

Syllabus

Course Overview

In this course, learners explore change management by understanding the dynamics of change and exploring ways to facilitate change. In addition, learners develop an understanding of the knowledge and skills required to lead, facilitate, and support change management. Learners examine their own experiences to gain an understanding of the unfolding dynamics of planned and unplanned change in organizations from the multiple perspectives of various stakeholders. Trust building, fear containment, and broad participation in the change process receive special attention.

VitalSource Bookshelf

This course offers e-books through the VitalSource Bookshelf. A link to your Bookshelf is provided in the left **Course Tools** menu. More information about your e-books can be found in the Unit 1 studies.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply change management interventions.
- 2 Analyze applications of change management principles.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Capella University. (Ed.). (2016). *BUS4802 – Change management* [Custom text]. Hoboken, NJ: Wiley. ISBN: 9781119296720.

McCalman, J., Paton, R. A., & Siebert, S. (2016). *Change management: A guide to effective implementation* (4th ed.). Thousand Oaks, CA: Sage. ISBN: 9781446274118.

Senge, P. M., Kleiner, A., Roberts, C., Smith, B., & Ross, R. (1994). *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. New York, NY: Doubleday.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Braham, B. J. (1995). *Creating a learning organization: Promoting excellence through education*. Menlo Park, CA: Crisp Publications.
- Bui, H., & Baruch, Y. (2010). *Creating learning organizations: A systems perspective*. *The Learning Organization*, 17(3), 208–227.
- Drybrough, J., & Goddin, D. (2014, February). *Dialogue*. *Training Journal*, 31–35.
- Flood, R. L. (2001). *Rethinking the fifth discipline: Learning within the unknowable*. New York, NY: Routledge.
- Groysberg, B., & Slind, M. (2012). *Leadership is a conversation*. *Harvard Business Review*, 90(6), 76–84.
- Kalamas, D. J., & Kalamas, J. B. (2004). *Developing employee capital: Setting the stage for lifelong learning*. Amherst, MA: HRD Press.
- Manning, C. A., Waldman, M. R., Lindsey, W. E., Newberg, A. B., & Cotter-Lockard, D. (2012). *Personal inner values: A key to effective face-to-face business communication*. *Journal of Executive Education*, 11(1), 37–65.
- Marquardt, M. J. (2011). *Building the learning organization: Achieving strategic advantage through a commitment to learning* (3rd ed.). Boston, MA: Nicholas Brealey Publishing.
- Paroby, D., & White, D. (2010). *The role of shared vision and ethics in building an effective learning organization*. *Southern Journal of Business and Ethics*, 2, 133–142.
- Peter Senge. *The Fifth Discipline* (1990). (2003). In S. Crainer & D. Dearlove (Eds.), *The ultimate business library* (pp. 249–252). Oxford, United Kingdom: Wiley.
- Senge, P. M., Lichtenstein, B. B., Kaeufer, K., Bradbury, H., & Carroll, J. S. (2007). *Collaborating for systemic change*. *MIT Sloan Management Review*, 48(2), 44–53.
- Smith, P. (Ed.). (2007). *The relevance of systems thinking and systems dynamics*. *The Learning Organization: The International Journal of Knowledge and Organizational Learning Management*, 14(6).
- Wirtenberg, J., Russell, W. G., & Lipsky, D. (Eds.). (2009). *The sustainable enterprise fieldbook: When it all comes together*. New York, NY: AMACOM Books.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Karagianis, E. (2001, Winter). *The art of dialogue*. *Spectrum*. Retrieved from <http://spectrum.mit.edu/articles/the-art-of-dialogue/>
- Kuppler, T. (n.d.). *What is culture? Excerpt from Edgar Schein interview [Video file]*. Retrieved from <https://youtu.be/zR9giyTu4pl>
- *Minnesota Organization Development Network (MNODN)*. (n.d.). Retrieved from <http://www.mnodn.org>
- *Organization Development Network*. (n.d.). Retrieved from <http://www.odnetwork.org/>
- Presencing Institute. (n.d.). *Dialogue on leadership*. Retrieved from <http://www.presencing.com/presencing/dol>
- Williams, L. (n.d.). *William N. Isaacs' take on dialogue*. Retrieved from <http://www.soapboxorations.com/ddigest/isaacs.html>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Integrated Materials

Book

Projects

Project >> Organization Team Development Analysis

Project Overview

For your course project, you will learn about applying change management. You will be expected to engage with an outside group or a real-life team from work, church, or a civic group, of at least four people. As you choose your group, be aware that you will be asked to think about and make recommendations to this team's larger organization. You will facilitate two team learning sessions using two tools selected from the Five Disciplines. You

will pilot the use of the Five Disciplines of change management introduced by Peter Senge and will report on your findings and experience. You will analyze the value and usefulness of the Five Disciplines in team change management initiative.

Based on examples in the text, you will develop two team exercises:

- One based on a discipline chosen from Personal Mastery, Mental Models, and Shared Vision in Units 2–4.
- One based on a discipline chosen from Team Learning and Systems Thinking in Units 6–9.

You will write a 10–12-page paper about your findings from these exercises after facilitating them with your outside group. In your paper, you analyze your experiences in the context of change management and the Five Disciplines theory. Your analysis will also include what you learned as a facilitator about change and about yourself as a facilitator.

- **Written communication:** Writing should be well organized and clear, with correct spelling and grammar.
- **Document format:** APA format preferred. Include title and reference pages.
- **References:** Resource references and citations are formatted according to current [APA style and formatting guidelines](#).
- **Length of paper:** 10–12 pages, not including title and reference pages.
- **Font and Spacing:** Papers should be double-spaced and in a standard font.

Description of Components

Team Development Proposal

You will create a proposal to present to the outside group you have identified. You are expected to present your proposal to the group as if you were a professional and paid consultant. You will report the results of presenting your proposal in a Unit 3 discussion.

In your proposal, briefly explain the nature of the project to the group, the time commitment, and that you will be reporting the results. Indicate to the group that you will protect their personal information and their identities.

Team Development Plan, Session One

For your outside group, you will define change management and the three disciplines of Personal Mastery, Mental Models and Shared Vision. You will explain the learning discipline you have selected and its importance. You will develop a team exercise based on one of these disciplines, and you will create a document explaining your team exercise.

Team Development Plan, Session Two

For your outside group, you will define the two disciplines of Team Learning and Systems Thinking. Explain the learning discipline you have selected and its importance. You will develop a team exercise based on one of the disciplines, and you will create a document explaining your team exercise.

