

Andrews University

School of Education

COMPETENCY 3D – IMPLEMENTING CHANGE

A Reflection Paper

Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

by

Oswaldo Santos

November 2016

TABLE OF CONTENTS

Chapter

1. INTRODUCTION	1
The nature of organizational development and change.....	2
Defining competency 3D.....	2
Why change occurs	3
Resistance to change	4
Minimizing the resistance to change.....	5
Recommendations for Minimizing Resistance.....	6
2. CHANGE MANAGEMENT STEPS.....	7
The Need for Change	7
The Change Process	8
The Lewin’s Change Model	9
Kotter’s Eight-Stage Change Process	11
3. CHANGE MANAGEMENT IN ACTION	14
My background.....	14
Frameworks for change.....	15
What does the change mean to me?.....	19
Awareness of my weaknesses.....	19
Recognizing chances to do different.....	19
Promoting new action-oriented goals	20
What artifacts have I generated?.....	21
What are the implications?	25
What are the challenges going forward?.....	26
What future opportunities am I going to pursue?	26
4. CONCLUSION.....	28
APPENDIX A.....	30
REFERENCE LIST	31

CHAPTER I

INTRODUCTION

As long as I could remember, I always have some involvement with different kinds of changes. As a teenager, I remember moving from a small hometown to study in a Christian College located in Sao Paulo, Brazil, one of the world's biggest cities. As a youth-adult, I faced changes when I got married, followed by my first, my business career, and solo pianist. As an adult, between 1998 and 2002, working as a CEO for a car dealership, I could see Brazil's most profound financial and economic depression. During the crisis and looking for new opportunities for my professional and personal lives, in September 2002, I decided to move to North America. I have lived for ten years in the US, and I have lived in Canada for four years. Leaving Brazil and adding experiences of living in two different countries, the US and Canada, I can say that I have had the opportunity to learn and grow as a person and a professional.

This paper explores some of my experiences implementing changes as a professional and their leadership role. Through this process, I define this competency and review significant organizational development themes and change (OD&C), including reviewing issues related to them. I also discuss the required techniques for implementing change, which includes examples and theories illustrating how the theory of organizational development and change management can contribute to an organization in

differing stages of transformation. The paper also highlights a change project done in a music school.

The nature of organizational development and change

A fundamental fact of business life is that an organization either changes or withers away (Magin, 2005). Since no business starts to fail, leaders of change must understand the dynamics of this inevitable reality. The good news is that, though change is complex, there are principles that characterize this experience. When followed, these principles yield strategies achieving goals and objectives where progressive excellence is attained and sustained. Everyone experiences change. We either initiate or respond to what happens to us in our personal as well as professional lives. These realities provide the context for essential theories of change that are well known and recognized for their effectiveness towards companies that, in the end, make the difference between an organization's life or death in the market.

Change is one of the features that characterize contemporary organizations (Choi & Ruona, 2011). In today's turbulent environment, where change is a fact of life, organizations must continuously manage unversed situations to survive and stay competitive in the marketplace. Generally, change is how individuals discuss a time in which something seems to end up or transform into something else, where something else is viewed accordingly or result (Ford & Ford, 1994).

Defining competency 3D

Competency 3D, Implementing change, is defined as the process where "leadership involves working with others to collaboratively shape the vision and strategy

for change, as well as being capable for facilitating the change process” (University, 2009, p. 37). The decisive objective is to establish a new direction that involves an efficient strategy to facilitate the achievement of organizational goals. I have used this competency to improve my leadership as a whole.

When we start a dialogue on implementing changes in an organization, we also suggest some organizational development because there is no reason to change if not to have a better organization. In an earlier (maybe use previous?) investigation about organization development (OD), Beckhard (1969) characterized OD as a planned effort, organization-wide, and oversaw from top to bottom, to expand the company viability and wellbeing through arranged intercessions in the organization’s procedures, utilizing behavioral-science information.

Cummings and Worley (2005) bring a new approach to defining organizational development as a framework broad application and exchange of behavioral science information to the arranged advancement, change, and fortification of the methodologies and procedures that lead to organizational effectiveness. Recently, Karp and Thomas (2009) simply defined organizational change as an adjustment in an organization’s arrangement with its outside environment.

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, persistent, or discontinuous, contingent upon whether change forces are more grounded or weaker than resistance forces.

Williams et al. (2008) present the five-stage process of organizational decrease that starts when organizations do not perceive the necessity for change. The blinded and first stage is when the managers do not recognize the changes that can threaten their survival. In the second stage, the inaction, it seems that they are aware of the changes; however, the administration does not act, trusting that the issues will amend themselves. In the third and faulty action stage, the cost-cutting and efficiency are the concentration instead of confronting up to necessary changes expected to safeguard survival. In the fourth stage, the crisis, failure, and disappointment are possible unless significant redesign happens. In the fifth and final stage, the dissolution stage, the organizations are broken down through bankruptcy proceedings by offering resources for pay banks or closing stores, workplaces, and offices.

