

Andrews University

School of Education

ORGANIZATIONAL DEVELOPMENT AND CHANGE PROJECT REPORT

A Paper

Presented in Partial Fulfillment
Of the Requirements for the Course
Lead 756 - Advanced Studies

by

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November 2014

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CHAPTER I

INTRODUCTION

In the following report, we will review some of the issues related to organizational development and change (OD&C), and a variety of techniques for implementing change. It includes examples and theories illustrating how the theory of organizational development, as well as change management can contribute to an organization in transformation from one state to a desired future state, and makes those changes institutional. The report introduces the nature and need of change, vision and types of change. It suggests theories to understand change management process, and discusses resistance to change. The report draws on a framework model of positive change through its components. It reports the process of organizational development and change, suggestions, strategies conclusions based on a case study related to Christ for the Nations Music School & Arts Center's experience with change.

The Nature of the Organizational Development and Change

One of the features that characterize contemporary organizations is change (Choi & Ruona, 2011). In today's turbulent environment, where change is a fact of life, organizations must constantly cope with unfamiliar events or situations in order to survive and stay competitive in the marketplace. Generally, change is the way people talk

about an event in which something appears to become, or turn into, something else, where the something else is seen as a result or outcome (Ford & Ford,1994). No matter the events or situations, the change is there, waiting, and happening all the time. Lussier and Achua (2013) state that the first step in dealing with change is to get a better understanding of its concept. In a simple way, “change is about people doing things differently” (p.410). In an earliest investigation about organization development (OD) Beckhard (1969) defined OD as an effort planned, organization-wide, and managed from the top, to increase organization effectiveness and health through planned interventions in the organization’s processes, using behavioral-science knowledge. In a more recent approach, Cummings and Worley (2005) define organizational development as a system wide application and transfer of behavioral science knowledge to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organizational effectiveness. Karp and Thomas (2009) defined organizational change as an alteration in an organization’s alignment with its external environment.

Yaverbaum and Sherman (2008) established four criteria in dealing with the nature of change. The first criterion is no “straight lines.” To ensure a steady movement be physically, psychologically, or organizationally, the organizations need to have a constant force that can always point accurately in the right direction with no sort of obstruction or resistance to change the path in even the smallest way. The second criterion is “change follows you.” By this criterion, change is not something that happens here and there. Life is a complex interaction of millions of factors that are connected to each other. The third criterion is “change is not cataclysmic.” Just as things seem to be going well, something happens to overturn the cart. We are either moving forward or

falling behind every minute, and so is everything else. The last criterion is “change is quick.” Change is not quick, i.e. it can take centuries for the basis of an economy or political system to shift. The Internet turned media upside down in less than fifteen years (Yaverbaum & Sherman, 2008).

The Need for Change

Rapid environmental changes are causing fundamental transformations that are having a dramatic impact on organizations and presenting new opportunities and threats for leadership. According to Lussier and Achua (2013) a key first step in managing change is to identify and analyze the need for change before embarking on any implementation plan (p.411). Analyze the externals and internals’ organizations environment, and look for answers as to why change is necessary. As external environment we can highlight changes characterized by rapid technological development and changes, a global economy, market requirements, intense domestic and international competition, increased speed in new innovations, and shortened product life cycles. Internally, the need for change can be characterized by a steady trend of mediocre performance in an organization requiring change in leadership, employee ranks, or strategies.

Lussier and Achua (2013) state that many organizations will agree that real change does not start to happen until the organization is experiencing some external threat or imminent danger of significant loss due to an internal weakness. Maurer (2009) surveyed 227 companies and conservatively reported that 68% were involved or impacted by major change several times a year...40% of major changes were not

successful. In the same study, almost 60% of respondents felt only “somewhat skilled in leading or managing rapid change” (Mueller, 2009, p. 70).

Why Change Occurs

Change is a function of the relative strength of the change forces and resistance forces that occur inside and outside of organizations (Williams, Kondra, & Vibert, 2008, p. 287). Change can be nonexistent, sporadic, continuous, or discontinuous, depending on whether change forces are stronger or weaker than resistance forces. Williams et al. (2008) present five-stage process of organizational decline that begins when organizations do not recognize the need for change. On the first stage, the *blinded stage*, managers do not recognize the changes that can threaten their organization’s survival. On the second stage, the *inaction stage*, the changes are recognized but the management does not act, hoping that the problem will correct themselves. On the third stage, the *faulty action stage*, the cost cutting and efficiency are the focus rather than facing up to fundamental changes needed to insure survival. On the fourth stage, the *crisis stage*, failure is likely unless fundamental reorganization occurs. On the fifth and last stage, the *dissolution stage*, the company is dissolved through bankruptcy proceedings, by selling assets to pay creditors, or through the closing of stores, offices, and facilities.

Finally, because decline is reversible at each of the first four stages, not all companies in decline reach final dissolution (Williams et al., 2008, p. 287). If companies recognize the need to change early enough, dissolution may be avoided. For example, after nearly a decade in decline, GM has cut costs, stabilized its market share, and has had several consecutive years of small profits (Williams et al., 2008).

