MSOD620: Trans-Organization Systems and Strategies
Leadership Development and Collaboration
Beijing, China

BLUE TEAM

Pepperdine University

Submitted to:
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March 7, 2014

Introduction

The BLUE Team of Omicron Prime was tasked to collaborate with their classmates to design a leadership development, strategic planning, or network development intervention for one of three assigned client networks in China. The design needed to be as similar as possible across the three clients to evaluate effectiveness, but also needed to be customized to the individual client situation.

Understanding of Scope and Client Needs: The BLUE team identified three ”Clients” that we were serving: the MSOD cohort, Dr. Worley, and the Chinese organizations (CANGO and EAKA 365) themselves. The three BLUE teams collected data needs on our Chinese clients via four different sources: a team lead briefing with Dr. Worley; background information collected from Dr. Worley and Paul Wang, MSOD alumnus and client intermediary; and discussions with the clients themselves. In addition, the BLUE team heavily referenced the pre-pre-trip notes from Ashley Carson and Patrice Pederson for the approach to the intervention design. The pre-pre-trip notes outlined three possible options for an intervention for CANGO, which could also be adapted to fit the needs of the Eaka 365 Hotel Chain. In addition, we used the syllabus and conversations with Dr. Chris to inform the MSOD client needs.

Team Approach: On February 15th, 2014, the majority of the BLUE team held a conference call to discuss the three options proposed by Ashley and Patrice. During that call, the group determined that Option 1, which focused on leadership development, addressed CANGO’s needs, while Option 2 focused on collaboration, which met the needs of the Eaka 365 Hotel Chain. The combined BLUE team agreed on a hybrid approach incorporating the following blended criteria:

- The creation of engaging, interactive exercise/intervention

- The introduction of new framework/concepts that can be used in participants' workplaces as well as during the intervention itself
- An understanding of how to better leverage their network for resources and new possibilities
- A sense of what makes a network sustainable
- A visual depiction of how the network currently works and the participants' role in it
- A shared vision of the future of the entire network
- A map showing them how to get there

Intervention Rationale and Approach

The interventions proposed can be organized into the four main components of Worley's (1984) planned change process of transorganizational development (TD). One of the benefits of using a transorganizational framework is its capacity to give a systems perspective of resource interdependence between individual organizations within a network. The goal of the BLUE team's intervention is to assist the two transorganizational systems (TS) [The Eaka 365 home office and franchisees, and CANGO and their member Non-Government Organizations (NGOs)] to increase awareness of potential synergy and interdependence, and to build capacity on the part of both systems in leveraging the network to achieve effective collaboration.

The team identified three client needs to be addressed: an understanding of the current and desired Network state – addressed through Network Mapping; a discussion of challenges, issues, and potential solutions – addressed through World Café; and prototyping possible solutions to test applicability and sustainability via Future Search. The intervention team considered several frameworks as possible approaches. Both teams decided to use Future Search as an overarching framework to hold multiple interventions, as well as a means to map the current and future network state. In the case of CANGO, the team used Dr. Terri Egan's "Four Capabilities" framework to solidify leadership skills and application. Both Eaka 365 and CANGO teams used the framework outlined by Marvin Weisbord and Sandra Janoff's book, *Future Search: Getting the Whole System in the Room for Vision, Commitment, and Action*.

Resource and Deliverable Model

Worley & Parker (2011) define four phases (Identification, Convention, Organization, and Evaluation) to connect a client system, which the team used as our overarching framework when designing the intervention. During Day 1, the participants would begin with "Identification", creating a network map to establish the client objective of understanding the relationships within the systems. They would continue to "Convention", using World Cafe to hear similarities in each other's stories, experiences, and perceptions of working together.

One client pain point has received particular emphasis: challenges with strategic planning and implementation. The majority of Day 2 of our workshop may therefore center on the third TD phase, "Organization" during which franchise and NGO leaders will translate theory into practice through Open Space Technology and Future Search interventions. This phase presents an opening for leadership development relating to vertical-horizontal influence and capacity building in collaboration. Finally, the "Evaluation" phase will portray the value of understanding network performance and give member feedback. This will act as a springboard for transferring ownership of solutions to the client system. We conclude on Day 3 with clients envisioning their own next steps and commitments using Open Space Technology.

Client Specific Outcomes

Eaka 365 Specific Outcomes will be to facilitate collaboration between Eaka 365 franchisers and franchisees, capability development on collaborating, alignment on common issues and alignment on the vision and goals of the growing hotel chain. The Community Building through Open Space Technology and use of Future Search will address these specific concerns.