Team Development Session Summaries

After each team development session (in Units 4 and 8), you will write and submit a thorough description of what happened in your team development experiences. Your summaries will be based on the following questions:

- What exercise did you choose in order to experience the discipline chosen?
- Why did you choose this exercise?
- How did it go?
- What worked or did not work?
- What would you do differently next time?
- What did you learn about facilitation and planned and unplanned journeys?
- What did you learn about your chosen discipline and its potential for helping a group examine itself, choose a new direction, and commit to that direction?

Paper and Presentation

After each team development experience is written as a narrative—meaning, telling the story—you will analyze the experience in the context of change management and the Five Disciplines theory.

Develop a paper that incorporates your team development summaries, first draft, and intermediate draft. You will also develop a PowerPoint presentation. After successfully completing your project, you may wish to give the paper and presentation to a professional audience in your organization to demonstrate your own development.

Your paper and presentation should cover these areas:

1. Theory of the Five Disciplines as a method of change.
2. Summary findings from the team development sessions.
3. Learning as a facilitator from team development sessions.
4. Recommendations for team development for your team and its larger organization.

5. Resources that will assist your outside team with learning more about the change management process.

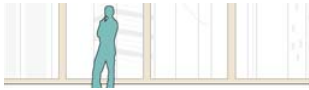
Unit 1 >> Introduction to Change Management and Concepts About Learning Organizations

Introduction

In Unit 1, you will become acquainted with concepts of change management and the learning organization, make contact with and learn about your fellow learners, and establish a relationship with your instructor. You will also receive an overview of the course project.

Learning Activities

u01s1 - Studies



Planning for Change

Transcript

VitalSource Bookshelf

After procuring the e-books for this course, you may access them via the VitalSource Bookshelf. A link to your Bookshelf is provided in the left **Course Tools** menu.

The interactive features built into the VitalSource Bookshelf help save time and enhance learning by allowing you to search, notate and highlight, organize, and share information about your texts. VitalSource Bookshelf is also available as a downloadable application. Once this application is on your computer or mobile device, your materials will be available even when not connected to the Internet. Visit [VitalSource: Support](#) to download the application.

Readings

Use your textbook, *Change Management: A Guide to Effective Implementation*, to complete the following:

- Read Chapter 1, "Introducing Change Management," pages 3–13.
- Read Chapter 3, "Cultural Attributes of Change," pages 46–65.

Use your custom textbook to complete the following:

- Read Chapter 1, "Organization Development, Transformation, and Change," pages 11–25, from *Practicing Organization Development*.

Use the Capella University Library to complete the following:

- In Flood's *Rethinking the Fifth Discipline: Learning Within the Unknowable*:
 - Read Chapter 2, "Senge's *The Fifth Discipline*," pages 13–28.
- In Braham's *Creating a Learning Organization: Promoting Excellence Through Education*:
 - Read Part 1, "Why Become a Learning Organization?," pages 3–13.
 - Read Part 3, "The Organization's Responsibility for Learning," pages 39–63.
- In Marquardt's *Building the Learning Organization: Achieving Strategic Advantage through a Commitment to Learning*:
 - Read Chapter 1, "The Emerging Need for Learning Organizations."
- Read Bui and Baruch's 2010 article, "Creating Learning Organizations: A Systems Perspective," from *The Learning Organization*, volume 17, issue 3, pages 208–227.
- Read "Peter Senge, *The Fifth Discipline* (1990)" in *The Ultimate Business Library*.

Multimedia

- Click **Planning for Change** to view the animation.

Optional Readings

- Senge, P. M., Kleiner, A., Roberts, C., Smith, B., & Ross, R. (1994). *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. New York, NY: Doubleday. The following section is recommended for further study in this unit: "Getting Started."

Resources

Course Resources

Planning for Change

u01s2 - Project: Team Development Proposal

As a part of your course project, you will be expected to engage with an outside group or a real-life team from work, church, or a civic group, of at least four people. As you choose your group, be aware that you will be asked to think about and make recommendations to this team's larger organization. You will facilitate two team learning sessions using two tools selected from Senge's Five Disciplines. You will be expected to present a proposal to your group as if you were a professional and paid consultant. You will report the results of presenting your proposal in a Unit 3 discussion. You will also report on the results of the sessions in your project, and in Units 4 and 8.

Read the Organization Team Development Analysis course project description before you continue with this unit's activities.

This week, identify and contact an outside group or team that you can use for your course project. Briefly explain the nature of the project to the group, the time commitment, and that you will be reporting the results. Indicate to the group that you will protect personal information and identities.

Proposal

Provide the following proposal information when arranging your sessions:

- Explain who you are and what you are doing.
- Indicate the purpose for the sessions.
- Request to use the team members' information and explain what you intend to do with the information.
- Provide a brief overview of both sessions listed below—that is, explain briefly what you will be doing at each session.

Session One

- Define change management and the three disciplines of Personal Mastery, Mental Models, and Shared Vision.
- Explain the learning discipline you have selected and its importance.
- Explain how you will use the Organization Team Development project material.

Session Two

- Define the two disciplines of Team Learning and Systems Thinking.
- Explain the learning discipline you have selected and its importance.
- Explain how you will use the Organization Team Development project material.

You will discuss the results of creating and presenting your proposal in a discussion in Unit 3. Your team development plan for session one is also due in Unit 3.

You are expected to complete your first team building session by Unit 4 and your second session by Unit 8.

Resources

u01s3 - Optional Microsoft Tutorials

This course requires you to complete assignments using Microsoft products. Capella University supplies optional tutorials for this software. Go to the [Microsoft Tutorials](#) page to access these resources.

Resources

u01d1 - Learning Organization

Based on your reading for this unit, write a summary that addresses the following:

- What is your understanding of the Five Disciplines of a learning organization as described by Senge?
- Why does it appeal to you as an approach to change?
- What concerns do you have?
- What are you noticing about the importance of language as a lever for change?
- Why does the learning organization and the Five Disciplines seem an appropriate methodology for change management?

Post your summary in the discussion area to share with your peers.

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least one of your peers' postings with thoughtful, insightful, and helpful comments.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

u01d2 - Learning Organization Elements Examples

For this discussion:

- Review the reading, Part 1, "Why Become a Learning Organization?," from *Creating a Learning Organization: Promoting Excellence Through Education*. Complete the checklist, "Learning Organization Checklist," on page 3.
- Post your comments about examples, or lack of examples, in your organization of the learning organization characteristics indicated in the checklist.