Vision of Change

According to Hughes, Ginnett, and Curphy (2012) a vision helps an organization make choices about what it should and should not do, the kind of people it should hire and retain, the rules by which it should operate, and so on. Furthermore, a good vision statement, suggested by Hughes et al. (2012) should ask questions such as what would a new organization look like if it were to successfully counter the gravest external threats, take advantage of new market opportunities, and overcome organizational shortcomings? What would be the purpose of the new organization? and Why people want to work in it? No matter what methodology the organizations apply, the bottom line and the ultimate goal should be its sustainability as well as greater profits.

Types of Change

Whetten and Cameron (2011), declare that “leading positive change is a management skill that focuses on unlocking positive human potential, once positive change enables individuals to experience appreciation, collaboration, vitality, and meaningfulness in their work” (p.542). Generally speaking, there are three types of change: (a) developmental change, (b) transitional change, and (c) transformational change. The developmental change refers to controllable adjustments made on internal processes or procedures. Developmental change is relatively easy to predict, and is the most common strategy applied by an enterprise to achieve improvement. The transitional change refers to the replacement of old processes and procedures. This strategy is usually used during mergers, acquisitions, creating new products or application of new technologies.

Finally, the transformational change is the strategic or directional change of a company. Such changes reshape and reconstruct procedures, processes and company culture, and as a result it is only used to deal with extreme external changes, such as radical different technology or whole new supply and demand relationship.

CHAPTER II

CHANGE MANAGEMENT

The Change Process

Change management is a “process that leads to a desired end-result” (Lussier & Achua, 2013, p. 413). Rapid environmental changes are causing fundamental transformations that are having a dramatic impact on organizations and presenting new opportunities and threats for leadership. Lussier and Achua (2013) observed that a key first step in managing change is to identify and analyze the need for change before embarking on any implementation plan. The organization should analyze the internal and external organizational environments and look for answers as to why change is necessary. For example, the external environment may include rapid technological development, intense domestic and international competition, and increased speed in new innovations. The internal environment may include changes in the organization’s strategy or plan.

According to Williams et al. (2008) change is a function of the relative strength of the change forces and resistance forces that occur inside and outside of organizations. Change is essential because it is the survival technique, and without adapting to external forces of change, companies may find themselves falling behind in development. Organizations make changes in order to adapt, align the company to a pool of needs, and growth. Changes serve as the organizations’ ultimate purpose, which is survival.

Although organizational vision, goals, and change plans are often a collaborative effort between the leader and followers, they are the primary responsibility of the leader. Moreover, when leading a major change project, it is important for leaders to recognize that the change process goes through stages where each stage is important, and each may require a significant amount of time. Leaders, suggested by Daft (2011) are “responsible for guiding employees and the organization through the change process” (p.463). Leaders should have skills in order to promote and implement organizational changes. Hughes et al. (2012) state that leadership skills are important for determining a new vision for the organization, increasing dissatisfaction, coaching followers on how to do things differently, and overcoming resistance.

The Framework of Positive Change

Effective change management requires a framework, set of tools to keep transition from one stage to another under control, and a goal of minimizing the negative effects of change. A framework is a roadmap with a sequence of steps leading transition from one stage to another desired stage. Framework of positive change is a “management skill that focuses on unlocking positive human potential” (Whetten & Cameron, 2011, p. 542). To start a positive change, organizations should motivate their teams.

Motivation for positive change, according to Whetten and Cameron (2011) is done primarily through steps such as (a) establishing a climate of positivity, (b) creating readiness in the team, (c) articulating a vision of abundance, (d) generating commitment to the vision among the team, and (e) institutionalizing the vision (create irreversible

momentum). A climate of positivity helps organizations, leaders and managers to create an environment, in which teams will follow. People follow winners; they do not follow losers. Accordingly, by creating a positive climate, the organization breaks the first barrier of resistance to change, which should be followed by creating readiness in the team to “unfreeze from state comfort state” and articulating a vision of abundance. These three steps create an image of winners, and motivate teams to be ready for change for the sake of a higher goal in the future (vision of abundance). This transition state should be supported by consistent motivation of teams to keep them committed to the vision and goal of the change. It can be done by a policy of small wins to inspire an idea among the team that they are succeeding and will reach the final state of abundance.

The final step in a framework of positive change is institutionalizing the vision, which means that after success in transition to a new desired state, organizations/teams should become owners of their victories and achievements, which will give them the feeling of ownership of their part of the job.

The Lewin’s Change Model

Organizational development is a planned change in the organizational context. In this context of change it is necessary to refer to Lewin’s change model, one of the theories of Planned Change. Lewin’s model of planned change (1947) applied to the developmental process implemented by the organization reveals convincing indications that this model remains a useful analytical lens through which organizations can approach transformation into more effective entities (Medley & Akan, 2008). Lewin’s model has provided two principle ideas: The first principle is described as what is occurring at any

point of time is a resultant in a field of opposing forces, i.e. production level at a particular point of time is the resultant equilibrium of some forces pushing towards higher levels of production and other forces pushing towards lower levels of production. The production levels tend to remain at the same levels as the field of forces remains constant.