Finally, since decrease is reversible at each of the initial four stages, not all organizations in decay reach their final dissolution (Williams et al., 2008, p. 287). If organizations perceive the need to change sufficiently early, the disintegration might put aside. For instance, after almost ten years in decay, GM has cut costs, settled its piece of the pie, and has had a few straight years of little benefits (Williams et al., 2008).

Resistance to change

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 one motive for the difficulties in implementing the proposed changes, and the disappointment of change initiatives (Erwin & Garman, 2010). For example, Prochaska and Levesque (2001) cite a Deloitte and Touche overview of 400 organizations

demonstrating resistance to change as the primary explanation behind hierarchical change activities' disappointments. Individuals oppose the change out of self-intrigue since they expect that it will cost at the same time that it will deny something they honor.

As indicated by social psychologist Kurt Lewin, change is an element of the powers that advance change, and the restricting strengths that moderate or oppose change. When we resist change or reject another idea, there is an explanation for our choice that can be related to personal or professional challenges, or both. Individuals feel uncomfortable with changes, even with minor ones.

Minimizing the 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 perspective, the resistance to change has a psychological, passionate, and behavioral dimension. From a cognitive standpoint, there is a discerning count that change cannot happen unless the powers driving the requirements for change are stronger than those opposing 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 ton of disappointment and outrage. Resistance to change as conduct concentrates on the actions of individuals opposed to the change. Thus, strategies for minimizing resistance to change ultimately focus on methods for tending the cognitive, emotional, and behavioral states of organizational members. On this hand, 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, Ginnett, & Curphy, 2012, p. 567).

Recommendations for Minimizing Resistance

Lussier and Achua (2013) suggest some recommendations to reduce or eliminate resistance to change. They are a. Commitment and support towards the change process, b. Communicate the need and the urgency for change to everyone, c. Communication about the progress of change, d. Avoid micromanaging and empower people to implement change, e. Ensure that change efforts are adequately staffed and funded, and f. Anticipate and prepare people for the necessary adjustments that change will trigger, such as career counseling and retraining. It is not ensured that the resistances will disappear, but we can minimize the resistance to changes when all these steps work together.

CHAPTER II

CHANGE MANAGEMENT STEPS

The Need for Change

Rapid evolution in the business world and the marketplace are alleged that the way people develop businesses today will dramatically differ in the future. Perceptual changes such as technological, globalization, environmental, digital era, demographic change, among others, are causing fundamental transformations that are provoking a dramatic impact on organizations. Moreover, they are displaying new opportunities and dangers for leadership.

According to Lussier and Achua (2013), a critical first step in overseeing change is recognizing and breaking down the requirement for change before setting out any execution plan (p. 411). Break down the external and internal organizational surroundings, and search for answers regarding why change is fundamental. As an outer environment, we can highlight modifications described by fast technological development and changes, a worldwide economy, market prerequisites, intensely local and global competition, expanded speed in innovations, and abbreviated item life cycles. Inside, the requirement for change can be characterized by a steady pattern of weak execution in an organization requiring an alteration in leadership, worker positions, or strategies.

Lussier and Achua (2013) express that numerous organization will concur that genuine change does not begin to happen until the organization encounters some outer risk or imminent threat of critical of significant loss because of an inside shortcoming. Maurer (2009) surveyed 227 companies and conservatively reported that 68% were involved or impacted by considerable change several times a year...40% of significant 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).

The Change Process

Change management is a “process that leads to the desired end-result” (Lussier & Achua, 2013, p. 413). Rapid environmental changes are causing fundamental transformations that dramatically impact organizations and present new opportunities and threats for leadership. Lussier and Achua (2013) observed that a critical initial phase in overseeing change is recognizing and analyzing the change requirement before leaving on any implementation plan. The organization should examine the internal and outer organizational situations and search for answers as to why evolution is vital. For example, the outside environment may include quick technological improvement, local and worldwide rivalry, and increased speed in new advancements that can consist of new technologies or marketplaces. The internal climate may incorporate changes in the organization’s strategy or plan.

As indicated by Williams et al. (2008), change is an element of the relation between forces that occur inside and outside organizations. Change is vital because it is the survival strategy, and without adjusting to external powers of progress, organizations

may wind up falling behind being developed. Organizations make changes to adapt, align the company with a pool of needs, and growth. Changes serve as the organizations' ultimate purpose, which is survival.