CANGO Specific Outcomes will be to solidify Leadership Development and help clients understand the practical application of leadership as it relates to influence versus authority, and how leadership affects collaboration. The Future Search intervention will allow participants to practice their leadership skills while addressing issues that they jointly face as non-governmental organizations.

Connecting the Intervention to the Evaluation

The Intervention and Evaluation teams worked together to identify the Common Intervention Objectives to be evaluated, as follows:

1. Exploration and Strengthening of the Network: Do participants have a better picture of the network? Were relationships within that network strengthened?
2. Understanding of One's Role in Network: Do the participants understand their role in the current network and in their desired future state?
3. Building Future Capabilities: Did the intervention build collaboration capabilities for the parties to work together in the future?

In addition, the Evaluation Team sought to evaluate Process Objectives to increase awareness of the MSOD Student Process: how we functioned together as a consulting team and our understanding of the nature of transorganizational collaboration through our own experience as a consulting team. They also wished to evaluate Process Objectives for the workshop itself, defined as real-time process checks (see Exhibit C). Finally, the Evaluation Team endeavored to evaluate the success of meeting specific Client Objectives, specifically individual learning and change with progression from unawareness through to commitment on the change curve (also known as the learning curve) to support the network desired changes.

Evaluation Rationale and Approach

We began by collecting resources to see what was available in literature in terms of models and frameworks, as well as specific standardized tools. We considered several models including; www.gOEbase.com; www.marshall.usc.edu/ceo; www.isr.umich.edu; Mind Tools, Valuation, and Diagnostic Tool for Collaboration and Transorganizational Development from

Ann Feyerherm and Dale Ainsworth (pilot version). The team settled on ADKAR as the primary evaluation framework because it allows us to evaluate the individual change process itself, while providing flexibility for different client systems to vary in their specific objectives. It also provides a good model sustaining the change in the client systems going forward. Additionally a change curve was leveraged from Kubler-Ross's work and modified to fit with our purposes for transorganizational change.

Resource and Deliverable Model

Using ADKAR, we will track participants' level of "Awareness" of the need for change, "Desire" to participate and support the change, "Knowledge" on how to change, "Ability" to implement required skills and behaviors, and perceptions on what "Reinforcements" are in place to sustain the change. These evaluations will evaluate common client objectives and also be customized per the client: for CANGO, we will track individual changes and progress related to leadership development and developing a common appreciation for the Network. For Eaka 365, we will track individual changes and progress related to shared perspectives and the development of a common vision.

The Intervention Evaluation will use comparable methods to increase validity of evaluation data, using the following framework:

1. Participant Self-Assessments via:
   - Pre-Workshop Survey based on ADKAR (See Exhibit B)
   - Workshop Day 1 - baseline assessment based on ADKAR (See Exhibit B)
   - Post-Workshop Assessment – based on ADKAR which will provide self-reported data indicating their perceived change as individuals. A

review of the collection of results will indicate what change occurred within the client system (based on Exhibit B)

2. Real-Time Evaluation: Planned points of real-time evaluation at specific points during the intervention, which will include consultant team observations (see Exhibit C). The real-time evaluation will leverage Peter Block's questionnaire #10 at specific "checkpoints" throughout the planning and implementation, and at the conclusion of the workshop.
3. MSOD Student Process Feedback: Students participated in an entire blue team collaboration survey where we evaluated how we functioned together as a consulting team working on a transorganizational development project. Students have also been engaging in pre-Intervention journaling to help prepare for a post-Intervention debrief. This method aids in student learning about the complexity of transorganizational collaboration as we translate our own personal and team experience into how we understand our client systems.

The Intervention Evaluation will use multiple methods to help validate the evaluation data collected. We can see where progression along the ADKAR change model is consistent between what participants self-report, what we observe, and the collective feedback we get in real-time.

As a consultant team, we are modeling for the client the importance of evaluation as part of both the collaboration and change process. Participants will experience and see the evidence of change, both in themselves as individuals (before/after assessments) and in the collective group (real-time collective feedback). This analysis will show us: a) how individuals have progressed along the change curve; b) how the collective network has evolved in the 2.5 days; c) help both the client and MSOD consultants know what next steps need to be taken to continue the growth and improvement process; d) know whether the intervention has been successful from the client perspective, the individual perspective, and the MSOD student perspective. In addition, the evaluation will provide a baseline and an outcome for comparison.

In order for the change process to continue in a sustainable way, recommendations can be made for the client to move forward by addressing outcomes from the participant self assessments and real-time evaluations.