The second principle is the change itself. Lewin has described it in a three-stage process. The Lewin's three-stage are (a) unfreezing the old behavior, (b) moving to a new level of behavior, and (c) refreezing the behavior at the new level. The "unfreezing" stage usually involves reducing those forces maintaining the organization's behavior at its present level (Cummings & Worley, 2005). Williams et al. (2008) are more direct in the unfreezing approach declaring that it is "getting the people affected by change to believe that change is needed" (p.288). Choi and Ruona (2011) declare that "unfreezing in the context of organizational change includes the process by which organizational members' beliefs and attitudes about a change are altered so that they perceive the changes as both necessary and likely to be successful. Tactics for unfreezing include actions such as (a) reminding individuals that they have successfully changed in the past, (b) communicating to individuals that leaders, managers and associates in other organizations in similar circumstances have successfully changed, and (c) letting individuals know that support and training will be available for the specific changes to be made.

The "moving" stage is a phase in the change process in which leaders help to implement new approaches by providing information that supports proposed changes and by providing resources and training to bring about actual shifts in behavior resulting in new ways to do things (Cummings & Worley, 2005). Ford (2009) states that "movement"

is a state of flux where new behavior is modified and fresh approaches are developed to replace old work patterns. This stage shifts the behavior of the organization, department, and individual to a new level. It involves intervening in the system to develop new behaviors, values, and attitudes through changes in organizational structures and processes (Cummings & Worley, 2005, p. 24).

The “refreezing” stage is a phase in the change process in which organizations, leaders and managers lock in new approaches by implementing evaluation systems that track expected behaviors, by creating reward systems that reinforce expected behaviors, and by ensuring that hiring and promotion systems support the new demands. This step stabilizes the organization at a new state of equilibrium (Cummings & Worley, 2005). Williams et al. (2008) state that the refreezing stage is to support and reinforce the new changes so they “stick”. Refreezing constitutes the final phase and requires activities to institutionalize the new behaviors and attitudes, and to stabilize the organization at a new equilibrium (M. W. Ford, 2009, p. 304).

The Kotter’s Eight-Stage Change Process

Dr. John P. Kotter has contributed to leadership area through his 30 years of researches and has proven that 70% of all major change efforts in organizations fail. According to Kotter, they fail because organizations often do not take the holistic approach required to see the change through. Whether the organizations are considering a

small change to one or two processes, or a system wide change to an organization, it is common to feel uneasy and intimidated by the scale of the challenge.

As a result of his researches, Kotter has presented the eight-stage process of implementing change powerfully and successfully where organizations can avoid failure and become adept at change. Dr. Kotter has proven over his years of research that following the eight-stage process for implementing change will help organizations succeed in an ever-changing world (Kotter, 2012).

According to Kotter (2012) the eight-stage process suggests steps to effect smooth transition from one state to another:

1. Stage one - establish a sense of urgency;
2. Stage two - creating the guiding coalition;
3. Stage three - developing a vision and strategy;
4. Stage four - communicating the vision and strategy;
5. Stage five - empowering broad-based action;
6. Stage six - generating short-term wins;
7. Stage seven - consolidating gains and producing more change; and
8. Stage eight - anchoring new approaches in the culture.

At stage one; organizations *establish a sense of urgency* that change is really needed. Develop a sense of urgency around the needs for change. Organizations should open an honest and convincing dialogue about what is happening in the marketplace and with your competition. Suggestion for actions can include steps such as (a) identify potential threats and develop scenarios showing what could happen in the future if

nothing is done, (b) examine opportunities that should or could be, exploited, (c) start honest discussions, and give dynamic and convincing reasons to get people talking and thinking, and (d) request support from customers, outside stakeholders and industry people to strengthen your argument. Kotter (1996) suggests that for change to be successful, 75% of a company's management needs to "buy into" the change.

Stage two involves *creating the guiding coalition* with enough power to guide the change process. Convince people that change is necessary. Change efforts often start with just one or two people, and should grow continually to include more and more who believe the changes are necessary. The need in this phase is to gather a large enough initial core of believers. This often takes strong leadership and visible support from key people within your organization. To lead change, organizations need to bring together a coalition, or team, of influential people whose power comes from a variety of sources, including job title, status, expertise, and political importance. Suggestion for actions can include steps such as (a) identify the true leaders in your organization, (b) ask for an emotional commitment from these key people, and (c) work on team building.

Stage three requires *developing a vision and strategy*. Successful transformation rests on "a picture of the future that is relatively easy to communicate and appeals to customers, stockholders, and employees. A vision helps clarify the direction in which an organization needs to move" (Kotter, 1996). Suggestion for actions can include steps such as (a) determine the values that are central to the change, (b) develop a short summary that captures what you "see" as for the future of the organization, (c) create a

strategy to execute that vision, and (d) ensure that the change coalition formed on stage two can describe the vision in five minutes or less.