Although organizational goals, vision, plans, and change are often a cooperative effort between the leader and followers, they are the leader's primary responsibility. Moreover, when leading a major change project, leaders need to recognize that the change process goes through stages where each stage is essential, and each may require a significant amount of time. Leaders, as suggested by Daft (2011), are "responsible for guiding employees and the organization through the change process" (p. 463). Leaders should have the skills to promote and implement organizational changes. Hughes et al. (2012) state that leadership skills are essentially a new vision for the organization helping coach followers on how to do things differently and overcoming resistance.

The Lewin's Change Model

Organizational development is a planned change in the corporate 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 organization's developmental process reveals clear indications that this model remains a useful analytical lens through which organizations can transform into more effective entities (Medley & Akan, 2008). Lewin's model has provided two principle ideas: The first principle portrays that what is happening any time of time is a resultant in a field of opposing or restricting forces, i.e., production level at a specific purpose of time is the consequent harmony of a few powers pushing towards more elevated amounts of

creativity and different abilities moving towards bringing down levels of production. The production levels tend to stay at an equal level as the field of forces remains consistent.

The second principle is the change itself. Lewin has described it in a three-stage process. Lewin's three-stage are (a) unfreezing the old behavior, (b) moving to a new level of conduct, and (c) refreezing the action at the new standard. 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 the change to believe that change is needed" (p. 288). 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. Leaders implement new methodologies by giving data that backings proposed changes and providing assets and preparing to realize real moves in conduct, bringing about better approaches to get things done (Cummings & Worley, 2005). 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. Organizations, leaders, and managers lock in new approaches by actualizing assessment frameworks that track expected practices, by making reward frameworks that fortify regular practices and

guarantee that contracting and advancement frameworks bolster the new demands. This progression balances out the association with another condition of balance (Cummings & Worley, 2005). Williams et al. (2008) state that the refreezing stage supports and reinforces the new changes so they “stick.”

Kotter’s Eight-Stage Change Process

Dr. John P. Kotter has contributed to the leadership area through his 30 years of research and has demonstrated that 70% of all significant organizational endeavors come up short. As per Kotter, they fall flat since associations frequently don’t adopt the comprehensive strategy required to change. Whether the organizations are thinking about a little change to maybe a couple of forms or a broad framework change to an organization, it is regular to feel uneasy and threatened by the challenge's size. As an aftereffect of his exploration, Kotter has presented the eight-stage process of implementing change effectively. Organizations can keep away from failure and be proficient at change.

Dr. Kotter has demonstrated over his years of research that taking the eight-stage process for executing change will help organizations prevail in an always ever-changing world (Kotter, 2012). According to John P. Kotter (2012), the eight-stage process suggests steps to impact smooth move (maybe use instead: progress or change?) starting with one state then onto the next: 1. Stage one: build up a feeling of urgency; 2. Stage two: creating the guiding coalition; 3. Stage three: building up a vision and strategy; 4. Stage four: imparting the vision and strategy; 5. Stage five: empowering broad-based

action; 6. Stage six: producing short-term wins; 7. Stage seven: solidifying gains and delivering more change; and 8. Stage eight: anchoring new methodologies in the culture.

At stage one, organizations build up a feeling of urgency that change is indeed required. This stage builds up a sense of urgency around the needs for change.

Organizations ought to open genuine and persuasive dialogue about what is going on in the marketplace and their competition. John P. Kotter (1996) recommends that for change to be significant, 75% of an organization's management requests "get tied up with" the change.

Stage two involves creating a guiding coalition with enough energy to control the change procedure. Persuade individuals that change is essential. To lead change, organizations need to unite a team or group of compelling individuals whose power originates from an assortment of sources, including job title, status, ability, and political significance. Stage three requires building up a vision and strategy. Effective change lays in a photograph (or a picture) of the future that is generally simple to convey and speaks to customers, stockholders, and employees. A vision illuminates the heading in which the organization needs to move (John P. Kotter, 1996). In stage four, the organizations, leaders, and managers utilize each conceivable method to impart the vision and strategy. Daft (2011) says that "they must communicate about the change at least ten times more than they think necessary" (p. 464). Stage five involves empowering broad-based action. This implies disposing of obstructions to change, requiring reexamining systems, structures, or procedures that frustrate or undermine the change exertion.

At step six, organizations producing short-term wins. Organizations anticipate visible execution changes, empower them to happen, and commend workers in the

enhancements (Daft, 2011). Nothing inspires more than achievement. An exceedingly evident and successful short-term result supports the change procedure's believability and recharges employees' dedication and eagerness (Daft, 2011). At stage seven, the organization solidifies the gains and creates more change. Kotter contends that numerous change ventures come up short since triumph is announced too soon. Until changes sink profoundly into an organization's way of life, procedures can take time, and new strategies are delicate and subject to relapse.

