made, and today is about what we need to make it work. I will pass your point on to the sponsor in writing, without your name if you prefer.” Add it to the parking list.
The lead does not know the answer	“I do not know. I will find out from the project lead and tell you by Wednesday.” Write it on the parking list with a name and a date.
Nobody speaks	Move to writing. “Take two minutes and write it on a slip. You can leave it blank.” Read slips aloud without names.
Someone is upset in the room	Offer a pause to the whole group, not to the person. Afterwards, offer a private conversation and say what support exists. Do not ask the person to explain their feelings to the group.
A slip names a colleague	Read only the need, not the name: “Someone needs to know who to ask about bookings.” Talk to the writer privately if it is about behaviour.

Filled example: change fact sheet

A fictional learning operations team of six: a team lead, two course coordinators, a venue coordinator, a trainer and a data and reporting officer. Their course bookings move from a shared spreadsheet to a new booking system. The session runs on Wednesday 21 October 2026. The team, the system and the dates are invented.

Question	Our answer
What is changing, in one or two sentences	From Monday 2 November, learners book courses themselves in the new booking system. The shared booking spreadsheet and the bookings inbox close for new bookings.
Why, as we have been told	The head of learning wants one record of bookings and attendance. In September two courses were double-booked because two copies of the spreadsheet were in use.
What is decided and will not change	The system, the go-live date, and that the spreadsheet becomes read-only on 2 November.
What is still open, and when we will know	Who books for staff without a computer login: the head of learning decides by Friday 30 October. Whether waiting lists move across: the IT project lead confirms by Wednesday 28 October.
What is not changing for us	The course catalogue, the trainers, the venues, our team, our roles and our hours.
The key dates	Practice version opens Monday 26 October. Go-live Monday 2 November. Team review Friday 13 November.
Who to ask about what	System questions: the IT project lead. How we work: the team lead. Anything about your own contract or role: HR.

Filled example: stop, start, keep map

The rows the pairs and threes agreed, one per task: 5 stops, 5 starts, 5 keeps and 3 unclear items, which went to the parking list or were answered from the fact sheet.

Task or part of the job	Stop	Start	Keep	Still unclear
Taking bookings (course coordinators)	Typing bookings from emails into the spreadsheet.	Checking the daily booking report. Helping learners who cannot book online.	The welcome email to each learner.	
Catering and rooms (venue coordinator)	Counting names in the spreadsheet for catering.	Taking numbers from the system report every Wednesday.	Booking venues as now.	When the numbers count as final.
Running courses (trainer)	Printing the attendance list.	Taking attendance on a tablet in the system.	A paper list as a backup.	What to do if the wifi fails.
Reports (data and reporting officer)	Merging two spreadsheet copies each month.	Running the monthly report from the system.	The quarterly report to the head of learning.	Whether old records move across.
Approvals (team lead)	Approving bookings by email.	Approving waiting-list places in the system.	The weekly team meeting.	

Filled example: concern slips sorted

14 slips from six people: Know 4, Do 3, Miss 3, Load 3, Not sure 1. 8 went to the support plan, 4 to the parking list and 2 were answered in the room. No slip was left without a next step.

#	Concern or question	Pile	Taken to
1	What happens to the bookings already in the spreadsheet?	Know	Parking list P3
2	Who books for staff who have no login?	Know	Parking list P1
3	Do waiting lists move across?	Know	Parking list P2
4	Who do I call when the system is down?	Know	Answered in the room: the IT service desk
5	I have only seen two screenshots of the attendance screen.	Do	Support plan S5
6	I am not sure I can run the booking report.	Do	Support plan S1
7	I do not know how to fix a booking a learner got wrong.	Do	Support plan S1
8	I will miss talking to learners when they email to book.	Miss	Support plan S6
9	The spreadsheet let me see the whole month at a glance.	Miss	Parking list P4
10	I liked knowing each learner’s name before a course.	Miss	Support plan S6
11	Go-live is in the same week as the November induction.	Load	Support plan S2
12	Two places to look for a while means double checking.	Load	Support plan S4

#	Concern or question	Pile	Taken to
13	Learners will phone us when they cannot log in.	Load	Support plan S3
14	Is this the first step to cutting the team?	Not sure	Answered in the room from the fact sheet; HR named for contract questions

Filled example: help-and-hinder board

Helps total 8, hinders total 11. The rank covers only hinders that are Ours or Influence: one plus the number of those hinders with a higher strength. X2 ranks first and X3 and X5 share second place, so those three were picked. X1 is outside the team's control; S2 plans around it.