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least one of your peers' postings, discussing the similarities and differences between your examples, or lack of examples, and your peer's.

Resources

-  [Creating a Learning Organization: Promoting Excellence Through Education](#).

[Creating a Learning Organization: Promoting Excellence Through Education](#)

Unit 2 >> Personal Mastery

Introduction

The purpose of this unit is for you to have a personal experience with the first discipline, Personal Mastery, using an exercise on personal vision and personal values. You will become familiar with articulating a personal vision—because looking at the current reality and choosing to make a commitment to creating the results you want are important to change. Leaders of change must be clear about their personal visions and values in order to inspire others to commit. By being familiar with your own vision and values, you are more able to orchestrate a conversation about these kinds of issues with your team. By revealing your own vision and values, the team learns to trust you, their leader. You will also know your team better by sharing your responses.

Learning Activities

u02s1 - Studies

Readings

Use your textbook, *Change Management: A Guide to Effective Implementation*, to complete the following:

- Read Chapter 5, "The Nature of Change," pages 85–105.

Use your custom textbook to complete the following:

- Read Chapter 5, "Transformation Leadership Development: Leading Transformation and Change," pages 78–95 from *Practicing Organization Development*.

Remember, your e-books are available for reading via VitalSource Bookshelf. You can access Bookshelf from the left **Course Tools** menu or via the optional downloaded application.

Use the Capella University Library to complete the following:

- In Braham's [Creating a Learning Organization: Promoting Excellence Through Education](#):
 - Read Part 4, "The Individual's Responsibility for Learning," pages 67–103.

Optional Readings

- Senge, P. M., Kleiner, A., Roberts, C., Smith, B., & Ross, R. (1994). *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. New York, NY: Doubleday. The following section is recommended for further study in this unit: "Personal Mastery."


Resources

u02s2 - Project: Team Development, Session One

Team Development Plan: Session One is due in Unit 3. Use time in this unit to prepare and get started. You will describe the team and its larger organization, the discipline on which you are focusing, and the exercise you have chosen.

If you have not already done so, schedule a time to present your proposal and schedule the first session with your outside group or team.

Resources

-  [Team Development Plan: Session One Scoring Guide.](#)

u02d1 - Personal Vision

For this discussion, based on your reading about the Personal Mastery discipline:

- Complete the process of considering and determining your personal vision.
- Post a statement of your personal vision and comment on your experience of completing this exercise. In your posting, experiment with the following questions:
 - Ask yourself, "If I could have that vision now, would I take it, and what does that vision bring me?"
 - Imagine that you are the leader of a team—why might it be important for the people you are leading to understand your personal vision?
 - Would it be valuable to have a conversation with your team about their personal visions? How could their personal visions overlap in service with what you are trying to accomplish as a team?

Response Guidelines

After your initial posting, review the personal visions and reflections posted by your peers. Respond to at least one of your peers' postings with thoughtful, insightful, and helpful comments to deepen the reflection on his or her experiences.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

u02d2 - Personal Values

For this discussion:

- Post a prioritized list of your top five values.
- Indicate how they support or detract from your personal vision, and why they are important to you.
 - Why might it be important as a leader to share your personal values, or to create a conversation about values, to highlight a change from where you are now to where you want to be?
 - How does where we want to be relate to what we value?

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least one of your peers' postings with thoughtful, insightful, and helpful comments to deepen the reflection on his or her experiences. Provide feedback on the consistencies and inconsistencies you see between his or her vision and values. Remember to be supportive—vision and values are quite personal.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 3 >> Mental Models

Introduction

In this unit, you will examine the second discipline, Mental Models. Mental models are the assumptions and beliefs embedded in our language, held by individuals and groups, which determine what we see and explain how things work. Although in our speech, mental models may be unconscious, they influence decision and action. In this unit, we examine methods for reflection and inquiry that help bring mental models to the surface. A team can then examine and choose its language in order to operate in a more open and integrated way.

Learning Activities

u03s1 - Studies



The Ladder of Inference

Transcript

Readings

Use the Capella University Library to complete the following:

- In Wirtenberg, Russell, and Lipsky's *The Sustainable Enterprise Fieldbook: When It All Comes Together*:
 - Read Chapter 2, "Mental Models for Sustainability," pages 58–86.

Multimedia

Click **The Ladder of Inference** to view the animation.

Discussion Preparation

After completing this unit's reading and viewing the animation, explain the ladder of inference to a significant other or friend. Invite this person into a conversation about an issue of mutual concern. While you are talking, try to track where you are on the ladder of inference. You will want to be clear about which pieces are:

- Observable data.
- Assumptions.
- Conclusions.
- Actions.

Then, prepare a summary of the ladder of inference, your experience using it, and suggestions for improvement when using it the next time. How might the ladder of inference help build trust and a common frame of reference for talking about change?

You will discuss your summary, experiences, and suggestions in the first Unit 3 discussion, which will be a graded discussion.

Optional Readings

- Senge, P. M., Kleiner, A., Roberts, C., Smith, B., & Ross, R. (1994). *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. New York, NY: Doubleday. The following section is recommended for further study in this unit: "Mental Models."

Resources

Course Resources

The Ladder of Inference

u03s2 - Project: Team Development Proposal

If you have not already done so, present your team development proposal to your outside group or team, and schedule your first session with this group.

You will discuss the results of presenting your proposal in a Unit 3 discussion. You will submit a summary of your first team session in Unit 4.


Proposal

Provide the following proposal information at the first session (as well as when arranging the session):

- Explain who you are and what you are doing.
- Indicate the purpose for the sessions.
- Define change management and the three disciplines of Personal Mastery, Mental Models, and Shared Vision.
- Explain the learning discipline you have selected and its importance.
- Explain how you will use the material.
- Request to use the team members' information and explain what you will be doing with the information.

When conducting the team development session exercise, take copious notes and record the session if possible.

Resources

-  [Team Development Plan: Session One Scoring Guide](#).

u03a1 - Team Development Plan: Session One

Overview

The purpose of this assignment is to prepare your plan for your first team development session and then to receive feedback from your peers in the unit discussion and from your instructor. After receiving feedback from your instructor you will conduct your session and prepare a report on the experience for submission in Unit 4. In your plan, you will indicate what you wish to achieve in your first session, the learning discipline you propose to apply with your group (Personal Mastery, Mental Models or Shared Vision), and the exercise you will use to promote capacity in your team with respect to your chosen discipline. By creating a plan for your group exercise, you will demonstrate your understanding of change management principles before you try to apply them.