The final stage is where the organization anchors new methodologies in the culture. The change is not over until the progressions have well-established roots. To roll out any advance stick, it ought to end up part of the organization's center.

CHAPTER III

CHANGE MANAGEMENT IN ACTION

My background

Over the years, I have had the opportunity to work in various areas such as vice-president for commercial banks and entrepreneurs in Brazil, musician and assistant pastor for a Brazilian church in New York, and as music school director and teacher in the US and Canada. Through these experiences, I have confronted circumstances where, at a particular moment, using my leadership status and vision, I had/have to take actions to promote and implement changes.

I am working as the director of Christ for the Nations Music School & Arts Center in Toronto, Ontario, Canada. The music school was founded in October 2012 and is one of the departments that actively functions under the Brazilian Assembly of God church. The school offers classes on classical piano, piano by chords, vocal technique, acoustic and electric guitar, flute, drums, bass guitar, saxophone alto and tenor, and music theory, in both Portuguese and English languages.

A few months ago, I proposed a meeting with the church committee to implement changes 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, including the need for attention to a

better growth plan, quality of our services, finances, 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 the short-term period, which includes new strategies, followed by the change implementation. I also proposed that some students participate in the meetings, and the church committee agreed with these actions.

The primary 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.

Frameworks for change

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). Among the techniques that we used to smoothly implement the change process at CFN Music School & Arts Center were: a. Communication, b. Training, c. Participation, and d. Involvement. For the project execution at CFN Music School & Arts Center, we applied Lewin's three-stage of change mixed with Kotter's eight-stage change process into one comprehensive model of Change Implementation Process (see Appendix A) as suggested by Lussier and Achua (2013).

The first Lewin's stage-unfreezing, combined with Kotter's establishing a sense of urgency. As a music school director, I identified potential pressures and developed scenarios that 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 the

school's information, i.e., history, school's background, and our products and services. I started honest discussions and gave powerful and convincing reasons to talk and think about the situation. I also invited some students and parents to hear their views about the school and participate in the new strategies and changes to be implemented in our music school.

The second Lewin's stage-changing, combined with Kotter's forming a powerful guiding coalition. This step had the high priority of 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 leader's role through the process of change does affect the success of change significantly" (p. 311). I promoted various informal conversations with the team and the board's key people to represent the church, almost like a rule through the process of change when we say that "everyone accomplishes better results when they take charge of change" (Kouzes & Posner, 2007). It is vital to analyze if the participants can realistically participate in the project and make it happen.

The second Lewin's stage, combined with 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, various musical viewpoints, entrepreneurial spirit, and social engagement, artists and masterful makers will figure out how to characterize the musical chances without bounds. Attracting

diverse and talented students passionate about music careers will offer a relevant and distinctive curriculum in a musical instrument.

The second Lewin's stage, combined with Kotter's communicating the vision widely. We started talking about the vision openly and honestly addressing the participants' concerns and anxieties. According to Daft (2011), change is inconceivable unless we find people willing to help and include the majority of individuals in the organization to the point of making individual sacrifices.

As an extension of the vision and the implementation process, I prepared a Registration Form to register new students. I formulated a promotional campaign called "The school that plays your feelings" to bring new students. I also created a business card to start networking. I established financial and administrative controls. I made English and Portuguese flyers that helped spread the music school in the neighborhood and the other Brazilian churches in Toronto. John P. 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).

The Second Lewin's stage, combined with Kotter's empowering employees to act on the vision. John P. 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). To create optimum working conditions, I delegated the power of decision to each teacher, giving the autonomy to make decisions that can solve problems quickly without waiting for my supervision.

By using Lewin's Second stage and combining with Kotter's generating short-term wins. Nothing motivates more than success. I am responsible for ensuring that the church Board and the teachers know and fulfill their governance responsibilities, conducting the project effectively and efficiently. The teachers are accountable for their performance. So, each change accomplished 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 with Kotter's consolidating gains, creating a more significant change. Each success provided an opportunity to build on what went right and identify what went wrong and find ways to improve. Some goals were realigned, such as the initial number of new students that the school would seek. I have used my courage and perseverance to give my team the energy and power to take on more complicated issues. I am creating an environment where all participants can feel free to come out and express their ideas. I listened to them and made them comfortable with the feeling that they are part of the school's future success.

Lewin's third stage-refreezing, combined with Kotter's institutionalizing changes in the organizational culture. As the changes have been implemented step-by-step, I have made continuous efforts to ensure that the changes are seen in each aspect of the school and for all the participants and students working in these implementation processes. I also represent the music school to the media and the community that, according to my Roles and Responsibilities, the duties have helped me link the school to the marketplace as the music school director. Also, I will recognize every single success accomplished versus the person who made it happen 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.

What does the change mean to me?

Change means (a) awareness of my weaknesses, (b) recognizing chances to do different, and (c) promoting new actions goals oriented.