Comparing the Three Projects

The baseline and outcome ADKAR results can be compared across the three client groups throughout a two-day entire blue team debrief process. Many of the same large group interventions will be leveraged and thus there is an opportunity to compare equivalent interventions against collective network outcomes. Additionally the outcomes of real time process checks of specific modules can be evaluated across the three client groups during the debrief.

Addressing Current and Future Client Needs

Our evaluation design allows for an accurate evaluation of intervention effectiveness, while still allowing client-specific teams the flexibility to tweak according to the specific needs of CANGO and Eaka 365. It also allows us to collect helpful information, both for ourselves (baseline and real-time feedback allows us to make design adjustments as-needed to better meet the current client system needs) and for the clients themselves (Pre/post session, as well as real-time feedback gives them a sense of progress toward objectives. Post-session surveys and resulting recommendations allow them to have clear next steps to continue the collaboration and change process in the future). Recommendations for our clients will be based on all the evaluations and client feedback as well as our understanding of best practices in transorganizational development.

The Evaluation team stressed the importance of having evaluation be a key component in the thought process upfront, even prior to contracting with the client. In doing so, it helped us focus on the true intention and desired outcomes of the intervention and keep those at the core as we interacted with the client, thought of actions to take, and how the larger team integrated all of the components.

Sustainability of Solutions

It is unlikely that clients, either as systems or as individuals will be able to progress through the entire ADKAR model within the scope of this intervention. We would consider movement up a single level as an appropriate expectation for progress within the timeframe we are given with the client. Evaluation outcomes will indicate which areas of ADKAR need to be addressed next in order to continue the momentum of change. Key issues will surface and contribute toward recommendations for next steps.

Synopsis of Work Structure

Division of Labor: The BLUE team agreed there were five areas of focus ("Focus Areas") as outlined in Exhibit A. Client teams (CANGO Beijing, CANGO Jinan, Eaka 365 Hotel Chain) self-selected representatives to serve as team stewards for each of the five areas. In addition there was an open invitation for anyone to participate in conference calls, Yammer discussions and to supply reference materials. Students also funneled their ideas to team stewards in lieu of participating in person on conference calls. Regular client sub-team and Focus Areas Team calls were held and a schedule was kept on Yammer. Finally, one entire BLUE team conference call was held.

Evaluating Group Participation: We noticed the emergence of self-organized evaluation of individual performance; several students created their own process checks to understand how they are occurring and what they could better contribute to the group. Additionally, the Paper Team created a confidential survey submitted to the entire BLUE team. Results will be compiled and sent directly to Dr. Worley and Dr. Chesley.

Conclusion/Summary

In conclusion, the BLUE Team has put forth a proposal to 1) address course objectives; 2) allow for flexibility within the client teams to address specific client needs regarding leadership (where applicable), strategic planning, and network development; and 3) provided for a consistent means of evaluation across multiple interventions. In addition, the BLUE Team demonstrated a strong working knowledge of both the complexities and advantages of collaboration. We look forward to taking these lessons learned to our clients in China.

Exhibit A: Team Stewards and Cohort Participation

Role	Person
Team Leads	CANGO Jinan – Lacey Croco, John Werner CANGO Beijing – Antonia Nicols Eaka 365 Hotel Chain – Juliet Irwin
Intervention	CANGO Jinan – Lisa Dean, Lacey Croco CANGO Beijing – Helen Scalise, Marco Cassone Eaka 365 Hotel Chain – Katie Jackson, Gil Ran NOTE: Others who contributed to the intervention via notes/materials were Ron Milam, Juliet Irwin, Antonia Nicols
Evaluation	CANGO Jinan – Ron Milam CANGO Beijing – Dawnet Beverley, Emily Spivey Eaka 365 Hotel Chain – Kim Goff, Juliet Irwin
Paper	CANGO Jinan – John Werner CANGO Beijing – Antonia Nicols Eaka 365 Hotel Chain - Jennifer Larsen NOTE: All team members were required to approve the paper before submission to faculty.
Client Communication	CANGO Jinan – Patrice Pederson CANGO Beijing – Antonia Nicols, Patrice Pederson Eaka 365 Hotel Chain - Juliet Irwin NOTE: All team members participated in and contributed to in-person client meetings. Client Communication leads were assigned for clients' convenience.
Project Management	Juliet Irwin, Ron Milam
Steering Committee	Brad Wells, Patrice Pederson, Natalie Swann

Exhibit B: Blue Teams Pre-Workshop Survey

Network & Collaboration
Workshop Assessment

Workshop Assessment

The purpose of this survey is to measure participant perspectives around the concepts that will be addressed during the session. The information will be used to help facilitators design an informative workshop. At the end of the workshop, participants will be asked to complete a similar assessment to measure the level of learning that took place from participating in the workshop. We greatly appreciate your time in completing the survey!
Please complete the survey by March 17, 2014.