In stage four, the organizations, leaders and managers use every means possible to widely *communicate the vision and strategy*. Daft (2011) says that “they must communicate about the change at least 10 times more than they think necessary” (p.464). If you cannot communicate the vision to someone in five minutes or less and get a reaction that signifies both understanding and interest, you are not done” (Kotter, 1995, p. 101). Suggestion for actions can include steps such as (a) talk often about your change vision, (b) openly and honestly address peoples’ concerns and anxieties, (c) apply the vision to all aspects of the organizations’ operations, and (d) lead by example.

Stage five involves *empowering broad-based action*. This means getting rid of obstacles to change, which may require revising systems, structures, or procedures that hinder or undermine the change effort. Suggestion for actions can include steps such as (a) identify, or hire, change leaders whose main roles are to deliver the change, (b) look at the organizational structure, job descriptions, and performance and compensation systems to ensure they are in line with your vision, (c) identify people who are resisting the change, and help them see what's needed, and (d) take action to quickly remove barriers.

At step six, organizations *generate short-term wins*. Organizations plan for visible performance improvements, enable them to happen, and celebrate employees who were involved in the improvements (Daft, 2011). Nothing motivates more than success. A highly visible and successful short-term accomplishment boosts the credibility of the

change process and renews the commitment and enthusiasm of employees (Daft, 2011).

Suggestion for actions can include steps such as (a) look for projects that can be implemented without help from any strong critics of the change, and (b) reward the people who meet the targets.

At stage seven the organization *consolidates the gains and produces more change*. Kotter argues that many change projects fail because victory is declared too early. Until changes sink deeply into an organization's culture, processes that can take time and new approaches are fragile and subject to regression. Suggestion for actions can include steps such as (a) after every win, analyze what went right and what needs improving, (b) set goals to continue building on the momentum the organization has achieved, and (c) keep ideas fresh by bringing in new change agents and leaders for your change coalition.

Stage eight is where the organization *anchors new approaches in the culture*. The transformation is not over until the changes have well-established roots. To make any change stick, it should become part of the core of the organization. Suggestion for actions can include steps such as (a) talk about progress every chance you get, (b) publicly recognize key members of the organization's original change coalition, (c) remember the new and old people and their contributions, and (d) create plans to replace key leaders of change as they move on.

CHAPTER III

RESISTANCE TO CHANGE

Why Does It Occur?

Resistance to change is caused by self-interest, misunderstanding and distrust, and a general intolerance for change (Williams et al., 2008, p. 288). Resistance to change is often cited as a reason for difficulties in implementing and the failure of change initiatives (Erwin & Garman, 2010). For example, Prochaska and Levesque (2001) cite a Deloitte and Touche survey of 400 organizations indicating resistance to change as the number one reason for failures of organizational change initiatives. People resist change out of self-interest, because they fear that change will cost or deprive them of something they value. According to social psychologist Kurt Lewin, change is a function of the forces that promote change and the opposing forces that slow or resist change. When we resist change, or reject a new idea, there is a reason behind our decision. People feel uncomfortable with changes, even with minor ones. Also, there are some frustrations in regarding the changes that are not positively reaching the results. Leaders can help followers deal with their frustration by setting realistic expectations, demonstrating a high degree of patience, and ensuring that followers gain proficiency with the new systems and skills as quickly as possible (Hughes et al., 2012, p. 567). Another reason why changes might receive resistance is grounded on fear of loss.

The Onion Model

Mike Clayton (2011) developed the Onion Model, which offers different layers of resistance to change (see Appendix A). In the meantime, each layer is more resistant than the previous, and transition from one layer to another is a painful process (the author compares the process of overcoming resistance with peeling an onion, when each following layer is more intense and makes people cry).

Minimizing Resistance to Change

A few basic guidelines, according to Lussier and Achua (2013), if followed, can significantly reduce the level of resistance encountered during the change implementation process. From a humanistic point of view, resistance to change has a cognitive, emotional, and behavioral dimension. From a cognitive standpoint, there is a rational calculation that change cannot occur unless the forces driving the need for change are stronger than the forces resisting it. From an emotional point of view, the fear of loss (status, position, job, pay, and so forth) and fear of the unknown causes a lot of frustration and anger. Resistance to change as a behavior focuses on the actions of members opposed to the change. Consequently, strategies for minimizing resistance to change ultimately focus ways of addressing the cognitive, emotional, and behavioral states of organizational members.

Recommendations for Minimizing Resistance

Lussier and Achua (2013) suggest some recommendations to reduce or eliminate resistance to change such as show relentless support and unquestionable commitment to the change process; communicate the need and the urgency for change to everyone; maintain ongoing communication about the progress of change; avoid micromanaging and empower people to implement change; ensure that change efforts are adequately staffed and funded; and anticipate and prepare people for the necessary adjustments that change will trigger, such as career counseling and/or retraining.