Instructions

Develop an exercise based on one of the team exercises presented in the units Personal Mastery, Mental Models, and Shared Vision, and prepare the first session of your team development plan. You might find it helpful to look ahead to Unit 4 for more information on "Shared Vision." Your instructor will provide feedback on this assignment. Include the following information in this assignment:

- Describe the intended purpose of the first session.
- Define change management and explain the three disciplines of Personal Mastery, Mental Models, and Shared Vision.
- Explain the learning discipline you have selected, why you have selected it, and why it is important.
- Explain the group exercise you have selected and how you will use the team development material.
- Describe the organization you have selected for your project. Also specifically identify the sector of the organization:
 - Non-profit.
 - Government.
 - Business or industry.
- Outline your schedule for session one of team development. Include the names and titles of the organization team members participating in the sessions, and the scheduled meeting dates and times. If you have not been able to solidify any part of your schedule, please give a report on your progress.
- **Optional:** Include two or three questions you have about this assignment.

Submission Requirements

- **Document format:** APA format preferred. Use APA for references.
- **References:** Include title and reference pages.
- **Length:** The length of the assignment depends on your development of your plan.
- **Font and spacing:** Papers should be double-spaced and in a standard font.
- **Writing:** Writing should be well organized and clear, with correct spelling and grammar.

Resources

-  [APA Style and Format](#).

Course Resources

u03d1 - The Ladder of Inference

For this discussion:

- View The Ladder of Inference animation before beginning this discussion.
- Post your summary of the ladder of inference, your experience using it, and suggestions for improvement when using it the next time.
- Note that this is a graded discussion.

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least two of your peers' postings with thoughtful, insightful, and helpful comments about their experiences.

Resources

u03d2 - Debriefing and Team Development: Session One

For this discussion:

- Post your Team Development Plan: Session One assignment to this discussion.
- Debrief your peers on your proposal presentation by responding to the following:
 - Discuss your excitement and fear when approaching your prospective team participants to make a request for team development sessions.
 - Discuss how your request for a team development session was received. Reflect on the process and how you can improve it.
 - What worked and did not work in soliciting a team to develop?
 - What did you learn about contracting from the questions asked by your team, or from their responses to your request?

Response Guidelines

After your initial posting, review the posts and plans of your peers. Respond to at least one of your peers' postings and be sure to respond to any questions that he or she has posed.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 4 >> Shared Vision

Introduction

In this unit, you will examine strategies for building shared vision as a conduit for shared meaning. Creating shared meaning allows people to believe they are part of a common entity, that they are participating in a community, and that they have the power to determine their destinies. By creating a shared vision, they decide what is important and why. By clarifying, they propel themselves into the future of the image they hold. Your experience of facilitating a team development learning session using Personal Mastery, Mental Models, or Shared Vision will give you first-hand knowledge of facilitation skills, the dynamics of change, and the importance of participation and vision in managing change.

Learning Activities

u04s1 - Studies

Readings

Use the Capella University Library to complete the following:

- In Braham's *Creating a Learning Organization: Promoting Excellence Through Education*:
 - Read Part 2, "What It Takes to Become a Learning Organization," pages 15–37.
- Read Paroby and White's 2010 article, "The Role of Shared Vision and Ethics in Building an Effective Learning Organization," from *Southern Journal of Business and Ethics*, volume 2, pages 133–142.

Optional Readings

- Senge, P. M., Kleiner, A., Roberts, C., Smith, B., & Ross, R. (1994). *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. New York, NY: Doubleday. The following section is recommended for further study in this unit: "Shared Vision."

Resources

u04a1 - Team Development Summary: Session One

Overview

The purpose of this assignment is to provide an account in narrative form of your experience conducting your first team development session. You will describe the exercise you chose, how it relates to and supports your chosen discipline (Personal Mastery, Mental Models, or Shared Vision), successes and challenges encountered in the conduct of your session, and your experience and learning as a facilitator. You will also discuss insights obtained about your chosen discipline and its usefulness in helping a group examine itself, choose a new direction, and commit to that direction.

Instructions

In this assignment, you will summarize your first team development session. Conduct your first team session with your selected team before working on this assignment.

- Write a summary of your first team development session in a narrative format—telling the stories of what happened—and by answering the following questions:
 - What exercise did you choose in order to experience the discipline chosen?
 - Why did you choose this exercise?
 - How did it go?
 - What worked or did not work?
 - What would you do differently next time?
 - What did you learn about facilitation, and planned and unplanned journeys?
 - What did you learn about your chosen discipline and its potential for helping a group examine itself, choose a new direction, and commit to that direction?
- **Optional:** Include two or three questions you have about this assignment.

Submission Requirements

- **Document format:** APA format preferred. Use APA for references.
- **References:** Include title and reference pages.
- **Length:** The length of the assignment will vary with your development of your ideas.
- **Font and spacing:** Papers should be double-spaced and in a standard font.
- **Writing:** Writing should be well organized and clear, with correct spelling and grammar.

Resources

u04d1 - Reaction to Team Development Summary: Session One

For this discussion:

- Post your Team Development Summary: Session One assignment to this discussion.

Response Guidelines

After your initial posting, read at least two other posts by your peers. In your responses, post your reactions to your peers' session summaries, and include thoughtful, insightful, and helpful comments to encourage your peers to deepen their reflections on their team sessions. Comment on similarities you find from working on the same discipline. Also notice differences in facilitation style, maturity level of teams, choice of exercise, team size, or other factors. Reflect on how it felt to be the change agent. What did you do that helped or hindered change?

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

u04d2 - Setting a Vision

For this discussion:

- Review the reading for this unit, Part 2, "What It Takes to Become a Learning Organization," from *Creating a Learning Organization: Promoting Excellence Through Education* and complete the form on page 36, titled "Exercise: Assess Your Organization."
 - Is your organization a "telling organization," a "learning organization," or somewhere in between?
- Describe an experience from your past in which you were involved in setting a vision with a group.
- Describe the level at which you were asked to engage on a continuum from "telling" to "learning" or "co-creating," and how that affected the success of achieving the vision.
- Describe your preferred level of engagement as a leader, and the risks and opportunities in increased participation in vision setting.

Post your response in the discussion area for discussion with your peers.