Expectations of the Workshop	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Q.1 I believe that developing a common understanding of Eaka 365's strategic vision is an important outcome of the workshop	☐	☐	☐	☐	☐
Q.2 I believe that creating a more unified approach to brand management is an important outcome of the workshop	☐	☐	☐	☐	☐
Q.3 I believe that deepening the awareness of available resources within the network is an important outcome of the workshop	☐	☐	☐	☐	☐
Q.4 I believe that increasing knowledge sharing across the organization is an important outcome of the workshop	☐	☐	☐	☐	☐
Q.5 I am interested in gaining visibility to cross-functional interactions and dependencies	☐	☐	☐	☐	☐
Q.6 I am interested in identifying areas of redundant and/or inconsistent efforts within our work processes	☐	☐	☐	☐	☐
Q.7 I am interested in discovering and defining new processes that effectively leverage resources and synergies	☐	☐	☐	☐	☐
Q.8 What are the most important issues to cover within the workshop?	Open ended response				
Q.9 What do you hope to achieve by the end of this workshop?	Open ended response				

Network & Collaboration
Workshop

Workshop Assessment ■ **Last Modified:03/01/2014■ Page 1 of 3**

Workshop Assessment

Improvement Opportunities	**Unawareness**	**Awareness**	**Understanding**	**Acceptance**	**Commitment**
Please review the Learning Curve in the communication in order to answer questions 10-14					
Q.10 I am currently at the stage of __________when I think about exploring and strengthening the Eaka 365 network	☐	☐	☐	☐	☐
Q.11 I am currently at the stage of __________when I think about understanding my role in the Eaka 365 network	☐	☐	☐	☐	☐
Q.12 I am currently at the stage of __________when I think about working together and meeting the goals of the growing hotel chain	☐	☐	☐	☐	☐
Q.13 I am currently at the stage of __________when I think about what is most important to the franchisees and franchisers in their businesses	☐	☐	☐	☐	☐
Q.14 I am currently at the stage of __________when I think about the common vision of the Eaka 365 network	☐	☐	☐	☐	☐