CHAPTER VI

THE CFN MUSIC SCHOOL & ARTS CENTER PROJECT

Background

I am the director of Christ for the Nations Music School & Arts Center located in Toronto, Ontario, Canada. The music school was founded in October 2012 and is one of the departments that actively function under the Brazilian Assembly of God church. Its main goal is to teach the church members extending the benefit to their families and friends. The school offers classes on classic piano, keyboard by chords, vocal technique, acoustic/electric guitar, record, drums, bass guitar, saxophone alto and tenor, and music theory, in Portuguese and English languages. The school has a variety of competitors coming from other private music schools and public schools in the neighborhood. As of September, 2014, the school had a number of 25 registered students, and four music teachers.

On October 17, 2014, I proposed a meeting including the teachers, the church senior pastor, and the church Board to analyze the growth of the school along the last two years, as well as to discuss some changes in order to improve the school's number of students, school's income and performance, quality of our services, and school's image in the marketplace. During the meeting, I described the music school's current challenges, which included the need for attention to a better growth plan, quality of our services, finances, its image, and the focus to meet the student's needs. I added that the

organizational development activities would be best conducted in the overall context of short-term period, including the development of new strategies followed by the change implementation. I also mentioned that it would contribute to the school's team if some students could participate in the meetings, which was promptly agreed.

I commented that effective change happens when an organization can approach change with the right attitude, from the right angle, and with the appropriate actionable steps to make it happen. The senior pastor and I described how an overall systematic approach to organizational development would be the most effective approach in addressing to the school's proposed changes. The systematic approach involves basically two components: (a) how our product and service is delivered to our student, and (b) how is our product and service designed.

The main goals for the organizational development and changes that we were seeking included (a) improve the school's number of students, (b) improve the school's financial performance, (c) improve our quality of service, and (d) improve the school's image in the marketplace. On October 29, 2014 in a new meeting, the school's changes and strategies were approved.

Project Work Plan

French and Bell (1998) state that organizational development (OD) refers to any practice that serves to deliberately improve problem solving and renewal processes in organizations (Romme, 2011). Ongoing coaching for change management and learning coaching will be focused on the successful implementation and evaluation of the changes at CFN Music School & Arts Center, resulting in an overall successful organizational

development and change effort. Learning will be identified, documented and shared on an ongoing basis during the project through two ways: (a) weekly, half-hour meeting sessions with Board and the teachers for approximately three months; and (b) bi-weekly, half-hour coaching sessions with each teacher for three months.

Approximate Time to Completely Implement the Project

We decided to implement the changes in two terms: short-term period or three months, and long-term period or six to twelve months starting on November 2014. However, the long-term health of the music school depends on how well the steps are fully integrated and utilized on a regular basis throughout the music school during the short-term period. Complete change often involves changing the culture of the organization, which realistically, can take more than a year. The overall organizational development activities in this project will occur during a three-month period, including the period of coaching.

Roles and Responsibilities

Roles and responsibilities were established. For the music school director's roles and responsibilities (see Appendix B); and for the Church Board, Senior Pastor and Teachers' roles and responsibilities (see Appendix C).

Change Management in Action

Daft (2011) states that “effective leaders use elements such storytelling, metaphor, humor, symbolism, and a personal touch to reach people on an emotional level and sell them on proposed changes” (p.479). Implementation techniques that were used to smooth the change process at CFN Music School & Arts Center are: communication, training, participation, and involvement. We also focused on the framework of Positive Change as an illustration for the changes.

For the project execution at CFN Music School & Arts Center, we are applying the Lewin’s three-stage of change mixed to Kotter’s eight-stage change process into one comprehensive model of Change Implementation Process (see Appendix D) suggested by Lussier and Achua (2013). The first Lewin’s stage-unfreezing, combined to Kotter’s establishing sense of urgency. As music school director, I identified potential threats, and developed scenarios showing what could happen in the future if nothing was done to implement the changes. I examined opportunities that should be, or could be, exploited. As a team, we reviewed school’s information, i.e. history, school’s background, and our products and services. I started honest discussions, and gave dynamic and convincing reasons to get people talking and thinking about the situation. I also invited some students and parents to hear their view point about the school as well as to participate in the process of the new strategies and changes to be implemented in our music school.

The second Lewin’s stage-changing, combined to Kotter’s forming a powerful guiding coalition. This step had the high priority convincing the participants that the changes were necessary. Aware that managing change was not enough, I had to lead it. Higgs and Rowland (2011) declare that “there is clear and growing evidence that the role

of leaders in the change process does affect significantly the success of change” (p.311). I promoted various informal conversations with the team as well as to the key people elected by the Board to represent the church. Everyone performs better when they take charge of change (Kouzes & Posner, 2007). So it is important to analyze if the participants can realistically take part in the project and make it happen.

The second Lewin’s stage, combined to Kotter’s developing a compelling vision. We created a vision that states: *“Christ for the Nations Music School & Arts Center will be, in the next 12-24 months, highly regarded as an extraordinary place of musical learning for all ages, becoming one of the town’s leading school that teaches contemporary music.”* In an environment of creative thinking, diverse musical perspectives, entrepreneurial spirit, and social engagement, musicians and artistic creators will learn to define the musical opportunities of the future. Attracting diverse and talented students passionate about careers in music, we will offer a relevant and distinctive curriculum in musical instrument.