Awareness of my weaknesses

Bennis, Sample, and Asghar (2015, p. 33) affirm that “good leaders begin by managing themselves, being aware of their motivations and values, skills, and limits.” In other words, regardless of my strengths, I have to be aware of my weakness and that eventually, I will have to overcome difficulties and failures in my journey as a leader. Recognizing that I have disadvantages is crucial because I can focus on my strengths and deliver the tasks that require more effort to be completed in those designed tasks. For this reason, I have to have an awareness of my weakness and find ways to deal with.

Recognizing chances to do different

In my experience as a leader, I also have to acknowledge opportunities to do things differently. I have found situations where the only chance for companies to stay alive, proceed, and go forward is to promote and implement change. As former CEO of Montalve in Brazil, I helped the company re-engineer towards its total restructure. In the end, we all could see the right results.

More recently, in my project for the CFN Music School, I used my skills and abilities to encourage the change-making using the Lewin's three-stage of change mixed with Kotter's eight-stage change process into one comprehensive model of Change Implementation Process, as well explained above on the topic: Framework for change. Those stages are seen as moments of transformation such as bad to good, and from unwanted to wanted. Furthermore, despite all stages, I have to concur that "the ability to move others in new directions is not solely a practical concern: it is a piece of our inner drive to matter, to be of value and significance" affirm (Bennis et al., 2015, p. 12).

Promoting new action-oriented goals

Bennis et al. (2015, p. 6) declare that "not every great person is a leader, and not every leader is a great person. Talent, skill, intelligence, or merit is not enough. To any mysterious, we must add the capacity to overcome failure which is foundational to leadership." We could say that sometimes failure is the opposite of good leadership, and the history itself, along the years, has encountered many leaders that, even with their losses, were documented as a good leader. Their leadership was treasured, i.e., Abraham Lincoln and Lee Iacocca, only to name a few. In my experience as a leader, to sponsor real progress, we need action-oriented goals. That according to Stein and Book (2011, pp. 79-80), they have to be "specific, manageable steps that lead to the desired result which should always be stated in positive terms-rewards, not denials."

Every conversation I have with people, all topics that I read, everything I write, and every course I enroll in presents an opportunity to recalibrate my personal and professional thinking about managing changes. Also, thinking about the future, I have to

be aware that “a single, centralized strategy and operating model will no longer be adequate for multinational organizations” (Vielmetter & Sell, 2014, p. 13). Something else needs to be done so the organization can grow solid and be prepared to face moments of uncertainty.

In the end, the leader must be fluent in both simplicity and complexity. In day-to-day business, he or she will use the latter to make the most critical decisions and the former to communicate them to those he or she leads” (Bennis et al., 2015, p. 21). In doing that, the business will promote changes.

What artifacts have I generated?

To grow more in my experience as a change agent, thinking, and action, I have developed, worked, and executed several projects. I represented these projects by artifacts. Many of them were achieved through different roles I was assigned. They are 1. as a musician, teacher, and music school director in two different countries, 2. projects related to my academic and professional experiences in Brazil, and 3. as a student in two different universities in the US and Canada. A brief description follows of how each of these projects influenced my strengths in implementing change.

(A) I took a Specialization in Finance degree. Among the many classes taken, one of them discussed “administration and organization.” Subjects learned: 1. The institution, and the creativity, 2. The concept of the organization, 3. The organization vs. market view, 4. Revenue source, and cost accounts, 5. The idea of efficiency and effectiveness, 6. Organization x administration, 7. The functions of the administration, 8. Levels and structure of the organization, 9. Management activity, 10. The systemic view:

contingencies, 11. Measures of managerial efficiency, and 12. The skills that make an effective manager.

I also took the financial planning class. Through this class, I learned topics such as 1. budgetary system, 2. financial planning, 3. analysis of the company's current situation, 4. competition analysis, 5. tactical plan, 6. policy of action, and 7. action plan.

See the following artifact(s): SPEI/ISPG: scholar report, certificate, and transcript.

(B) I took an MBA Executive. This course was offered to improve the leader's and the manager's knowledge and skills. Among the many classes taken, one of them discussed "approaching and solving problems." Through this class, I could learn topics such as 1. logical and systemic approach to problems, 2. definition of the problem, 3. specification of objectives, 4. methodological procedures, 5. execution and evaluation, and 6. planning and results.

The second class that also helped me to improve my knowledge of change was "business strategy." This class helped to learn on the following topics: 1. business planning and strategic planning, 2. dimensions of strategic planning, 3. stages of formulating a strategic plan, 4. environmental analysis for strategic planning, 5. strategies for the next decade, and 6. competitive strategy, the strategic plan and the financial objectives of the organization.