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least one of your peers' postings with thoughtful, insightful, and helpful comments.

Resources

-  [Creating a Learning Organization](#).

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Creating a Learning Organization: Promoting Excellence Through Education](#)

Unit 5 >> Planned Change

Introduction

In this unit, you will learn about the relationship between employee engagement and enterprise sustainability. Then, using your experience of facilitating a team development session, you will write the first draft of your Organization Team Development Analysis project.

Learning Activities

u05s1 - Studies

Readings

Use the Capella University Library to complete the following:

- In Wirtgenberg, Russell, and Lipsky's *The Sustainable Enterprise Fieldbook: When It All Comes Together*.
 - Read Chapter 5, "Employee Engagement for a Sustainable Enterprise," pages 141–160.

The following required reading is available full-text in the Capella University Library. Search for the article by clicking the linked title and following the instructions in the Library Guide.

- Groysberg, B., & Slind, M. (2012). *Leadership is a conversation*. *Harvard Business Review*, 90(6), 76–84.

Resources

u05a1 - First Draft

Overview

The purpose of this assignment is to provide an analysis of your learning in the course so far as it relates to your experience of conducting your first group session. This will be a somewhat more analytical and reflective treatment than your first two assignments in Units 3 and 4, and will include, among other things, an analysis of how your selected exercise, team experience, and session outcomes support your chosen discipline and change management theories. You will also describe your primary lessons gained from the team development experience, and the value and impact of using the disciplines to effect change. You will offer your recommendations for the use of this approach to meet the change management needs of your team and organization. The analysis you provide in this paper will resemble, to some extent, what is expected in your final paper to be submitted in Units 9 and 10. Hence its name, First Draft.

Instructions

Using the narrative you completed in Unit 4 as your starting point, analyze the team development experience in the context of change management and the Five Disciplines theory. You will receive feedback from your instructor and peers, and you will have an opportunity to incorporate this feedback into your final draft due at the end of Unit 10.

Your analysis should include the following topics:

- Change management and the first three of the Five Disciplines theories.
 - Summarize change management theory.
 - Explain which of the three disciplines you chose and explain the theory behind your discipline.
 - Analyze how the exercise, the team's experience, and learning support your discipline and change management theories. You may choose from Mental Models, Personal Mastery, or Shared Vision and demonstrate your understanding of it using your experience from the interviews.
- Learning as a facilitator from the first session of team development.
 - Write a section on your learning as a facilitator. What worked, what did not work, and what would you do differently next time?
 - How would you change your contract, your explanation of change management, the discipline, the exercise, your exercise choice, or your behavior during the team session to enhance the quality of team learning?
- Session one summary statement.
 - Think about your experience from session one using one of these three disciplines to facilitate a team learning experience.
 - Describe the primary lessons you gained from this experience, the value of using one of the Five Disciplines, and the possibility of this approach to propel change and possibility.
 - Include recommendations about the use of this approach for change management needs for your team and the team's larger organization.
- **Optional:** Include two or three questions you have about this assignment.

Submission Requirements

- **Document format:** APA format preferred. Use APA for references.
- **References:** Include title and reference pages.
- **Length:** The length of your paper will depend on your development of the ideas.
- **Font and spacing:** Papers should be double-spaced and in a standard font.
- **Writing:** Writing should be well organized and clear, with correct spelling and grammar.

Resources

u05d1 - Reaction to First Draft

For this discussion:

- Post your First Draft assignment to this discussion.

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least two of your peers' drafts. Make helpful, thoughtful, and insightful comments, including what you liked best about their papers, and what suggestions you can offer for strengthening their work. Answer or offer suggestions to questions posed by your peers.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

u05d2 - Planning for Change Model


For this discussion:

- Review the animation Planning for Change, which you first viewed in Unit 1. After viewing the animation, what insights and perspectives for your team building sessions do you now have? What would this add to your change theory analysis?

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least one of your peers' posting with thoughtful, insightful, and helpful comments.

Resources

-  [Planning for Change | Transcript](#).

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Planning for Change | Transcript](#)

Unit 6 >> Team Learning Discipline

Introduction

The purpose of this unit is to examine the Team Learning discipline, as well as how this discipline can contribute to a team functioning in alignment and as a whole enterprise. The Team Learning discipline helps a team sustain and reinforce its learning, and increases the capacity to act synergistically and master how to learn. You will also consider exercises that can be used in the second half of your course project. In addition, you will submit a plan for your second team development session.

Learning Activities

u06s1 - Studies

Readings

Use your textbook, *Change management: A Guide to Effective Implementation*, to complete the following:

- Read Chapter 9, "People Management," pages 177–202.

Use the Capella University Library to complete the following:

- In Marquardt's *Building the Learning Organization: Achieving Strategic Advantage Through a Commitment to Learning*:
 - Read Chapter 8, "Action Learning."
- Read Manning, Waldman, Lindsey, Newberg, and Cotter-Lockard's 2012 article, "[Personal Inner Values: A Key to Effective Face-to-Face Business Communication](#)," from the *Journal of Executive Education*, volume 11, issue 1, pages 37–65.

Optional Readings

- Senge, P. M., Kleiner, A., Roberts, C., Smith, B., & Ross, R. (1994). *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. New York, NY: Doubleday. The following section is recommended for further study in this unit: "Team Learning."

Resources

u06a1 - Team Development Plan: Session Two

Overview

The purpose of this assignment is to prepare your plan for your second team development session. After receiving feedback from your instructor, you will conduct your session and prepare a report on the experience for submission in Unit 8 as an assignment. In your plan, you will indicate what you wish to achieve in your second session, the learning discipline you propose to apply with your group (Team Learning or Systems Thinking), and the exercise you will use to promote capacity in your team with respect to your chosen discipline.

Instructions

For this assignment, develop an exercise based on either Team Learning and Systems Thinking, and write your plan for the second team development session. You might find it helpful to look ahead to Units 7 and 8 for more information on "Systems Thinking." Your instructor will provide feedback on this assignment.

Include the following information in this assignment:

- Describe the intended purpose for session two of team development.
- Define change management and explain the two disciplines, Team Learning and Systems Thinking.
- Explain the learning discipline you have selected, why you have selected it, and why it is important.
- Explain the group exercise you have selected, and how you will use the team development material.
- Describe the organization you have selected for your project. Also, specifically identify the sector of the organization:
 - Non-profit.
 - Government.
 - Business or industry.
- Outline the schedule for your team development session two. Include the names and titles of the organization team members participating in the sessions, and the scheduled meeting dates and times. If you have not been able to solidify any part of your schedule, please give a report on your progress.
- **Optional:** Include two or three questions you have about this assignment.