The second Lewin’s stage, combined to Kotter’s communicating the vision widely. We started communicating the vision openly and honestly addressing to the participants’ concerns and anxieties. According to Daft (2011) transformation is impossible unless a majority of people in the organization are involved and willing to help, often to the point of making personal sacrifices. As an extension of the vision and the implementation process, I prepared a Registration Form (see Appendix E) to register the new students. I formulated a promotional campaign called “The school that plays your feelings” (see Appendix F) in order to bring new students. I also created a business card (see Appendix G) to start networking. I established financial and administrative

controls (see Appendix H). I created English and Portuguese flyers (see Appendix I and J) that are helping to spread the music school in the neighborhood and in the other Brazilian churches located in Toronto as well. Kotter (2008) states that “successes that come quickly, as long as they are unambiguous and visible, demonstrate that a vision of the future has credibility” (p.158).

Second Lewin’s stage, combined to Kotter’s empowering employees to act on the vision. Kotter (1996) declares that “irrational and political resistance to change never fully dissipates. Even if you are successful in the early stages of a transformation...But instead of changing or leaving, they will often sit there waiting for an opportunity to make a comeback” (p.132-133). So in order to create optimum working conditions, I delegated power of decision to each teacher giving them the freedom to make decisions that can solve problems quickly without waiting for my supervision.

Second Lewin’s stage, combined to Kotter’s generating short-term wins. Nothing motivates more than success. I am responsible for ensuring that the church Board and the teachers are aware of and fulfill their governance responsibilities, conducting the project effectively and efficiently. The teachers are accountable for their performance. So each change accomplished successfully is commemorated as a final victory, in mind that the “battle” has not ended yet. The school that plays your feelings’ campaign will recognize and reward people for making the changes happen.

Second Lewin’s stage, combined to Kotter’s consolidating gains, creating greater change. Each success provided an opportunity to build on what went right and help us to identify what went wrong and find the ways to improve. Some goals were realigned such as the initial number of new students that the school would seek from seven to four per

month. I have used my courage and perseverance to give my team the energy and power to take on more difficult issues. I am creating an environment where all participants can feel free to come out and express their ideas. I listen to them and make them feel that they are part of the school's future success.

Lewin's third stage-refreezing, combined to Kotter's institutionalizing changes in the organizational culture. As the changes have been step-by-step implanted, I have made continuous efforts to ensure that the changes are seen in every aspect of the school and for all the participants and students that are working in these implementation process. I also represent the music school to the media and to the community which according to my Roles and Responsibilities, as the music school director; the duties have helped me to approximate the school to the marketplace. Also, I will recognize every single success accomplished versus the person who made it happen in order to get the best results from these changes. As a team, we consider that the communication, training, participation, and involvement are the key factors to the music school success.