See the following artifact(s): SPEI/ISPG: scholar report, certificate, and transcript. I worked for Citibank in Brazil. I was the south region vice-president for the bank, where I lead 11 branches. As MIS (Management Information System), I developed and implemented a system that helped the bank segment its potential customers. This

program was called: Distribution strategy. I also prepared and presented a report, including suggestions for implementing changes in the Citibank South region branches.

See the following artifact(s): 1. Citibank's newsletter, 2. copy of my presentation, and 3. Management control reports/folder by branches

(C) As CEO for Montalve Monte Alegre Veiculos, a Volkswagen car dealership located in Telemaco Borba, Parana, Brazil, I was not only assigned to promote a re-engineering for the company but to be the best car dealership in the state. I assumed full responsibility for redesigning the organization as well as to elaborate on a growth plan. Included in this strategy, I also prepared and conducted many meetings with the staff and the employees.

See the following artifact(s): 1. Letter to Citizenship and Immigration Canada describing my duties as President of the company, 2. Management control reports by departments (new and used vehicles, parts and services, and 3. Copy of many meetings and reports illustrating the strategy.

(D) I took the class LEAD 756: Advanced Studies in Organizational Development and Change at Andrews University. This course improved my knowledge of how to develop a mindset about organization development and change. I examined the concepts and techniques of organization development (OD) and the management of organizational change (OC). I learned that based on behavioral science knowledge and methods, OD interventions facilitate actions towards planned organizational change and renewal. This class's main purpose was to understand OD, OC, and the ways of evolving needs and their applicability in successful organizations. This class's primary goal was to improve

my knowledge of reaching the organization's effectiveness, identifying and applying the following steps: why? Where? How? and when? To think and implement the processes of organizational development and change in the organization.

See the following artifact(s): 1. Course syllabi, and 2. Course assignment done at CFN Music and Arts Center in Toronto, Canada.

(E) I took the course AP/ADMS 4460: Organizational Development at York University, Toronto, Canada. This course investigated, examined, and proposed critiques on the diagnosis of problems and the design and implementation of employee and organizational development programs. Emphasis was placed on integrating theoretical and experiential knowledge and developing intervention skills as ways of understanding and responding to change in organizations. Among the course objectives, I highlight the following: 1. To provide a knowledge of the methods analyzing organizations, 2. To critically examine different approaches to organizational investigation and diagnosis, 3. To recognize ways of intervening in organizations to facilitate change and development, and 4. To change the capability to see organizational issues from some perspectives with many possible 'resolutions.'

See the following artifact(s): 1. Course syllabi, 2. Individual assignment, 3. OD final paper, 4. Course ppt's, and 5. York University Certificate.

(F) In August 2015, during my trip to Brazil, I had the opportunity to contribute as a consultant with two workshops for Diniz & Diniz, an accounting office, to implement and develop changes. I prepared and presented the following topics: 1. Inteligencia emocional: Como suas emoções influenciam sua vida no trabalho e em casa (Emotional

Intelligence: How your emotions influence your life at home and work), and 2. Como ser um líder de Sucesso (How to be a successful leader).

See the following artifact(s): 1. An email was sent to all participants; 2. PPT's presentation, and 3. Pictures

What are the implications?

Personally, this competency helped me to acquire more knowledge in working not only on organizational and development change but showing me how to diagnose, conduct, and implement the proposed changes. According to McKee, Boyatzis, and Johnston (2008, p. 7), “people learn and develop when what they want to change matters deeply and will affect them both personally and professionally.” Every single change is a process that, in the end, has an intrinsic desire for something different to happen, and for this reason, it moves us to do things that will create an impact in our lives.

The main implications I visualize are 1. Leaders must work with a tuning channel with their employees always reaching the best part for both sides the organization, and the employees themselves, and 2. “Leaders will require highly developed contextual awareness and conceptual thinking to identify and implement the right structures for their organizations” (Vielmetter & Sell, 2014, p. 32). This is so true because the technologies in the market today bring a new way to think and be aware of the changes and innovations that the market requests the leader to do. If you do not follow these requirements, the company tends to die over the years.

What are the challenges going forward?

The challenge going forward will be not slipping back into self-defeating thinking about the past. I must keep reminding myself that there is an old and a new story. We cannot change the old story in our lives, but we control the new story that arises every day. “Leaders will play a pivotal role in overcoming divisions between generations and cultures, and ensuring that they all work productively together” (Vielmetter & Sell, 2014, p. 115).

So, becoming a better change agent in life involves discovering the fundamental truths in life by passing through the moment's hardship. Only in this way can we be elevated to the status of a better leader. Furthermore, this can be a painful process, no doubt, there will be attempts to revert to shortcuts in my thinking, but issues must be examined thoroughly before making judgments. If this is the final objective, then self-awareness and self-regulation of my emotions must be in hand.