#	Side	What it is	Strength	Control	Rank	Picked
H1	Helps	The practice version of the system opens on Monday 26 October.	3	Ours	–	
H2	Helps	The IT project lead works on our floor on Mondays.	2	Influence	–	
H3	Helps	Two coordinators used a similar system in an earlier job.	2	Ours	–	
H4	Helps	The course catalogue does not change.	1	Outside	–	
X1	Hinders	Go-live falls in the November induction week.	3	Outside	–	
X2	Hinders	Nobody in the team has run the booking report yet.	3	Ours	1	Yes
X3	Hinders	Staff without a login have no way to book yet.	2	Influence	2	Yes
X4	Hinders	The tablets in the training room are old and slow.	1	Influence	4	
X5	Hinders	The old spreadsheet stays open read-only, so there are two places to look.	2	Ours	2	Yes

Debrief and next steps

Questions for reflection

- Which "keep" on the map surprised you, and what would we have broken if nobody had written it down?
- Which pile held the most slips, and does our support plan give that pile enough?
- Which hinder did we decide to remove rather than work around, and who will notice first if it is gone?
- What did we take off people's plates for week 1, and is it enough?

Adapt the session

- For four or five people, do the map as one group, and ask everyone for at least two slips so that no slip can be traced to its writer.
- For a 60-minute version, send the fact sheet two days early and drop the read-through to 3 minutes, give the map 13 minutes, the reactions sort 12, the help-and-hinder board 12 and the support plan 12, keep the opening at 6 and the close at 2, and skip the break.

- Online, share the fact sheet and the workbook on screen. People send concern slips to the facilitator by private message, and the facilitator pastes them without names. Pairs use breakout rooms for the map and the board. Cameras are optional.
- For people who prefer not to speak, every step has a written route: the map and the slips are written, ratings can be sent by message, and the closing sentence can be written or passed. Read every slip aloud for people who cannot see the board. Nobody is asked how they feel.
- For a team spread across shifts or sites, collect the map and the slips as pre-work over two days, then use a 45-minute meeting for the sort, the board and the support plan.

After the session

Send the fact sheet, the map, the support plan and the parking list to the team within one working day. Tell the team each time a parking-list answer arrives. In week 1, the team lead checks the support plan at the daily stand-up or by message. About two weeks after the change starts, run a 20-minute review with the two-week review sheet: mark each support item keep, change or stop, and look again at what is still unclear on the map. If someone raises a question about jobs, pay or contracts at any point, give them the HR route and do not answer it yourself.

Questions people ask

What are good change management activities for a team?

Activities that turn a decided change into concrete work: a map of what each person will stop, start and keep doing, concerns collected in writing and sorted by what would help, a list of what helps and hinders, and a support plan with names and dates. This kit puts those four into one seated, written 90-minute session.

How is this different from the stakeholder mapping template and the communication skills activities?

The stakeholder mapping template is for the people planning a change: it lists the groups a change affects and plans who to ask and who to tell. This session is for one team after the change is announced: it works out what changes in each job and what support the team needs. The communication skills activities include a role-play about explaining a change; this kit has no role-play.

Can I use this session for a restructuring or redundancy announcement?

No. Redundancy, restructuring and changes to pay, hours, contracts or place of work belong with HR and the formal process, with employee representatives where they exist. A team workshop cannot give people the facts and rights they need, and it can harm the formal process. Use this session for decided changes to systems, processes or ways of working.

Do I need a change model, such as the change curve?

No. The session uses no stage model and does not predict how people will feel. Change-curve diagrams, often adapted from Elisabeth Kübler-Ross's 1969 work on grief, are optional background if your organisation already uses one. The help-and-hinder board is in the spirit of force-field analysis, credited to the psychologist Kurt Lewin; the wording and worksheets here are written for this kit.

What if the lead does not know the answers, or the team disagrees?

Say "I do not know yet" and put the question on the parking list with a name and a date. The session does not reopen the decision: record any disagreement and pass it to the sponsor in writing, without a name if the person prefers.

What is included in the free and editable files?

The open PDF has the table of situations this session is not for, the change fact sheet with a question parking list, the stop, start, keep map, concern slips with the sort board, the help-and-hinder board, a two-week review sheet, the support plan, five filled examples and the 90-minute facilitator plan. Subscribers also receive the editable Word file, an Excel workbook with a sheet for each tool that counts, totals and dates the entries, with a filled example of each, and a CSV of the session plan.

Use and sharing

Free to use and adapt in your own training sessions, including paid client work. Do not resell or redistribute the unmodified download as a standalone product. Share the resource page instead.