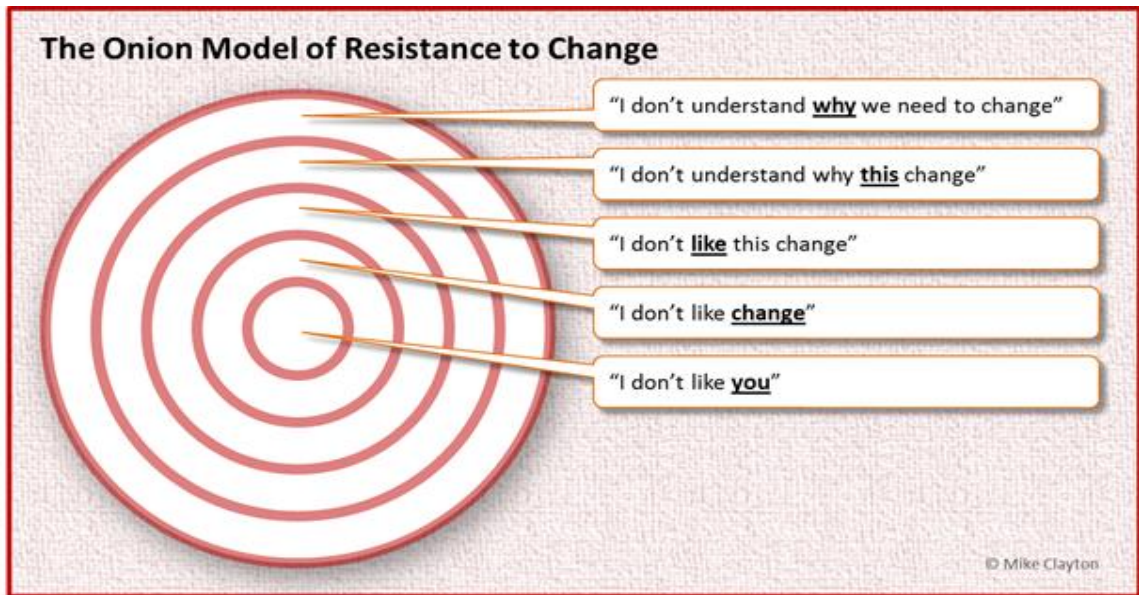
CHAPTER V

CONCLUSION

The implementation of the changes at CFN Music School & Arts Center after November 2014 are a working in progress which we expect to get real results starting in December 2014. Throughout the change process, motivation is the force that fuels the transformation, so it is crucial to employ techniques that keep people motivated. The Lewin's theory of planned change mixed to Kotter's eight-stage implementation change are essential tools for transformation from one stage to a future desired stage as they keep all parties motivated and gives them a clear picture of future stage. The process between the "unfreezing" and "moving or changing" stages, which are the main period for transformation and change, is the most risky period for the music school because we have to consolidate every single stage before moving to the next stage. It is critical that all parties clearly understand how these changes will impact the school and most importantly, how they will engage and educate today's music students. I am sure that the vision aligned to the change implementation process by (Lussier & Achua, 2013), plus "The School that Plays Your Feelings" campaign will contribute to reach the goals successfully.

APPENDIX A

THE ONION MODEL BY MIKE CLAYTON



Source: <http://handlingresistance.wordpress.com/2011/09/14/creating-the-onion-model/>

APPENDIX B

DIRECTOR-ROLES AND RESPONSIBILITIES

In the position of Music School Director, Mr. Santos roles and responsibilities include:

1. Research and coordinate weekly instruction and activities;
2. Write and prepare advertisements;
3. Meet with teachers and instructors;
4. Review schools finances, i.e., accounting and bookkeeping;
5. Prepare school curriculum and prepare schedule of events for following week, month and year;
6. Meet with Church's head pastor and review schools progress and goals;
7. Read and respond to emails and telephone messages;
8. Review students admission applications;
9. Take part in book studies and research materials;
10. Travel to different venues to obtain musical instruments and supplies;
11. Travel to churches to promote the school;
12. Ordering musical supplies when necessary;
13. May interview new students and meet with student's parents; During this period may travel to different churches to promote school;
14. Research religious material, i.e., read bible, in relation to music instruction;
15. Prepare school musical curriculum and coordinate activities with instructors and teachers;
16. Meet with parents and students;
17. Conduct inventory on school supplies, i.e., books, musical instruments, etc., and order them as needed;
18. Teaching musicians;
19. Translate materials, i.e., music and religious text from English to Portuguese and from Portuguese to English, as necessary;
20. Coordinating and preparing the musicians while students to sing and play in the church;
21. Responsible for leading rehearsals of choir and musical bands (as soon as it started);
22. In addition, during any given time Mr. Santos will be required to attend religious and/or musical conferences to interact with his peers and obtain the latest materials;
23. Coordinate and implement the new strategy and changes.