Submission Requirements

- **Document format:** APA format preferred. Use APA for references.
- **References:** Include title and reference pages.
- **Length:** The length of your paper will depend on how much you develop the ideas in your plan.
- **Font and spacing:** Papers should be double-spaced and in a standard font.
- **Writing:** Writing should be well organized and clear, with correct spelling and grammar.

Resources

u06a2 - Value of Dialogue

Overview

The purpose of this assignment is to obtain an understanding of the nature of dialogue, and its role as a foundational skill in group and organizational learning and in the application of the various learning disciplines discussed in this course. To this end, you will discuss the differences between debate discussion and dialogue, the ground rules that promote dialogue, and you will analyze your learning related to the design of an effective dialogue session. You will also consider the ease or difficulty of conversing at this level. The use of dialogue will be helpful in the successful conduct of your second team development session.

Instructions

Based on your readings so far in the course, analyze how ground rules and dialogue can be used to grow a learning organization. Address the following elements:

- Describe the differences between debate, discussion, and dialogue.
- Analyze the value of dialogue in helping a team learn and change.
- What are the ground rules required to reach this level of conversation?
- Describe what you are learning about how to design an effective dialogue session.
- Analyze the ease or difficulty of conversing at this level. Comment on the dangers and obstacles.

Submission Requirements

- **Document format:** APA format preferred. Use APA for references.
- **References:** Include title and reference pages.
- **Length:** Your assignment should be a minimum of two pages, not including title and reference pages.
- **Font and spacing:** Papers should be double-spaced and in a standard font.
- **Writing:** Writing should be well organized and clear, with correct spelling and grammar.

Resources

u06d1 - Reaction to the Value of Dialogue

For this discussion:

- Post your Value of Dialogue assignment to this discussion

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least one of your peers' postings and include thoughtful, insightful, and helpful comments. Comment specifically on what you liked about your peer's paper and what suggestions you can offer to strengthen his or her analysis.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 7 >> Learning Team Dialogue

Introduction

The purpose of this unit is for learning teams to understand how to skillfully dialogue, increasing their ability to problem solve, create new knowledge, deliberate, and build relationships with other teams and customers. Learning teams develop ground rules for truth telling, time usage, decision-making processes and domains, and to create a safe conversational environment that allows a team to take risks, make mistakes, forgive, and recover.

Learning Activities

u07s1 - Studies

Readings

Use your custom textbook to complete the following:

- Read Chapter 6, "Appreciative Inquiry: Organization Development and the Strengths Revolution," pages 96–116, from *Practicing Organization Development*.

Use the Capella University Library to complete the following:

- In Flood's *Rethinking the Fifth Discipline: Learning Within the Unknowable*:
 - Read Chapter 18, "Organisational Learning and Transformation," pages 129–141.
- In Smith's *The Relevance of Systems Thinking and Systems Dynamics*:
 - Read "Learning to Think Systemically: What Does It Take?" pages 489–498
 - Read "Light Bulbs and Change: Systems Thinking and Organisational Learning for New Venture," pages 499–508.

Read the below Internet and Capella University Library articles. In the articles, look for the ground rules for successful dialogue. As you read, consider and note what you are learning about the facilitation of conversations on change.

Internet

- Karagianis's 2001 article, "[The Art of Dialogue](#)," from *Spectrum*.
- Williams's "[William N. Isaacs' Take on Dialogue](#)."
- The Presencing Institute's 2011 "[Dialogue on Leadership](#)."

Capella University Library

- Drybrough and Goddin's 2014 article, "[Dialogue](#)," from *Training Journal*, pages 31–35.
- Senge, Lichtenstein, Kaeufer, Bradbury, and Carroll's 2007 article, "[Collaborating for Systemic Change](#)," from the *MIT Sloan Management Review*, volume 48, issue 2, pages 44–53.

Optional Readings


- Senge, P. M., Kleiner, A., Roberts, C., Smith, B., & Ross, R. (1994). *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. New York, NY: Doubleday. The following sections are recommended for further study in this unit: "Team Learning and Systems Thinking."

Resources

u07s2 - Project: Team Development, Session Two

The summary of your second team development session is due in Unit 8. Make sure you conduct your second session during this unit or early in the next unit.

Resources

-  [Team Development Summary: Session Two Scoring Guide](#).

u07a1 - Analysis of Ground Rules

Overview

The purpose of this assignment is to consider the role of ground rules in promoting team effectiveness, or in their absence, team dysfunction. You will consider an example of a team in which you have participated that was effective, and one that that was ineffective. You will describe both teams, and

analyze the role of ground rules in their performances, with reference to how ground rules helped your effective team perform and work well together, and how the absence of ground rules and differing expectations contributed to the failure of your ineffective team. The use of ground rules is an essential foundation for dialogue, the usefulness of which in promoting team learning was discussed previously and in this unit.

Instructions

- Think of a time that you were on a team that was not only effective but was a pleasure in which to participate. Write a description of this team and its tasks, paying particular attention to the behavioral expectations for which the team members held each other accountable—these might be spoken or unspoken. List these ground rules and describe how the rules helped the team perform and work well together.
- Next, think of a time you were on a team that was not effective and was a frustrating experience. Write a description of this team and its tasks, including the spoken or unspoken ground rules that describe the expectations for behavior on this team. Examine the possibility that some members held ground rules that others did not. How was this a source of tension? Analyze how this difference in what is expected of team members caused conflict and damaged performance. What effect could discussion of ground rules as a method of team learning have had for this group?

Submission Instructions

- **Document format:** APA format preferred. Use APA for references.
- **References:** Include title and reference pages.
- **Length:** Length depends on your development of ideas in the paper.
- **Font and spacing:** Papers should be double-spaced and in a standard font.
- **Writing:** Writing should be well organized and clear, with correct spelling and grammar.

Resources

u07d1 - Applying Appreciative Inquiry

For this discussion:

- Review Chapter 6, "Appreciative Inquiry: Organization Development and the Strengths Revolution" in your custom text.
- Think of a negative situation from your professional life.
- Use the appreciative inquiry (AI) philosophy and principles, and respond to the following:
 - How would you reframe the negative situation into a positive situation—something that you wish to learn about and have more of?
- Include two or three questions you have about this discussion topic.