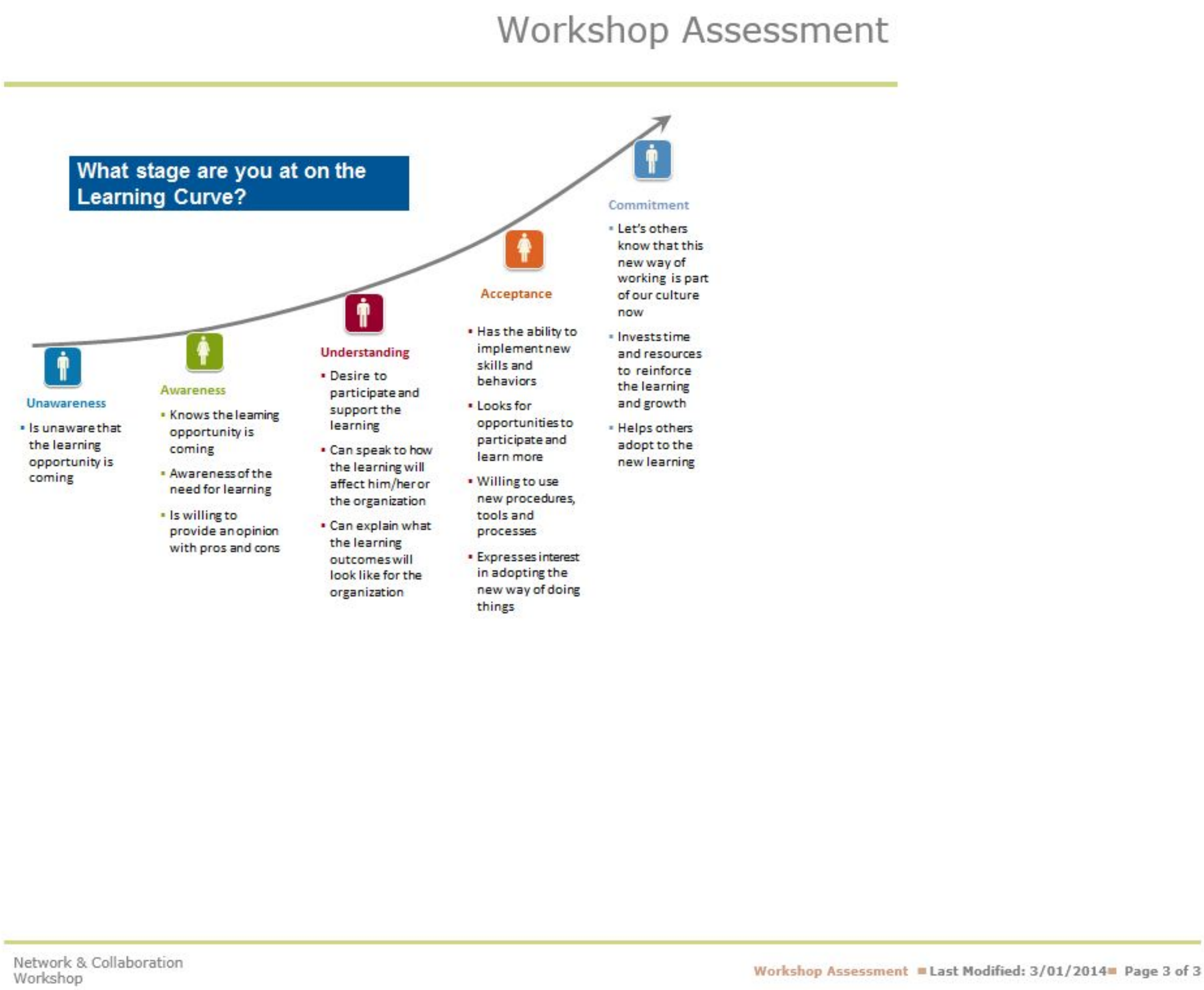
Workshop Assessment
What stage are you at on the Learning Curve?
Unawareness
• Is unaware that the learning opportunity is coming
Awareness
• Knows the learning opportunity is coming
• Awareness of the need for learning
• Is willing to provide an opinion with pros and cons
Understanding
• Desire to participate and support the learning
• Can speak to how the learning will affect him/her or the organization
• Can explain what the learning outcomes will look like for the organization
Acceptance
• Has the ability to implement new skills and behaviors
• Looks for opportunities to participate and learn more
• Willing to use new procedures, tools and processes
• Expresses interest in adopting the new way of doing things
Commitment
• Let's others know that this new way of working is part of our culture now
• Invests time and resources to reinforce the learning and growth
• Helps others adopt to the new learning
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Exhibit C: Evaluation Method Sample

REAL TIME EVALUATION: BLUE TEAM CHINA

The following list contains possible methods for incorporating evaluation into our interventions in China.

1) Using Evaluation as a kick-off, mid-point assessment and end of session observation (trio effect). Evaluate group dynamics of participants at the start/middle/end. We will use a warm-up exercise to ask each person to introduce another person. This will benchmark their comfort level and ability to collaborate. At the end of each day, we will ask each person to do so again. As participants go through introductions, facilitators observe group dynamics and note whether this changes over the course of the training. Watch the difference!

2) Real time feedback after natural pauses in Intervention to evaluate understanding and agreement before moving to next section. Participants give real-time evaluation (asking a few simple questions based on evaluation outcomes) via hand held devices to vote or enter response, post it notes or small group break out (at tables) to discuss, while we appoint an observer to record evaluation (if technology does not allow for hand held responses).

3) Facilitators use an evaluation template to write down any observations they have during training using questions developed in advance based on outcomes.

4) Mindful awareness evaluation. Allow for a five-minute reflective walk to ponder the learning. Return to room and ask for one word description of effect synthesizing learning via an electronic device – everyone types it in, or, if words are spoken, a facilitator captures it.

5) Incorporate Evaluation into intervention design activities. For example, we could have participants go through a Beeping Square exercise for one of their sessions on Day 2 (this could be fit into the Future Search segment). This activity facilitates movement and team work, collaborating and goal setting. Facilitators serve as timekeeper and keep track of beeps. After exercise, presenter facilitates a debrief evaluating the experience.

6) Informal evaluations during breaks. Facilitators strategically ask individual participants what they think of the training so far. Facilitators huddle and evaluate progress of training.

7) End of Day Evaluation. Facilitators ask participants what they are valuing about the training so far, do they feel like they are making progress towards objectives, and do they have any feedback for us. This is a more formal evaluation with the group where we ask for their feedback on the spot.

8) After session evaluation. Facilitators meet to debrief, discuss data from real time evaluations and make any changes.

References and Resources

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