APPENDIX C

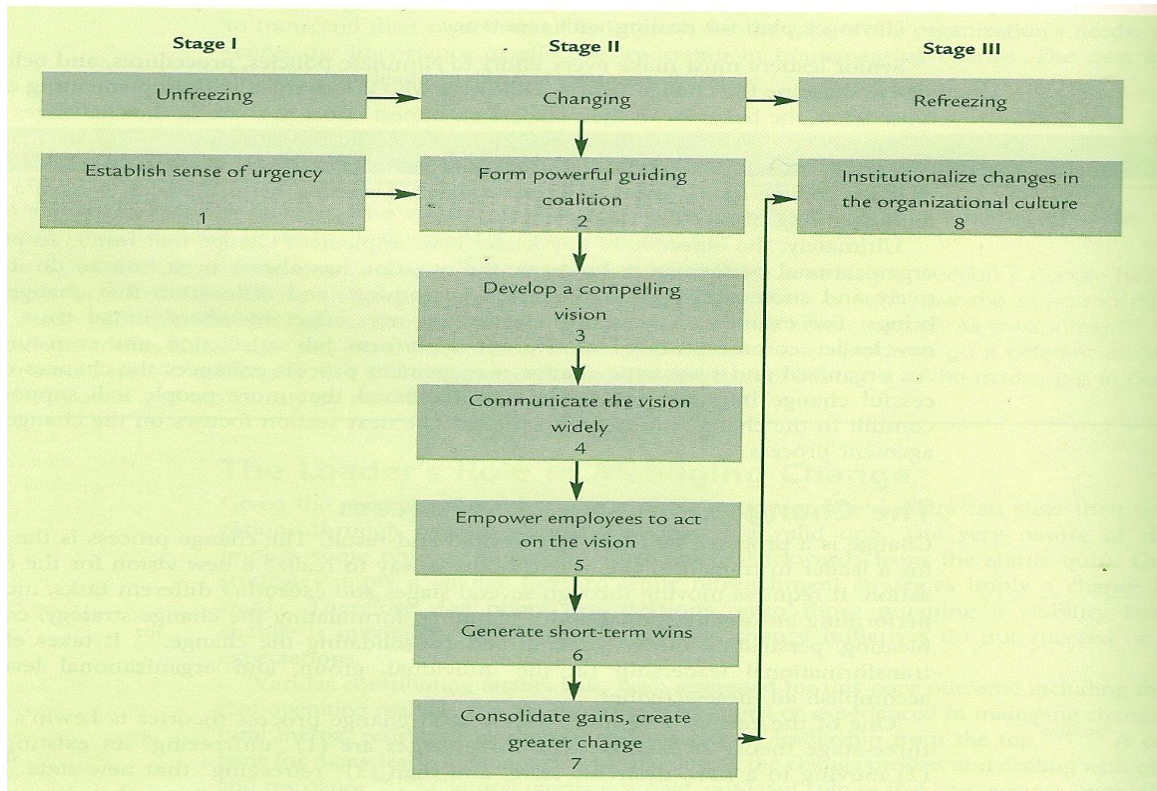
TEAM-ROLES AND RESPONSIBILITIES

As “team building”, the senior pastor, church board, and teacher’s roles and responsibilities include:

1. Provide prompt response to the music school director communication.
2. Provide adequate church information to the director for a better understanding the church and its expectations in regarding the church member’s students.
3. Finish church assessment as needed to the director.
4. Board and teachers participate in weekly half-hour coaching sessions for 3 months.
5. Promptly finish actions as necessary between meetings, including preparation for upcoming meetings and actions identified from the meetings.
6. Board develops a plan to oversee the changes and strategies, including review of status of activities and written reports from music school director.
7. Regularly reflect, document and share learning from the project with the music school director.
8. Give full support for the organizational development and change towards the music school new strategies.

APPENDIX D

CHANGE IMPLEMENTATION PROCESS



Source: Lussier and Achua (2013, p. 414).

APPENDIX E

REGISTRATION FORM



REGISTRATION FORM – Date: ___/___/___.

Name:.....

Address:.....

City:....., ON - Postal Code:.....

Phone: (H):.....(Cell):.....

Date of Birth (dd/mm/yy):.....

e-mail:.....

Instrument: () Classic Piano () Keyboard by chords () Vocal Technique () Drums

() Guitar () Saxophone () Trumpet () Bass () Recorder () Music Theory ()

Registration Fee: \$25.00

Church member: _____

Private Classes: () classes)

Student's signature

Teacher's signature

APPENDIX F

INFORMATION FORM

Christ for the Nations Music School & Arts Center

“The School that Plays your Feelings”

Information Needed Form:

>>> Registration Fee for FREE<<<

I HAVE INTEREST IN:

- Piano Vocal Keyboard by chords
- Drums Electronic Guitar Saxophone Bass Recorder
- Vocal for group Acoustic Guitar Music Theory
- Other

Name:.....

e-mail:.....

Phone: (H):.....(Cell):.....

Christ For the nations Music & Arts Center
75 Colville Rd. Toronto, ON M6M 2Y2
(647) 784-1992 Cell. Prof. Osvaldo Junior
Email: osvaldossjunior@hotmail.com
(416) 531-8111 School/Church

APPENDIX G

BUSINESS CARD

Oswaldo S. Santos, Jr.

**CFN Music School Director &
Professor**

Cell: 647-784-1992

E-mail: osvaldossjunior@hotmail.com

APPENDIX H

ADMINISTRATIVE CONTROL

Christ For the Nations Music & Arts Center

75 Colville Rd. Toronto, ON M6M 2Y2

(647) 784-1992 Cell. Prof. Osvaldo Junior

Email: osvaldossjunior@hotmail.com

(416) 531-8111 School/Church

Please, bring next week/class the amount of: CA\$ _____

In regarding of:

Classes' payment: ()

Book payment: () Other: () _____

Thanks so much for having you studying with us!!!!

APPENDIX I

FLYER IN ENGLISH



CHRIST FOR THE NATIONS
MUSIC & ARTS CENTER

Director Prof. Osvaldo Junior
(647) 784-1992

Available Classes

Classic Piano - Keyboard by Chords
Vocal Technique
Acoustic/Electric Guitar
Drums - Bass Guitar
Saxophone Alto/Tenor
Trumpet - Flute
Music Theory
And a lot more...

 **75 Colville Road, Toronto**
Ontario, M6M-2Y2 Canada
Tel: +1 (416) 531-8111

www.cfnCanada.org



APPENDIX J

FLYER IN PORTUGUESE



CHRIST FOR THE NATIONS
MUSIC & ARTS CENTER

Direção Prof. Osvaldo Junior
(647) 784-1992

Cursos Disponíveis

- Piano Clássico - Teclado por Cifras
- Canto Individual ou Grupo
- Violão - Guitarra
- Bateria - Baixo
- Saxofone Alto & Tenor
- Trompete - Flauta
- Teoria Musical
- e muito mais...

 **75 Colville Road, Toronto**
Ontario, M6M-2Y2 Canada
Tel: +1 (416) 531-8111

www.cfnccanada.org



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