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least one of your peers using thoughtful, insightful, and helpful comments. Address the questions that your peer has included in his or her original posting.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

u07d2 - Additional Perspectives on Dialogue

In the assigned articles for this unit, you read about dialogue and shared meaning. Based on these authors' perspectives:

- How would you update the learning that you described in the Unit 6 assignment, "The Value of Dialogue"?
- What did the articles add to your thinking about dialogue?

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least one of your peers' postings with thoughtful, insightful, and helpful comments.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 8 >> Systems Thinking

Introduction

In this unit, you will examine systems thinking, which points out cycles of cause and effect. A paradox with systems thinking is that it is frequently counterintuitive. An example is the more you strive, the more you undermine your chances. Learning teams can use systems thinking as a problem-solving tool, but it has the most effect in how teams think about complex issues. You will become familiar with causal loop diagram archetypes, which allow us to talk about the interrelationship and feedback process and help diagnose systems that produce growth, decline, or equilibrium. By learning about systems thinking, teams can align their common understanding and collaborate to establish strategies for their business dilemmas.

Learning Activities

u08s1 - Studies

Readings

Use the Capella University Library to complete the following:

- In Marquardt's *Building the Learning Organization: Achieving Strategic Advantage Through a Commitment to Learning*:
 - Read Chapter 2, "The Systems Learning Organization Model."

Optional Readings

- Senge, P. M., Kleiner, A., Roberts, C., Smith, B., & Ross, R. (1994). *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. New York, NY: Doubleday. The following Section is recommended for further study in this unit: "Systems Thinking."

Resources

u08a1 - Team Development Summary: Session Two

Overview

The purpose of this assignment is to provide an account in narrative form of your experience conducting your second team development session. You will describe the exercise you chose, how it relates to and supports your chosen discipline (Team Learning or Systems Thinking), successes and challenges encountered in the conduct of your session, and your experience and learning as a facilitator. You will also discuss insights obtained about your chosen discipline and its usefulness in helping a group examine itself, choose a new direction, and commit to that direction.

Instructions

- Write a summary of your second session of team development by answering the following questions.
 - What exercise did you choose in order to experience your chosen discipline?
 - Why did you choose this exercise?
 - How did it go?
 - What worked or did not work?
 - What would you do differently next time?
 - What did you learn about facilitation, and planned and unplanned journeys?
 - What did you learn about your chosen discipline and its potential for helping a group examine itself, choose a new direction, and commit to that direction?
- **Optional:** Include two or three questions you have about this assignment.

Submission Requirements

- **Document format:** APA format preferred. Use APA for references.
- **References:** Include title and reference pages.
- **Length:** The length of your paper will depend on your development of your ideas.
- **Font and spacing:** Papers should be double-spaced and in a standard font.
- **Writing:** Writing should be well organized and clear, with correct spelling and grammar.

Resources

u08d1 - Systems Patterns

For this discussion:

- Summarize your understanding of the causal loops, the balancing and reinforcing loops, and the archetype patterns.
- Describe the value of these and the use of these predictable patterns for a team improvement conversation.
 - Why are they valuable to help teams see dynamics that are counterintuitive?

Post your response for review and discussion with peers. Include two or three questions you have about this discussion topic.

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least one peer's posting with thoughtful, insightful, and helpful comments. Answer any questions your peer may have posed.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 9 >> Using Large Scale to Support Systems Change

Introduction

In this unit, you will become familiar with traditional organization development theory and examine systems thinking currently being used in large group meetings. The idea that a community needs to become dissatisfied with its current state, visualize a preferred future, and initiate first steps to overcome the resistance to change is a powerful moving force.

Learning Activities

u09s1 - Studies

Readings

Use your custom textbook to complete the following:

- From *Practicing Organization Development*:
 - Review Chapter 1, "Organization Development, Transformation, and Change," pages 11–25.
 - Read Chapter 11, "Evaluating Organizational Transformation: A Situational Approach," pages 195–210.
 - Read Chapter 14, "Taking Culture Seriously in Organization Development," pages 233–244.

Internet

- View the video, [*What Is Culture? Excerpt From Edgar Schein Interview*](#).
- Visit the [Organization Development Network](#) Web site. Search for and review the resources and training available to a practitioner of change.

- Visit the [Minnesota Organization Development Network \(MNODN\)](#) Web site and review the resources.

Optional Exploration

- Explore the [APA Style and Format](#) page from Capella's Writing Center.

Resources

u09a1 - Intermediate Draft

Overview

The purpose of this assignment is to provide a thoughtful analysis of your learning in the course as it relates to your conduct of your team development sessions and the disciplines you chose to address. You are asked to engage in a reflection that differs, to some extent, from what you have done in earlier course assignments. While you may draw on those assignments, your paper will be a synthesis of the ideas they contain rather than a mere reproduction of them. It will also include any new ideas you may have as they relate to the topics to be addressed.

You will prepare a draft of your final paper for feedback from your peers in a Unit 9 discussion, and after submission of this assignment, from your instructor. After receiving feedback from your instructor you will submit the final version in Unit 10 as an assignment.

Instructions

For this assignment:

- Create the next draft of your project and begin a draft of your presentation. You will use your completed team development assignments to finish your project. After successfully completing your project you may wish to actually give the paper and presentation to a professional audience in your organization to demonstrate your own development.

You will prepare a paper and a presentation separately, both of which will support each other.

- The purpose of the paper is to provide a coherent, integrated, and well-reasoned explanation of the use of the Five Disciplines for team development.
- The purpose of the presentation is to experience preparing a presentation that graphically communicates the summarized findings of your project.

Your paper and presentation should cover these areas:

- Theory of the Five Disciplines as a method of change.
- Summary findings from the team development sessions.
- Learning as a facilitator from your second session of team development.
- Recommendations for team development in your organization.
- Learning resources that will assist your outside team in learning more about the change management process.