What future opportunities am I going to pursue?

This reflection paper has brought me to a new awareness of my learning in organizational and development change. It also helped me process and deal with the innate role-play of the leaders. Vielmetter and Sell (2014, pp. 54-55) assert that “leaders will need to be the agent of change. They will need to innovate it, implement it, find partners to help them, and communicate it to their workforces. They will need to clarify not only the practicalities (structures, roles, responsibilities, tasks, and targets) but also the greater good behind the transformation.” On the other hand, “leaders will need to be curious about and open to employees’ and customers’ pluralistic drivers, to understand

what motivates people and be able to attract, engage and retain them” (Vielmetter & Sell, 2014, p. 75).

CHAPTER VI

CONCLUSION

My experience as an agent of change at the CFN Music School & Arts Center was a success. The participants were aligned with the new strategy, and as a result, the school grew. Along with the change process, I saw that the motivation was the force that fueled the transformation, so it was crucial to employ techniques that kept people motivated. J.P. Kotter and Cohen (2002) propose that change is best proficient when there is an association between the emotional part of people. Through this process, I learned that no one theory could respond to the intricate nuisances of making desired change a reality. On the other hand, it is easy to be a change agent when your followers want to change, or at least when most do.

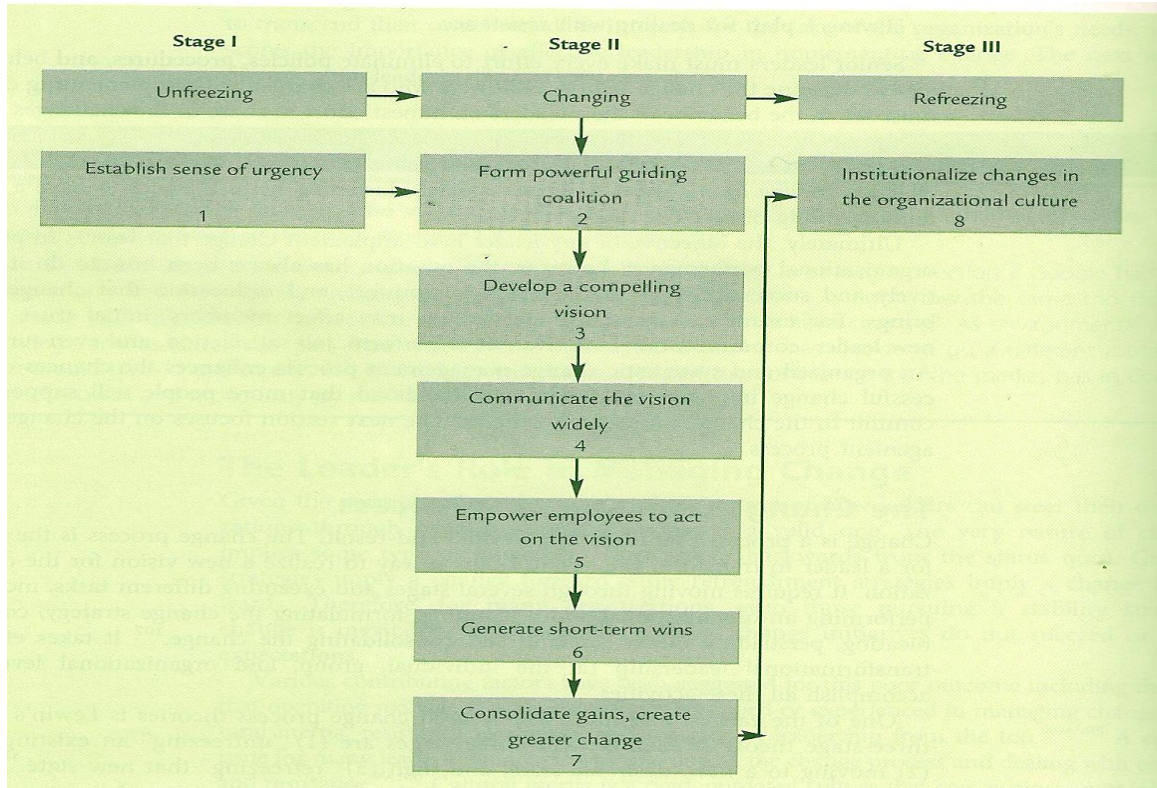
So, what do you do when people are eager to change? In my project at CFN Music and Arts School, I applied the Lewin's theory of planned change mixed to Kotter's eight-stage implementation change. These two collaborative tools were essential for taking transformation from one stage to the desired future stage as they kept all parties motivated and gave them a clear picture of the future stage. The process between the unfreezing and moving or changing stages, which are the main period for transformation and change, was the music school's riskiest period because we had to consolidate every single stage before moving up to the next one. It was critical that all parties clearly

understood how these changes would impact the school, and most importantly, how they would engage and educate today's music students.

I believe that the leader of the change's role is very much like that of an orchestra's conductor. It is the leader's responsibility to understand the new organizational song's vision fully, as envisioned by implementing the planned initiative. Through this understanding, the leader brings forth the appropriate strategies from change theories that most enrich the organization's melodies of responsiveness to the identified need. Ultimately, creating such a rich experience of progressive excellence that members of the workforce will not only start to sing this new song but will embrace the next section of their "institution's song of change" as they spontaneously sing their part.

APPENDIX A

CHANGE IMPLEMENTATION PROCESS



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

REFERENCE LIST

- Beckhard, R. (1969). *Organization development: Strategies and models*. Reading, MA: Addison-Wesley.
- Bennis, W., Sample, S. B., & Asghar, R. (2015). *The art and adventure of leadership*. Hoboken, NJ: John Wiley & Sons, Inc.
- Choi, M., & Ruona, W. E. A. (2011). Individual readiness for organizational change and its implications for human resource and organization development. *Human Resource Development Review, 10*(1), 46.
- Cummings, T. G., & Worley, C. G. (2005). *Organizational development and change* (8th ed.). Mason, OH: South-Western.
- Daft, R. L. (2011). *The leadership experience* (5th ed.). Mason, OH: South-Western Cengage Learning.
- Erwin, D. G., & Garman, A. N. (2010). Resistance to organizational change: linking research and practice. *Leadership & Organization Development Journal, 31*(1), 39-56. doi:<http://dx.doi.org/10.1108/01437731011010371>
- Ford, J. D., & Ford, L. W. (1994). Logics of identity, contradiction, and attraction in change. *Academy of Management. The Academy of Management Review, 19*(4), 756.
- Higgs, M., & Rowland, D. (2011). What does it take to implement change successfully? A study of the behaviors of successful change leaders. *The Journal of Applied Behavioral Science, 47*(3), 309-335. doi:10.1177/0021886311404556
- Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (2012). *Leadership: Enhancing the lessons of experience*. New York, NY: McGraw-Hill.
- Karp, T., & Thomas, I. T. H. (2009). Reality revisited: Leading people in chaotic change. *The Journal of Management Development, 28*(2), 81-93. doi:<http://dx.doi.org/10.1108/02621710910932052>

- Kotter, J. P. (1996). *Leading change*. Boston, MA: Harvard Business School Press.
- Kotter, J. P. (2008). *A sense of urgency*. Boston, MA: Harvard Business School Press.
- Kotter, J. P. (2012). *Leading change* (With a new preface by the author ed.). Boston, MA: Harvard Business Review Press.
- Kotter, J. P., & Cohen, D. S. (2002). *The heart of change*. New York, NY: Harvard Business School.
- Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge*. San Francisco, CA: John Wiley & Sons, Inc.
- Lewin, K. (1947). Frontiers in group dynamics. *Human Relations, 1*, 5-41.
- Lussier, R. N., & Achua, C. F. (2013). *Leadership: Theory, application & skill development* (5th ed.). Mason, OH: South-Western, Cengage Learning.
- Magin, M. (2005). *Managing in times of change: 24 tools for managers, individuals and teams*. Chicago: McGraw-Hill.
- Maurer, R. (2009). What's happening these days with change? *The Journal for Quality and Participation, 32*(2).
- McKee, A., Boyatzis, R., & Johnston, F. (2008). *Becoming a resonant leader: Develop your emotional intelligence, renew your relationships, sustain your effectiveness*. Boston, MA: Harvard Business School Publishing.
- Medley, B. C., & Akan, O. H. (2008). Creating positive change in community organizations: A case for rediscovering Lewin. *Nonprofit Management and Leadership, 18*(4), 485.
- Mueller, J. R. (2009). Maxims of maximizing organizational change effectiveness. *The Business Review, Cambridge, 14*(1), 70-75.

Prochaska, J., & Levesque, D. (2001). A transtheoretical approach to changing organizations. *Administration and Policy in Mental Health*, 28(4), 247-261.

Stein, S. J., & Book, H. E. (2011). *The EQ edge: Emotional intelligence and your success* (3rd ed.). Mississauga, ON: Jossey-Bass: A Wiley Imprint.

University, A. (2009). *Leadership Handbook*. Berrien Springs, MI: Andrews University.

Vielmetter, G., & Sell, Y. (2014). *Leadership 2030: The six megatrends you need to understand to lead your company into the future*. New York: NY: Amacom.

Williams, C., Kondra, A. Z., & Vibert, C. (2008). *Management* (2nd ed.). Toronto, Canada: Nelson, a division of Thomson Canada Limited.