Your paper and presentation should include the following:



- Review of relevant theory of change management and two of the Five Disciplines.
 - Consider your audience as you decide how and what to discuss about theory.
 - Make judgment calls about the audience's needs, their setting, and which theory seems appropriate. An important part of the presentation challenge is to provide a powerful metaphor to help the audience understand and remember the relevant theory. The textbook use of causal loops; the ladder of inference; the evolution of dialogue; and telling, selling, testing, and consulting are examples of graphic metaphors. You are expected to invent your own unique metaphor to explain the theory. The definition of metaphor is using a graphic and verbal image of something familiar to explain an unfamiliar thing or process.
- Team development summary findings.
 - Present summary findings from the first and second team development sessions using your selected team exercises.
 - Use the best stories and quotes from your session experiences to illustrate the disciplines and how they support change.
 - Synthesize your learning about team dynamics and the value of the Five Disciplines for team development.
 - Illustrate some action statements taken by the teams you worked with and the changes you observed.
- Learning as facilitator from the second team development session.
 - Write a section on your learning as a facilitator from team development session two. What worked, what did not work, and what would you do differently next time?
 - How would you change your contract, your explanation of change management, the discipline, the exercise, your exercise choice, or your behavior during the team session to enhance the quality of team learning?
- Recommendations for enhancing team development in the future.

- Provide your recommendations in a way that is practical, justified, memorable, and actionable for your team and their larger organization.
- Remember to include some examples from your best quotes and stories.
- Show how your recommendations make a difference in helping the group move closer to its preferred future through more effective teams. This could include some models from your learning about disciplines that support team learning. Your recommendations should also include the potential and power of using the Five Disciplines in the future to support team learning.
- Learning resources.
 - To assist your outside team in learning more about the change management process, include a section of books, articles, Web resources, and organizations containing the most important resources you recommend.
- **Optional:** Include two or three questions you have about this project.

Submission Requirements

- **Document format:** APA format preferred. Use APA for references.
- **References:** Include title and reference pages.
- **Length:** 10–12 pages, not including title and reference pages.
- **Font and spacing:** Papers should be double-spaced and in a standard font.
- **Writing:** Writing should be well organized and clear, with correct spelling and grammar.

Resources

-  [Intermediate Draft Scoring Guide.](#)
-  [Organization Team Development Analysis Paper Scoring Guide.](#)

u09d1 - Project: Reaction to Intermediate Draft

For this discussion:

Post your Intermediate Draft assignment to this discussion.

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least one of your peers' postings and include thoughtful, insightful, and helpful comments. Comment specifically on what you liked best about your peer's paper and presentation. Also, respond to any questions he or she has posed.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

u09d2 - Analysis of Large-Scale Change Principles

For this discussion:

- Think about a change process that you have experienced—a downsizing, an acquisition, an introduction of new technology, the replacement and introduction of a new leader, being put in a new group, the creation of a new enterprise, and so on. Or think of a personal change, such as a change in relationship or a new job.
- Use the principles of Whole System Collaborative Change referred to in Chapter 11, "Evaluating Organizational Transformation: A Situational Approach" of your custom text and the formula: **D x V x F x S > R**.
 - **D** is desire.
 - **V** is vision.
 - **F** is first steps.
 - **S** is supporting mechanisms.
 - **R** is resistance.

- Write a one-page analysis describing D, V, F, S and R, and describe how these factors helped create change, or describe what was missing that made the change difficult.
- Imagine you are the consultant and make recommendations about what was needed to overcome the missing element.

Post your paper in this discussion area as an attachment.

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least one of your peers' postings and include thoughtful, insightful, and helpful comments. Make sure to comment on what you like best about your peer's paper.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 10 >> Course Wrap-Up

Introduction

The purpose of this unit is to consolidate your experience facilitating team learning sessions and to incorporate your learning thus far on facilitating change, the dynamics of change, the importance of stakeholder participation, and the use of language, trust building, and fear containment.

In this unit's two assignments, you will complete your final paper and your final presentation. You will incorporate any feedback you have received into both pieces and, most likely, work on them concurrently. You will submit the paper and presentation separately, however, because each element has its own scoring guide. Please review the scoring guides before you submit your work to make sure you have an understanding of how each assignment will be assessed.

In addition, you will continue to explore how systems thinking in large group meetings.

Learning Activities

u10s1 - Studies

Use your textbook, *Change Management: A Guide to Effective Implementation*, to complete the following:

- Read Chapter 12, "Organizational Politics and Change," pages 256–281.
- Read Chapter 13, "The Future and Change," pages 283–292.

Use the Capella University Library to complete the following:

- In Kalamas and Kalamas's *Developing Employee Capital: Setting the Stage for Lifelong Learning*:
 - Read Chapter 9, "Organization Development," pages 149–172.

Resources

u10a1 - Organization Team Development Analysis Paper

Overview

In this assignment you will incorporate the feedback you received on your Intermediate Draft assignment, from your peers where you feel it is appropriate, and particularly from your instructor. The final version will be organized and well written, and will address the various required topics at the appropriate level of clarity and depth.

Instructions

For this assignment, complete your final paper, Organization Team Development Analysis.

- Incorporate feedback from your instructor and your peers into your paper.
- Create the final version of your paper.

Submission Requirements

- **Document format:** APA format preferred. Use APA for references.
- **References:** Include title and reference pages.
- **Length:** 10–12 pages, not including title and reference pages.
- **Font and spacing:** Papers should be double-spaced and in a standard font.
- **Writing:** Writing should be well organized and clear, with correct spelling and grammar.

Resources

u10a2 - Organization Team Development Analysis Presentation

Overview

The purpose of this assignment is to prepare a PowerPoint presentation as a visual supplement to your Organization Team Development Analysis paper that could accompany it as though you were making a presentation to a live audience; and that serves to illustrate and clarify your main points. Potentially your paper and PowerPoint, or an adaptation thereof, could be used in a live presentation in a context outside this course, where a talk on change management principles would be useful.

Instructions

Complete your final presentation.

- Incorporate feedback from your instructor and your peers into your presentation.
- Create the final version of your presentation to illustrate the key points in your paper. You should include 8–10 slides addressing the topics indicated in the scoring guide.

Submission Requirements

- **PowerPoint length:** 8–10 slides.
- **Writing:** Writing should be well organized and clear, with correct spelling and grammar.

Resources

-  [Guidelines for Effective PowerPoint Presentations.](#)

Course Resources

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

u10d1 - Large Group Method

For this discussion:

- Using one of the change models from Chapter 1 of your custom text, "Organization Development, Transformation, and Change," tell a story from your life when change was occurring and explain the change dynamics.

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least one of your peers' stories of change with thoughtful, insightful, and helpful comments. Also, respond to any questions your peer has posed.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

u10d2 - Final Project Reaction

For this discussion:

- Post some final comments and reflections about your experience with the course project. Comment on what you have learned about change management and about yourself as a facilitator.

Response Guidelines

After your initial posting, review the posts of your peers. Respond to at least one of your peers' comments.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide