GRADUATE LEARNING PLAN
for

FOCUS AREA:	**- descriptive phrase** Effecting change in complex organizations by applying understanding of organizational behavior and culture.
Prof. Advisor:	
Faculty Mentor:	Michelle Navarre Cleary
Cluster:	
Approval:	7/6/11

▶PART I: Personal/Professional Background & Goals

Directions: In Part I, the student provides a context for the Graduate Learning Plan and a rationale for both his/her career direction and choice of the MAAPS Program of study as a vehicle to assist movement in that direction. Specifically, Part I is to include three sections:

A. a brief description of the student's personal and professional history (including education, past/current positions, key interests, etc.);
B. an explanation of the three or more years of experience (or equivalent) offered in support of the Graduate Focus Area;
C. a brief description/explanation of the student's personal and professional goals.

A. Description of My Personal/Professional History:

I am a full-time employee as well as a wife and mother ready to embark on a new phase of my life. I always knew I wanted to pursue my graduate degree but was busy working, raising children and supporting my husband through his graduate studies. Now that work is settled, the kids almost raised, and a diploma in my husband's hand, it is my turn. The timing seems to be just right as I am just starting to look for things to do in my spare time. I have always bored easily and now that there are no more school committees to help or scout troops to run I can to direct my mind to a worthy cause. Learning.

I was lucky enough to go to a Catholic High School where I put in minimal effort and received acceptable grades. Had I applied myself to only my studies, I probably would have received more As! I loved the idea of learning. I talked for hours with my friends about their classes (that I was not in) and had them explain what they were learning. With a few exceptions, everyone else's classes seemed so much more interesting – perhaps because there were no expectations or tests to take!

While in high school, I worked part time as a clerk in a bakery. I loved the job. Not only was it fun working with the other high-school girls, I also enjoyed the time I spent learning and experimenting in the back room – of course, only after the owner left for the day. I concocted all kinds of cakes by mixing and matching flavors and textures. The fun and games came to an end when the bakery closed. One piece of self-discovery that came out of this experience was that learning did not always have to occur in the classroom. There was a lot to be gained through hands-on experiences.

In my senior year of high school, I met and fell in love with my future husband. Because of that, and at the last minute, I decided not to go away to college. So after high school graduation, as my work schedule permitted, I went to community college and then on to DePaul University. I graduated from the SNL program with a concentration in business. I loved completing my bachelors in the SNL program because of the freedom it offered. There were requirements to be met and a variety of options to fulfill them. Learning was not limited to class, lecture, test, and repeat.

After high-school and while attending college at night, I worked at a community newspaper. There I learned all about bookkeeping for advertising space. I grew bored quickly and moved up to another department. In my spare time, I talked to as many different people as possible in all different areas of the company. I would ask all about their jobs and learned quite a bit about selling advertising and ad lay-outs as well as newspaper circulation and a bit of community journalism. This informal learning process went on for a few years before I became restless and decided to move on.

Thus starts my adult professional life in banking. My first banking job was with a large international bank. It was entry-level work but extremely fascinating to me. At that point, I had no idea that there were so many foreign currencies in the world - or that they could be traded for profit. It was all very exotic. Over the next few years, I learned about those foreign currencies and how to process the trades in the back office. I was a quick study. I held various jobs and moved up over the two years I worked there before the bank closed the department and moved its operations to New York.

My next banking stint was with a foreign bank. I had some skills that were transferable but luckily had a lot more to learn in that job. I was one of only a handful of people who worked there who did not speak French, so they brought in a tutor for me. It was a great time for me. Not only was I learning about letters of credit, syndicated loans, and small branch banking operations, but also a foreign language and foreign culture all at once. The pattern continued… after a few years the bank closed the department and moved its operations to New York.

After that layoff, I purposely searched out a Chicago-based bank for job security. I landed in the foreign exchange department of a major Chicago bank. Within six weeks, I began moving up the ladder, and continued to do so every year from that point on. For my first ten years, I was a manager of ever changing departments. We were always organizing and reorganizing based on personnel changes, product changes, system changes or industry changes. It was exciting, challenging and stressful. At that time, there was no concept of a Project Manager in my company, let alone a Change Manager and banking was booming. Projects were always squeezed between your other responsibilities. Everyone was overworked. Information on changes was generally on a need-to-know basis. Not necessarily because there were secretive projects or reorganizations going on, but just because little thought was given to include all interested parties in communications. If you were invited to a meeting and actually attended – you knew. Otherwise, you were left out of the loop. During this time, I saw and participated in some very successfully projects as well as others that did not turn out quite as well as expected. I believe the differentiating factor in most of the successes was employee buy-in and communication. The employees had to understand what was in it for them. Meaning how, specifically, this project or change would impact them personally.

After the birth of my children, I moved into Project Management for the flexibility the job offered. In that role, I served not only as an individual contributor, but also managed other project managers. In this job I was dealing with vast amounts of change but from a different perspective. This time I was almost always in the know since they were projects I was in charge of. By trial and error, I learned about communication and the impact people have on projects. I noticed that the more employees and stakeholders were included in the project, the more prepared they were for the change and the more willing they were to participate. I also learned that if certain people were erroneously overlooked, they were more hesitant to be brought into the circle later. They somehow felt snubbed and, ever so subtly, retaliated by withholding critical information.

Throughout my stint at this international Chicago bank, the bank bought out many, many smaller banks, and merged three times. Each instance brought on new projects, new blended culture and more organizational changes. The interesting thing I noted throughout these years is that it usually was not the actual “doing” or tasks involved with blending organizations that made a project difficult, it was the people aspect of it. The tasks would be identified, priorities noted, and scheduled to be completed by a certain date. Rarely were these tasks intellectually difficult. Rather it was the interpersonal aspect that usually got us caught up. Many times because our cultures did not blend well together. In one instance, one team was used to a collaborative approach while the other was run by a strong-minded manager who made all the decisions. The more collaborative approach included more people in the decision process and had more people in the meetings. They did not necessarily communicate better by official memo - but definitely did a better job of communicating to others by the sheer number involved - ten people in a meeting each telling two people who each tell two people is so much stronger than just having one person/representative in a meeting who then tells two people, etc.

The final merger – with a large New York based bank - ended with my division being migrated to the east coast. This time I had parlayed my two-year stints into an eighteen-year stretch. I am now working at another Chicago-based bank doing Process Optimization and Project Management work. All my previous skills, experiences and banking knowledge aid me in my current job. I work as an internal consultant going into different areas analyzing their problems and providing opportunities for improvements. It is a continually changing job. At the start of each assignment, I never know who I will be working with, what problems will be uncovered or what the end results will be. It's ever changing and seldom boring.

B. <u>Explanation of My Experience in Support of My Graduate Focus Area</u>:

Change is on-going in banking. Organizational change, industry change, product regulatory changes, system changes, etc. Throughout my career, I have always been involved with it and most of the time participated in the decision-making process. Within the Project Management discipline, change is briefly mentioned - there are steps and/or tasks that need to be addressed and included in the project plan. I do know and understand these tasks at a moderate level but want to understand them at a master level and bring in elements of Change Management such as how organizational behavior and organizational culture influence the change process. Once I understand how organizational behavior and culture impact change, I can apply techniques to my current work projects as well as future endeavors to ensure my projects have the most successful outcome possible. Augmenting my Project Management experience with Change Management will support my focus area.

C. <u>Description/Explanation of My Personal/Professional Goals</u>:

My personal goal is to continue to learn and for the short term this means getting my master's degree. I always loved learning – but pretty much on my own terms – and want to continue on this path. That is why I chose SNL's program for my graduate study.

On the professional side, I like to be an expert, to solve problems and to come up with solutions. I would like to hone these skills and continue to move up the ladder at my organization. To achieve that, I have to prove myself credible. That will be done by doing an exemplary job, building a network of relationships, and bringing new ideas to the mix. Those new ideas will come by addressing the shortcomings I have found in project management by using my new learning about change management, including determining the effect the organization's behavior and culture have on the success of a project.

▶PART II: Liberal Learning Self-Assessment

Directions: In Part II, the student reflects upon and assess his/her current performance in relation to the five LIBERAL LEARNING skills and specific facets associated with each (See HANDBOOK SECTION IV.) This self-assessment is important in identifying gaps between where the student sees him/herself now and where he/she wants to be in each of these areas at the end of the MAAPS Program. In this way, both strengths and limitations can be identified and either built-upon or resolved through specific Learning Activities in the student's Focus Area and/or through all-the-more purposeful participation in the Liberal Learning Seminars. Specifically, this section is to include:

A. a description of the student's strengths & limitations regarding each of the ***Liberal Learning Skills & Facets*** including initial intended strategies for developing areas of limitation and enhancing areas of strength. *(For fuller description of LL Skills & Facets, see HANDBOOK SECTION IV.)*

B. a description of the student's particular interests in each of the six Liberal Learning Seminar topics. *(For a fuller description of the LL Seminars, see HANDBOOK SECTION IV.)*

A. Liberal Learning SKILLS—My Strengths & Limitations

(1) My facility with Self-Assessment & Self-Managed Learning (+intended strategies)

Within my realm of normalcy, I am quite good at self-managed learning. In my work life, my assignments/projects change multiple times per year. I almost always work as an independent lead and have to organize and lead a team through a project or process analysis. I rely on a systemic process to move the project and people through the various stages of learning: understanding the scope of the project, gathering data, analyzing, defining opportunities/solutions, planning for implementation and finally implementing. These high level steps are almost always followed, although I remain flexible for projects that don't fit the model.

At work, I have always received high ratings for self-management from both my superiors and peers (we perform quasi 360 degree reviews annually). I try to apply the above steps to my personal projects but it's not always as successful. The two main reasons are 1) I am not the sole 'lead' in all personal projects (family, friends) and 2) not everyone outside of work buys into the methodology stated above. In those cases, if the decision is not critical, I switch to the 'go with the flow' attitude.

Just outside my realm of normalcy is the SNL program. The above components do fit within the program but seem to be shuffled about. This is where I need to remain flexible and believe in the SNL system. My biggest challenge here is identifying and using varied learning resources. Although I use computers and various software programs each day, I do not do extensive research on them. Often I provide my requirements of what I want to know and/or gather and send those off to a technician to pull the data. I need to learn to maneuver the on-line educational sites, reference libraries, software, etc. In addition to learning how to use the sites efficiently, I need to know how to organize the data. There are millions of pieces of data available - how do I sift through to find what may be important to my research and discard the rest?

My strategy to overcome my research limitations is to work with the research librarians at DePaul as well as work with and interview students who are proficient at research. The interviewees will be with both younger and older students. I want to ensure a mix as there may be different lessons learned from each group.

(2) My facility with <u>Critical, Creative & Systemic Thinking (+intended strategies)</u>

My ability to analyze data and processes using critical and systemic thinking is quite good. With over twenty five years of experience in the banking industry I have a frame of reference and extensive knowledge to draw on. On my job, I continually work in new areas and departments. Although different, they still align under banking so certain assumptions and prior knowledge can be drawn upon, which aids tremendously in systemic thinking. This generally shortens the 'getting-up-to-speed" time and allows for quicker analyzing of data.

Almost always, when first working to solve a problem I rely on two things: 1) Interviews to capture what the perception of the problem may be, and 2) analyzing of data to prove and/or disprove those perceptions. One thing to remember though is that even the hard data needs to be suspect. You must always inquire and dig deeper as to what went into gathering the data. Assumptions here can cause incorrect solutions to complex problems.

An area that I will need to work on is drawing conclusions when hard data is not available. Analysis is not always neat and tidy - definable by numbers. I will have to learn to think more creatively or outside of the box to generate alternative hypotheses based on data from various sources including observations and expert opinions. To do this I will study or take a class in methods of analysis and thinking outside of one's comfort zone.

(3) My facility with Applying Values-based Decision-Making (+intended strategies)

Within my personal values, I have a strong sense of right and wrong and seldom see gray. This could be one reason I enjoy the operational side of banking so much. There are rules and regulations that guide almost every aspect of the business. If they are not followed, there are repercussions for both the bank and the individual. Of course, there are exceptions to this thought process when not guided by vigorous regulations. On occasion there are decisions to be made in new territory. In these instances, I draw on my core values and form a new opinion.

On the softer side, each organization has a set of values that help form their culture. My opportunity here is understanding how those corporate values inform decision making, especially where Change Management is involved. My strategy here is to partake in a seminar on Change Management that includes components of value-based decision making.

(4) My facility with Various Modes of Communication (+intended strategies)

.

I work well in tailoring my communications to my audience. On a daily basis, I work with business people from entry level through senior management. Communicating to each requires different strategies. For example, working with the employees who actually do the work I am analyzing requires a lot of listening and observing as well as interviewing skills. Often times, employees who have done their job for a long period of time skip over or leave out critical steps while explaining. Usually they do not intentionally do this, but rather just glaze over the importance of it because it is second nature to them. They are so accustomed to doing without thinking. They live it and breathe it.

On the other hand, when I communicate to senior management, they want concise information in summary format - usually in a bullet point presentation. They want to know high-level findings as well as issues and risks. Most are not concerned with the hours and hours (maybe hundreds of hours) of observation and interviews that resulted in the high-level findings. They want solutions presented, recommended, decided and implemented. I must present in one hour or less (sometimes ten minutes with executive management) and be prepared for questioning. Hopefully you anticipated their questions ahead of time and included them in your presentation. If not, you must be clear and concise in your answers. If you don't know it - say so and get back to them. They are done and move on to the next topic.

No matter who I am dealing with, I try to read their body language. Often times entry-level employees are uneasy that someone is asking questions about their job and how they do it. They get defensive but don't always verbalize it. I see this in crossed arms, sighs, and nervous body movements. One technique I use to put them at ease is remind them they are the experts and need to teach me. If I can, I tell them straight out that we are not looking to eliminate their job, but to make it more efficient so that they can perform even better. Variations on this almost always work but sincerity is the key.

One aspect I want to improve is cross-cultural communication. I often work with staff in the U.K. and India (other global locations too, but much less often). I do know some basics on their communication styles and work hard to be a good communicator with them. However, I also know that they work even harder on their end to conform to the American (very direct) way of communicating - even though it often goes against their culture. I would like to bridge the styles and make it a more genuine collaborative communication experience.

My strategy to improve cross-cultural communications is to either take a college course or work-offered seminar on the subject. I will review both options and determine which best addresses my specific needs.

(5) My facility with Interpersonal Relations (+intended strategies)

My abilities with Interpersonal Relations are very good. Because of the nature of my work, I am almost always the leader of the group and people expect that of me in my role. However, with that said, even within the group there are sub-groups. For example, there are instances where managers as well as their staff are participating in a project. In those instances, I work hard to ensure the managers maintain their level of authority in front of their staff. There are subtle techniques to doing this, such as saying something as simple as "let’s take this subject off line" and discussing it later in a one-on-one. This offers the ability to have a frank discussion without the manager having to maintain their level of authority in front of their staff.

Outside of work I also tend to be a leader. I am comfortable with starting a conversation, asking questions, exploring and taking the lead role. However, that is not always in the best interest of the group - be it family, friends, and now school. I have children to raise and they need to have the experience of stepping up, leading, failing and moving on. There are more ways to do things than just my way (I think - I'm still analyzing this!).

I try to be self-aware and assess my interactions with others. I strive hard to check my bias and emotions and work with facts. Sometimes it is hard to do but just acknowledging a bias is beneficial in that it helps me continually assess my words and actions to ensure I focus on the true issue.

With all that said, and in relation to the communication learning above, I could work on interpersonal relations and cultural differences. Recognizing, from a cultural perspective, what is said is not always what is meant.

My strategy for improving interpersonal relations and cultural differences is to take a course offered by my work.

B. <u>Liberal Learning **SEMINARS**—My Hopes & Interests</u>

(1) My hopes/interests for <u>Exploring Modes & Processes of Systematic Inquiry **(LLS-425)**</u>

My hopes and interests for this seminar is that I will have a greater understanding of how to utilize the internet as a research tools available to me, specifically the DePaul library site. From the brief demonstration, I can see that its usefulness is enormous and I want to understand its capacity for efficiency in research.

(2) My hopes/interests for <u>Understanding Personal & Org. Change **(LLS-435)**</u>

Since my field of study is Change Management, my hope for this course is that it will give me additional insights into personal and organizational change models and an understanding of the dynamics of change.

(3) My hopes/interests for <u>Improving Interpersonal Dynamics **(LLS-445)**</u>

My interest in this course is great. A few key topics of interest to me will are exploring group problem-solving and decision making processes. Here I hope to learn techniques as well as ways to facilitate group decisions without taking a long time to come to agreement.

(4) My hopes/interests for Valuing Human Differences **(LLS-455)**

In this seminar I am extremely interested in exploring cross-cultural communication and the impact of culture on work behavior. I work in a global environment and am always looking for ways to improve communication with my team-mates around the world. Further, I hope to gain a greater understanding of how culture plays a role in work behavior.

(5) My hopes/interests for Engaging Ethical Reasoning **(LLS-465)**

In this course, I hope to learn how societal trends in ethics creep into the professional workplace and further explore if it is even possible or desirable to stop the creep process.

(6) My hopes/interests for Exercising Effective Leadership **(LLS-475)**

My hopes for this course are to understand the various models of management and the impact those models have in a change management setting.

▶ PART III: The Graduate Focus Area

Directions: In Part III, the student offers a thorough definition and explanation of the individualized, career-related area that serves as the focus for his/her graduate study. Specifically, Part III is to align clearly with Part I (above) in terms of the student's background, current situation and goals and include the following:

A. a PHRASE describing the student's individualized Graduate Focus Area including its core activity and primary context for application (i.e., "doing what? where?")
B. an EXPLANATION of the phrase including its meaning, major components, major trends, knowledge base(s), major contributors, "cutting edge" areas, and list of resources consulted.

(For a fuller description of the Graduate Focus Area, see HANDBOOK SECTION V.)

A. My Graduate Focus Area PHRASE:

Understanding how organizational behavior and organizational culture factors impact Change Management and applying this understanding to effect Change Management in organizations.

B. EXPLANATION:

(1) Meaning: What does the phrase (above) mean? Please provide here a brief narrative explanation of the Focus Area phrase (above).

Understanding - It can include learning the different aspects of Change Management as well as a knowledge or familiarity with the psychosocial and organizational culture factors that affect change.

Applying - After understanding the impact of psychosocial and organizational culture on the Change Management process, I will apply that learning to my work setting.

Organizational Culture - Is defined as the "customs, rituals, and values shared by the members of an organization" (Collins 2003). These customs and values may or may not be beneficial to the successful implementation of change that is why learning to analyze Organizational Culture would aid in the planning, communicating and implementation phases of the change project.

Change Management - "Is a process, technique or model that aids in transitioning individuals, teams or organizations from a current state to a desired future state." (Change Management Learning Center 2010) This can include people, process or technology changes.

(2) Major Components: What are the major components included in this Focus Area and how do they relate to each other?

-When ready, replace this italicized material with your response. Add space/pages as needed.

Some of the major components of change management that are referenced below come from Prosci Change Management Learning Center (September 2010):

Change management process - the actual methodology that will be followed. There are various sources and models but all should include the following.

"Readiness assessments" - determining the change is necessary and/or the correct thing to do.

“Communication and communication planning” - determining the how, what, when information will be disseminated up and down the ladder

“Coaching and manager training for change management” - training and empowering the change leaders to ensure there is a common message. This speaks to organizational leadership.

“Training and employee training development” - ensuring the proper training is filtered to the employees. This includes the lesson plans, message, depth and breath as well as when and length of training sessions

“Resistance management” - learning how to effectively deal with resistance. It can be at the individual, team or company level.

“Data collection, feedback analysis and corrective action” - depending on the size of the project, this may be done ”intra-project" and adjustments made along the way or can be post implementation and handled as a lessons learned for the next project

Recognizing success - often overlooked, this is a vital component for the psychological and cultural benefit of those affected by change. A positive outcome should be celebrated.

Organizational Behavior - the behavior of an organization plays a critical role in shaping the organization's culture.

(3) Major Trends: What are the major trends affecting this Focus Area?

-When ready, replace this italicized material with your response. Add space/pages as needed.

Certification – Certification in Change Management is currently being developed and expected to be complete in 2013 according to the Association of Change Management Professionals. Their goal is to have an accrediting system similar to the Project Management Professions (PMP) certification issued by the Project Management Institute (PMI). The Change Management certificate will be beneficial in that it will provide the holder with tangible evidence of their acquired knowledge.

Formulation of a Change Management Process within an organization – This relates to the actual adoption of a formal process, either internally developed or through purchasing a vended methodology or a combination of the two. In many instances, Change Management Processes were haphazardly put together within an organization. It is now becoming more mainstream to adopt and implement a formalized process (Parks, 2010).

Creation of a Change Management Office (CMO) - Change Management is most often aligned within the Human Resources Department. However, that is changing as it becomes more evident that change management is not always focused around organizational changes (management, employees, etc).

(4) Knowledge Base(s): What areas of knowledge (disciplines/fields) are most relevant to this Focus Area?

Psychology - To understand more about people's personalities, and how different people react differently to change. This can include tools such as the Meyers Briggs Type Indicator that categorize personality traits.

Organizational Management - Simplistically, organizational management is the management of a collection of parts that are highly integrated "in order to accomplish an overall goal". Organizations are, of course, social systems. Systems can be the entire organization, or its departments, groups, processes, etc. (Authenticity Consulting 2011)

"Organizational Behavior - Is the study and application of knowledge about how people, individuals, and groups act in organizations. It interprets people-organization relationships in terms of the whole person, whole group, whole organization, and whole social system." ("Leadership and Organizational Behavior", n.d.)

Leadership - Leadership during change cannot be understated. Employees of the organization effected by the change will look towards the leaders and take cues from the leaders for a number of things, such as: planning, decision-making and communication. Leadership style plays an important role in successful change management.

Communication - Communication is paramount in the change process. Communication must be clear, precise, and as transparent as possible. Various methods should be used to ensure the message is communicated and understood by all parties involved. Ample time must be allotted for comprehension, absorption and questions.

Project Management - Project Management should almost always be augmented with Change Management to ensure the project results you are looking to achieve are well prepared for and communicated effectively.

(5) Major Contributors: Who are some of the major contributors in this Focus Area (e.g., authors, researchers, professional associations, etc.)?

The Association of Change Management Professionals (ACMP).

This organization is spearheading an effort to create one industry acknowledged professional certification program for Change Managers. It will provide oversight and management of the certification program. Their plans for roll-out are multi-year with planned completion in 2013.

John P. Kotter

“A professor at the Harvard Business Schoolhttp://en.wikipedia.org/wiki/Harvard_Business_School and author, who is regarded as an authority on leadership and change. In October 2001, *Business Week* magazine rated Kotter the #1 "leadership guru" in America. Some of his books are: *Our Iceberg is Melting* (2006) and *Leading Change* (1996), *The Heart of Change* (2002), *John P. Kotter on What leaders Really Do* (1999), *Matsushita Leadership* (1997) (which won first place in the Financial Times, Booz-Allen Global Business Book Competition for biography/autobiography), *Corporate Culture and Performance* (1992), *A Force for Change* (1990). He has also created two executive videos; one on "Leadership" (1981), and one on "Corporate Culture" (1993)”. (Harvard Business School 2010)

International Society of Six Sigma Professionals

This organization promotes the adoption, advancement and integration of Six Sigma in business. They encourage advocacy and awareness efforts and professional recognition and development. They also serve as an information and referral source.

Project Management Institute

This organization is for Corporations and individuals engaged in the practice of project management; project management students and educators. The Institute seeks to advance the study, teaching, and practice of project management. Establishes project management standards; conducts educational and professional certification courses; bestows Project Management Professional credential upon qualified individuals

William Bridges, PhD

“An internationally known speaker, author, and consultant who advises individuals and organizations in how to deal productively with change.

"Educated originally in the humanities at Harvard, Columbia, and Brown Universities, he was (until his own career change in 1974) a professor of American Literature at Mills College, Oakland, CA. He is a past president of the Association for Humanistic Psychology. *The Wall Street Journal* listed him as one of the top ten independent executive development presenters in America."

Some of this books include the three best-sellers, "*Managing Transitions* (2009) and *Transitions* (2004) and *The Way of Transition* (2000), a partly autobiographical study of coming to terms with profound changes in his own life and transforming them into times of self-renewal. He published *Creating You & Co.* (1997), a handbook for creating a work-life that capitalizes on today's frequent and disruptive changes, and the ground-breaking *Jobshif.""* (Bridges 2009)

Jeff Hiatt

An author of the book, ADKAR – A model of change in business, government and our community and co-author of Change Management: the People Side of Change. Mr. Haitt also authored The Perfect Change and the Employee's Survival Guide to change, and is co-author of Winning with Quality, a story of quality improvement at AT&T. Mr. Hiatt is currently CEO of Prosci Research.

Prosci Research

Prosci is the recognized leader in business process design and change management research and is the world's largest provider of change management and reengineering toolkits and benchmarking information. Prosci has worked with more than 1,000 companies on benchmarking and research related projects in the areas of change management, customer service, human resources and business process design.

(6) Cutting Edges: What are the key areas of knowledge and skill required to be on the "cutting edge" of this Focus Area? In which areas do you already possess competence? In which areas are you seeking new learning?
-When ready, replace this italicized material with your response. Add space/pages as needed.

I will be seeking new learning specifically with a Change Management Certificate. It would be beneficial in that it would provide tangible evidence of knowledge and skills acquired. Further, a more robust understanding and use of various communication skills and methods would be of use. For example, learning what methods work best for certain kinds of change.

I have a moderate amount of knowledge and understanding in Six Sigma and Project management. However I think a higher level of proficiency in each of those knowledge areas would be beneficial to being a well-rounded Change Manager.

(7) Resources Consulted: What resources did you consult in answering the previous questions and building your Graduate Learning Plan?

Association of Change Management Professionals. (May 2009). *ACMP Development and Transition Planning,* Retrieved from http://www.acmp.info/

The Association of Change Management Professionals (ACMP) is spearheading a professional certification program for change management professional. This article outlines the five year plan. It includes the timeline, funding, transition teams, value proposition and certification standards.

Authenticity Consulting LLC (July 5, 2011) http://managementhelp.org/organizations/definition.htm

Bridges, William. (September 2009). *Getting Through the Wilderness. A Leaders Guide to Transition.* Retrieved from http://www.wmbridges.com/

This article provides a high-level case study and describes the difference between change and transition. It states change is situational such as, reduction in workforce or a change in strategy. Whereas "transition is a three phased psychological reorientation process". The phases are an ending, a neutral zone and then a new beginning.

The article also goes on to describe a transition management example in the story of Moses leading the people of Israel. The story describes how to lead people from an old way of doing things to a new way. The story is paralleled to modern-day organizational actions of moving people from the "wilderness" to where the organization wants them to be.

Harvard Business School. (October 2010). *Biography J. P. Kotter*. Retrieved from http://drfd.hbs.edu/fit/public/facultyInfo.do?facInfo=bio&facEmId=jkotter

This biography of John P. Kotter states he is a highly regarded speaker on Leadership and Change Management. He created and co-founded Kotter International, an organization that helps company leaders develop practical skills and implementation methodologies required to lead change in complex, large scale business environments.

Change Management Learning Center http://www.change-management.com/tutorial-change-process-detailed.htm (Sept. 20, 2010).

The Change Management Learning Center is an on-line site dedicated to education around the discipline of Change Management. The site offers

numerous tutorials, articles and books on the subject. The site is maintained by Prosci, Inc.

XXXXX, John. interview, October 10, 2010

John is an ex-pat from Ireland and works at a large global bank in Chicago. He works in the Project Management Office in his organization. Since he has always worked on projects, he has first-hand experience in Change Management.

John offered a lot of anecdotal information on change management as well as expressed an interest in how organizational culture and national culture play a role in the success or failure of a project. As far as national culture goes, he offered that he has a greater understanding of the American business culture now that he has worked here for a year and actually sits in face-to-face meetings - as opposed to teleconferences.

John offered many contacts to tap if I was going to perform case studies of Change Projects that occurred in the organization.

Organizational culture. (2003). *In Collens English Dictionary online*. Retrieved from http://www.thefreedictionary.com/organizational+culture

XXXXX, Scott. interview, October 19, 2010

Scott is a Vice President at a large global bank. He currently works in the Training and Development Department which resides in Human

Resources. Prior to working at the bank, his career was spent at various companies working in Information Technology as a programmer and also as a Project Manager. He obtained his masters degree in Leadership and Change from DePaul University.

Scott is charged with rolling out a Change Management Program within his company. After various demonstrations he selected a vended model. He is certified by the vendor to train employees on the use of the vendor's materials and took-kit.

As far as trends in Change Management, Scott was not aware that there was an industry initiative underway to come up with a Change Management Certificate. He voiced some doubts on its ability to really identify a good Change Manager. He noted that, in his experience, not all people who have obtained a PMP (Project Management Professional) Certificate were actually good project managers. He also noted that some excellent project managers never bothered to become certified.

Scott did note that Change Management was becoming a highly accepted discipline. Whereas in the past, little thought was given to planning and implementing a change model. He mentioned that all the large consulting firms, such as KPMG, always include a change plan within the consultations on projects.

Performance Juxtaposition. (October 12, 2010). *Leadership and organizational Behavior*. Retrieved from http://www.nwlink.com/~donclark/leader/leadob.html

This site is a compilation of performance information, tutorials, leadership guides, and general knowledge site with topics of interest for Human Relations Consultants, and others interested in these various topics.

Ryan, J. M. (September-October 2010). *THE EXECUTIVE AND THE ELEPHANT: A Leader's Guide to Building Inner Excellence.* Retrieved from http://leadership.wharton.upenn.edu/digest/index.shtml

This article is a review of the book *The Executive and the Elephant* by Richard Daft. The article's author explains it as field guide with an "exercise index" that lists 172 application and leadership development exercises. Additionally, there are more than 180 examples and mini-cases integrated into the text based on his direct experience and from what are called coaching experiments used in working with MBA, EMBA, and executive education students and clients. Daft also includes reflections on his own leadership experience and how he has personally used these exercises and practices.

Thakur, Sidharth. (Sept. 14, 2010). *Explaining the Burke-Litwin Change Model.* Retrieved from http://www.brighthub.com/office/project-management/articles/86867.aspx

The author of this article explains that the Burke-Litwin Change Model focuses on the performance of a team or organization and the factors that impact that performance. The model takes into account the

performance as well as the environment. There are four key components to the model:

1) Most dominant factor effecting change is the external environment.

2) They outline 12 key dimensions in bringing about a series of changes.

3) All factors put together effect the motivation of the individual and/or organization – which then effects performance.

4) The 12 key dimensions interact and affect each other – understanding them is effective for a smooth change.

William Bridges and Associates http://www.wmbridges.com/ (Oct. 14, 2010).

This informational site is run by a consulting company that specializes in change management and leadership consulting. They have helpful articles, tutorials and books available on-line.

XXXXXX, Lyle. interview, October 26, 2010

Lyle is a Senior Vice President at a large global bank. The majority of his career was spent in Information Technology before moving to the Operations side of the business. He has a master's degree in Leadership from Baylor University and is currently enrolled in his organization's Leadership Development Program.

Lyle has noticed two gaps in Change Management: one is around the people side of change. He acknowledges that what is communicated around a change and how it is communicated is very important in the success of the change. The second gap has to do with measurement. How do you measure success? He acknowledges that he does not have the answers to the gaps but is actively seeking them out via discussions and research within his participation in the Leadership Development Program.

▶ PART IV: Application Setting

Directions: In Part IV, the student describes the setting (work or otherwise) that will serve as his/her "laboratory" for both applying learning to practice and deriving learning from practice with respect to the Focus Area and the Liberal Learning Skills/Seminars. In short, the question to explore here is "where will you apply learnings from your graduate study…and how (in what capacity)?"

A. My Application Setting:

The application setting for my graduate studies will be within my work environment. Currently, I work in a bank within the Process Optimization department. I work as an internal consultant within the bank on projects that are cross-functional. That means they cross through various divisions, teams, departments or at the highest level, across all the lines of business.

As a consultant, I currently apply the most effective method to solving the problem at hand, be it Project Management, Six Sigma or Process Analysis. In my work environments I will be able to augment those disciplines with Change Management skills. I will be able to test and apply these skills directly to the project on which I am working. Generally speaking, my management team is open to new and better ways of implementing change. However, I will have to use my better judgment and ensure new methods are proven prior to applying them to a sensitive project.

▶ PART V: Professional Competencies

Title Page to Part V

This page provides an overview of the following NINE PAGES of the Graduate Learning Plan. In brief, these nine pages outline the plan for the student's development and demonstration of graduate-level comprehension and skill regarding the **eight Professional Competence Areas.** One page is devoted to each of the eight competence areas—with the ninth page reserved for a supplemental competence in one of the previous areas. <u>A fuller description of each competence area is included at the top of each of the subsequent pages</u>.

DIRECTIONS: In designing Part V, please use the following nine pages as templates. Each page includes a general description of a particular Professional Competence area and a table or grid for your individual design.

AP-510: Ability to understand the **<u>main theories</u>** that guide and explain practice in the Focus Area.

AP-520: Ability to understand **<u>methods of research</u>** appropriate to the Focus Area.

AP-530: Ability to apply **<u>specialized skills</u>** appropriate to the Focus Area.

AP-540: Ability to engage **<u>communication modes</u>** appropriate to the Focus Area.

AP-550: Ability to understand the **<u>organizational and/or interpersonal dynamics</u>** within which practitioners in the Focus Area define and fulfill their roles/responsibilities.

AP-560: Ability to interpret **<u>challenges from larger contexts</u>** (e.g., temporal, social, or international) facing the Focus Area.

AP-570: Ability to analyze **<u>ethical issues</u>** involved within the Focus Area.

AP-574: Ability to engage **<u>reflection in/on practice</u>** within the Focus Area.

AP-585: A second competence (supplemental) in one of the previous areas.

Name: **DePaul #:** **Cluster #:** **Date:**

• Professional Competence AP-510 •

Ability to understand the MAIN THEORIES/IDEAS guiding and explaining Focus Area practice.

"can describe and analyze at least two significant ideas (e.g., theories, models, principles, concepts) relevant to the focus area or related fields and explain their implications for professional practice."

DESCRIPTION of AP-510 (2 cr hrs): This area addresses knowledge and understanding of theories, models and/or theoretical frameworks—including their implications for practice—relevant to the Focus Area. In areas where theories are not well established (e.g., emerging fields of study or in unique combinations of fields), this area includes exploration of theories in related fields. As the student addresses contemporary theories, he/she should be familiar with their relationship to theoretical traditions. Successful demonstration of competence in this area includes:

(a) Knowledge of the differences among the terms—theory, concept, principle and model;

(b) Ability to analyze (compare, contrast, critique—not merely describe or react to) theories or their counterparts including their application to practice.

PLAN for AP-510	
(1) Competence Statement	Can describe and analyze at least two change models and evaluate their implications for practice
(2) Learning ACTIVITIES	Formal University Course - DePaul's MGT 535, Change Management **MGT 535 Change Management** This course is targeted towards external and internal consultants, as well as managers and other change agents within organizations. Change Management fosters improved competency in the skills necessary during all phases of the change process - from diagnosis, to interventions, through evaluation. Organizational change issues are critically examined, and case studies, exercises, and assessments are utilized, to better understand change from organizational, group, and individual levels. Change models serve as frameworks that emphasize the importance of interactive consultative processes. A major organizational change project is required of all students. PREREQUISITE(S): MGT 500
(3) Learning PRODUCT(s)	
(4) Assessor *(anticipated)*	
(5) Schedule *(anticipated)*	

Name: DePaul #: Cluster #: Date:

• Professional Competence AP-520 •

Ability to understand METHODS OF RESEARCH appropriate to the Focus Area.

"can describe and analyze at least two methods of gathering data appropriate to the focus area and develop a detailed protocol for implementing one in professional practice."

DESCRIPTION of AP-520 (2 cr hrs): This area addresses the systematic gathering of data and interpretation of findings as practiced within the focus area and/or related fields. Successful demonstration of competence in this area includes:

(a) Knowledge of the types, purposes, and relative utility of research methods (not "tools" such as library and internet research per se) currently practiced in the profession;
(b) Understanding contingencies involved in the appropriate application of each; and,
(c) Ability to develop a protocol for implementation.

PLAN for AP-520	(NOTE: Students are advised to register/complete this competence (AP-520) during the same quarter in which they register/complete LL Seminar LLS-425.)
(1) Competence Statement	Can describe and analyze case studies and interviews as two methods of gathering data appropriate to my focus area and develop a detailed protocol for conducting interviews in professional practice.
(2) Learning ACTIVITIES	Independent Study. I intend to review relevant literature on the above research methods. Such as: "The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases" By: William Ellet "Learning by the Case Method" By: John S. Hammond "Learning From Strangers: The Art and Method of Qualitative Interview Studies" By: Robert S. Weiss
(3) Learning PRODUCT(s)	The learning product will be: 1) a protocol for conducting interviews relevant to Change Management. 2) a research paper describing and analyzing case study and interview methods for use in change management 3) an annotated bibliography (APA citation format) of resources referenced during my research.
(4) Assessor *(anticipated)*	.
(5) Schedule *(anticipated)*	.

Name: **DePaul #:** **Cluster #:** **Date:**

• Professional Competence AP-530 •

Ability to apply SPECIALIZED SKILLS appropriate to the Focus Area

"can describe and demonstrate a skill (or set of skills) relevant to the focus area and explain its application to professional practice."

DESCRIPTION of AP-530 (2 cr hrs): This area involves identifying skills that are particular to the profession and the context(s) in which these skills are applied. The emphasis is on actual demonstration of specialized skills used in practice. Successful demonstration of competence in this area includes:

(a) Selection of a skill (or set of skills) that appropriately represents the profession & one's professional goals; and,

(b) Application of skill (or set of skills) at a level appropriate to both professional contribution & graduate study.

PLAN for AP-530	
(1) Competence Statement	Can describe and demonstrate the specialized skill of developing a change management plan as it is practiced in my focus area.
(2) Learning ACTIVITIES	Formal University Course - DePaul's MGT 535, Change Management **Course Description:** MGT 535 Change Management This course is targeted towards external and internal consultants, as well as managers and other change agents within organizations. Change Management fosters improved competency in the skills necessary during all phases of the change process - from diagnosis, to interventions, through evaluation. Organizational change issues are critically examined, and case studies, exercises, and assessments are utilized, to better understand change from organizational, group, and individual levels. Change models serve as frameworks that emphasize the importance of interactive consultative processes. A major organizational change project is required of all students. PREREQUISITE(S): MGT 500
(3) Learning PRODUCT(s)	
(4) Assessor *(anticipated)*	
(5) Schedule *(anticipated)*	

Name: DePaul #: Cluster #: Date:

• Professional Competence AP-540 •

Ability to engage COMMUNICATION MODES appropriate to the Focus Area

"can describe and demonstrate a communication mode/method relevant to the focus area and explain how its applied in professional practice."

DESCRIPTION of AP-540 (2 cr hrs): This area involves facility with communication modes relevant to professional practice in the focus area. It requires an understanding of the relationship among key communication variables (the message, the method, the audience and the context), a repertoire of communication strategies, and a dexterity or ease of access permitting the professional to adapt communication strategies to changing situations as necessary. Successful demonstration of competence in this area includes:

(a) Selection of appropriate communication mode/method in relation to the context (audience and environment) in which the communication will occur; and,

(b) Application of mode/method at a level appropriate to both professional contribution & graduate study.

PLAN for AP-540	
(1) Competence Statement	**Can describe and demonstrate cross cultural communication as a communication mode/method relevant to my focus area and explain how it is applied to professional practice."**
(2) Learning ACTIVITIES	Formal University Course - DePaul University MGT 552 - MANAGING CULTURAL DIFFERENCES FOR GLOBAL SUCCESS 'Managing Cultural Differences for Global Success" course is designed to guide and coach participants on how to work and communicate effectively with people from different cultures. The course provides a hands-on approach for developing cross cultural competency. Comparative cultural models will explain how concepts such as culture, values, time, power, mindsets and thinking patterns differ in the world. We will illustrate with real-life cases pertaining to doing business in Europe, Asia and the Americas.
(3) Learning PRODUCT(s)	Course work as assigned during class along with grades and transcripts.
(4) Assessor *(anticipated)*	
(5) Schedule *(anticipated)*	

Name: **DePaul #:** **Cluster #:** **Date:**

• Professional Competence AP-550 •

Ability to understand the ORGANIZATIONAL and/or INTERPERSONAL DYNAMICS within which practitioners in the Focus Area define their roles and fulfill their responsibilities.

"can describe and analyze an organizational and/or interpersonal dynamic (or set of dynamics) relevant to the focus area and explain its implications for professional practice."

DESCRIPTION of AP-550 (2 cr hrs): This area addresses the human and structural issues that professionals encounter within practice (work) environments. It provides an opportunity for students to consider how their professional role affects and is affected by systems, technology, structure, and other people within their practice settings. Successful demonstration of competence in this area includes:

(a) Identification of a relevant dynamic (e.g., open/closed systems, power, trust, culture, conflict, diversity, gender, communication, change, impact of technology, etc.); and,
(b) Description and analysis of particular dynamic in relation to its impact on professional practice and vice versa.

PLAN for AP-550	
(1) Competence Statement	**Can describe and analyze the role of trust when implementing change in organizations.**
(2) Learning ACTIVITIES	**Independent study, including** review of relevant literature on trust and the impact of trust on Change Management and development of a case study. Such as: "Building Trust at the Speed of Change: The Power of the Relationship-Based Corporation" By: Edward M. Marshall "Leading Change" By: John P. Kotter "Credibility" By: James M. Kouzes and Barry Z. Posner "The Speed of Trust: The One Thing That Changes Everything" By: Stephen M. R. Covey
(3) Learning PRODUCT(s)	My learning product will consist of 1) a business case study describing and analyzing the role of trust when implementing change. 2) Also, an annotated bibliography in APA format.
(4) Assessor *(anticipated)*	
(5) Schedule *(anticipated)*	

Name: **DePaul #:** **Cluster #:** **Date:**

• Professional Competence AP-560 •

Ability to interpret CHALLENGES FROM LARGER CONTEXTS facing the Focus Area.

"can describe and analyze a challenge (or set of challenges) from the larger context impacting the focus area and explain its implications for professional practice."

DESCRIPTION of AP-560 (2 cr hrs): This area addresses the ability to see the profession (including its issues and problems) within a context that includes at least one of the following aspects: the temporal (historical development and future directions of the profession); the social/cultural (relationship of the profession to its societal context); and, the international (the state of the profession globally). Successful demonstration of competence in this area includes:
(a) Identification of a significant challenge facing practitioners in the profession; and,
(b) Analysis of selected challenge within a framework that emphasizes one or more of the aspects listed above (temporal, social/cultural, or international).

PLAN for AP-560	
(1) Competence Statement	**Can describe and analyze the challenge of professionalization in Change Management given that it is an emerging field.**
(2) Learning ACTIVITIES	Review of relevant literature on other emergent fields to understand how the field professionalized and how early leaders established themselves as professionals in that field. Such as: **"**A Guide to the Project Management Body of Knowledge: (Pmbok Guide**)**" by Project Management Institute "Handbook of Organizational Culture and Climate" By Neal M. Ashkanasy, Celeste Wilderom, Mark F. Peterson
(3) Learning PRODUCT(s)	My learning product will consist of 1) A research paper 2) A bibliography in APA format of resources explored 3) A plan on how to establish myself as a Change Management Professional.
(4) Assessor *(anticipated)*	
(5) Schedule *(anticipated)*	

Name: **DePaul #:** **Cluster #:** **Date:**

• Professional Competence AP-570 •

<u>Ability to analyze ETHICAL ISSUES involved within the Focus Area.</u>

"can describe and analyze an ethical issue or dilemma (or set of issues/dilemmas) relevant to the focus area—using various philosophical/ethical frameworks— and explain its implications for professional practice."

DESCRIPTION of AP-570 (2 cr hrs): This area addresses the relationship between beliefs and assumptions regarding humanity, good/evil, right/wrong, etc., and behavioral outcomes (including conflicts). Successful demonstration of competence in this area includes:
(a) Identification of a significant problem, dilemma, or circumstance in the focus area requiring ethical decision-making;
(b) Ability to both analyze such using various philosophical/ethical frameworks or constructs and propose an appropriate response/solution.

PLAN for AP-570	
(1) Competence Statement	**Can describe and analyze ethical organizational behavior and its implication for managing change.**
(2) Learning ACTIVITIES	Formal University Course - DePaul University MGT 500 Managing Effective & Ethical Organizational Behavior Students will critically examine ethical and creative methods to solve problems related to managing individuals and teams. Students utilize feedback from a developmental assessment center assessing their managerial and interpersonal skills. Personal development plans are created and skills developed throughout the course. Skill development domains include perception, attribution, motivation, learning, leadership, communication, team development, managing change and conflict, decision-making, power and politics and business ethics.
(3) Learning PRODUCT(s)	
(4) Assessor *(anticipated)*	
(5) Schedule *(anticipated)*	

Name: DePaul #: Cluster #: Date:

• Professional Competence AP-574 •

Ability to engage REFLECTION ON/IN PRACTICE in the Focus Area

"can describe and analyze an approach to reflection and apply such to a particular personal situation involving one's professional practice in the focus area."

DESCRIPTION of AP-574 (2 cr hrs): This area addresses the interplay between and among thinking, doing and reflecting in the often-ambiguous and complex contexts of daily practice. Whereas action provides for the practice of ideas, reflection allows for the creation of new ways of mentally organizing ideas in order to find additional possibilities (e.g., new ideas, new perspectives, new choices, new understanding of continuing choices, etc.) to inform future action. Successful demonstration of competence in this area includes:

(a) Identification of a particular approach to reflection (e.g., experiential learning, transformative learning, emancipatory learning, mindfulness, meditation, contemplation, journaling, after action review, etc.); and,

(b) Ability to analyze one's own experience through said reflective approach.

PLAN for AP-574	
(1) Competence Statement	**Can describe and analyze mindful meditation as a method of reflection and apply such to developing as a Change Management Professional.**
(2) Learning ACTIVITIES	Independent review of relevant literature and application to a change management situation. Such as:"Mindfulness for Beginners" By Jon Kabat-Zinn "Living The Mindful Way: 85 Everyday Mindfulness Practices For Finding Inner Peace: by Sharon L Horstead "Mindfulness Meditation - Cultivating the Wisdom of Your Body and Mind" By Jon Kabat-Zinn "Mindful Movements: Ten Exercises for Well-Being" By: Thich Nhat Hanh Keeping of a reflection journal as well as a personal analysis as I applied said methods.
(3) Learning PRODUCT(s)	Product will include: 1) A post summary paper of my journal in which I describe and analyze mindful mediation as an approach to reflection with select personal excerpts of my journey. 2) A bibliography (APA citation format) of resources explored pertaining to such.
(4) Assessor *(anticipated)*	
(5) Schedule *(anticipated*	

Name: **DePaul #:** **Cluster #:** **Date:**

• Professional Competence AP-585 •

(Supplemental Competence I)

DESCRIPTION of AP-585 (2 cr hrs):

-When ready, replace this italicized materials with your response.
-Review the previous eight areas (theories, research methods, specialized skills, etc.) and choose an area in which to develop a SECOND Competence Statement.
-Follow the directives from that area and insert the entry for the SECOND Competence Statement (including its Learning Activities, Learning Product, Assessor and Schedule) on this page.

PLAN for AP-585	
(1) Competence Statement	Can describe and demonstrate the specialized skill of project management planning as it relates to Change Management.
(2) Learning ACTIVITIES	Independent review of relevant literature focusing on Project Management. Such as: "Project Manager's Spotlight on Change Management" By: Claudia M. Baca "A Guide to the Project Management Body of Knowledge: (Pmbok Guide)" By: Project Management Institute "The Art of Project Management" By: Scott Burken "Making Things Happen: Mastering Project Management" By: Scott Burken Development of a case study and job aid.
(3) Learning PRODUCT(s)	My learning product will consist of 1) A case study that shows how Project Management relates to Change Management 2) A job aid as how to successfully integrate both disciplines 3) A literary review 4) An annotated bibliography in APA format.
(4) Assessor *(anticipated)*	
(5) Schedule *(anticipated)*	

▶PART VI: Plans for Culmination

Directions: In Part VI, the student is to identify which of the two Culmination Options he/she is currently considering and, regarding such, with what possible focus per option chosen. To be sure, Part VI's plans are held as *tentative—pending further evolution and refinement as study in the Focus Area progresses*. As possible, the student is encouraged to identify his/her Culmination Option as early as possible in order to integrate all aspects of the Program together and, most directly, use the earlier parts of the program to build toward the latter. (For a fuller description of Culmination Options, see HANDBOOK SECTION V.)

At this point, I'm leaning toward… *(Please check one and elaborate.)*

_____ **Option A—Four Supplemental Competencies** ***(2 cr hrs each)***
[AP-586, AP-587, AP-588, AP-589]

Additional areas I am currently considering to pursue through the four supplemental competencies include:

-
-
-

_____ **Option B—Integrating Project Proposal & Final Product** ***(8 cr hrs)***
[AP-591 (2 cr hrs) & AP-592 (6 cr hrs)]

The topic/area I am currently considering for exploration via an Integrating Project is:

-When ready, replace this italicized material with your response. Briefly explain the topic/area that may eventually be developed and proposed as an Integrating Project (Proposal & Final Product).

-

_X___ **Uncertain**

-When ready, replace this italicized material with your response. Briefly explain the nature of your uncertainty.

At this time, I am uncertain if I will be taking four Supplemental Competences or working on a Final Project. There is a strong possibility that I will be working to achieve my certification of "Change Management Professional" from the Association of Change Management Professionals (ACMP).

▶PART VII: Professional Advisor & Working Relationship

Directions: In Part VII, the student addresses the matter of his/her Professional Advisor (PA). (For a fuller description of the role of the PA, see HANDBOOK SECTION II. Specifically, Part VII is to include a brief description of the following:

A. What led the student to nominate the particular PA. (See HANDBOOK SECTION II for PA qualifications.)
B. What the student hopes for regarding the nature of the relationship with the PA;
C. What the student believes he/she (the student) brings to that relationship; and,
D. An initial plan for interaction between the student and the PA (e.g., frequency, method, etc.)

[NOTE: Early in the process, these four areas will be addressed in terms of PLANS in general. Once the PA is approved, the content of these areas should be updated more specifically in relation to the particular PA.]

A. Rationale/criteria for nominating specific PA:

↳**What led you to nominate the particular PA you nominated? (e.g., qualities? commitments? education? field of practice? position in field? etc.)**

My criteria for a PA includes: a) current practitioner of change management, b) passionate about the discipline, c) energetic, and d) out of the box thinker. I have found these core criteria, plus much more, in my PA Lynn Pavlis-Jenkins. Her well rounded and diverse background is solidly grounded in Change Management and Organizational Development.

B. What I ***bring to*** the "Student—PA" relationship:

↳**What do you believe you bring to the "working/learning relationship" with your Professional Advisor?**

I will bring an open mind and a desire for learning to the Student – PA relationship. I will also bring my dedication to the SNL program as well as to the field of Change Management. I have many years of experience with projects, teams, and management. I will bring that experiential learning to the relationship in an effort to draw on it while learning new skills, techniques, and methods.

C. <u>What I hope to ***build into*** the "Student—PA" relationship</u>:

↳**Describe the "working/learning relationship" you hope to build with your Professional Advisor.**

I hope to build mutual trust and respect into my Student - PA relationship. I want to learn from someone who has greater experience than me and trust that they know and understand the business that I work in, or at least comprehend my explanations of the business. I would like trust so that I can feel comfortable with their suggestions and guidance while they reciprocate the same feeling when reviewing my decisions.

D. <u>Initial Plan for "Interaction Process" between Student & PA</u>:

↳**Describe the interaction process that you and your PA have agreed upon (frequency of contact, method of contact, etc.).**

The initial plan for interaction between my PA and me will involve one on one meetings during the early phase of the engagement and will move to less formal 'checking-in' meetings. If time does not allow for face to face, we have agreed telephone conversations and email interactions would be acceptable.

.

Appendix A

HC 273 Reframing Organizations
We are surrounded by organizations of varying size and purpose. The workplace from large corporations to small-entrepreneurial companies, non-profit organizations, the spiritual community, and academic institutions all provide ample opportunities for failure in communication, effective management, and a thriving workforce. This course identifies the various strategies, tactics, and solutions that have been successfully employed to understand and resolve organizational problems at the levels of both theory and practice. Each of the solutions offers a particular perspective on organizational life with a focus on organizational structures, human relationships, political processes, and organizational symbols.

DePaul Graduate School Classes

MGT 500 - MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
Students will critically examine ethical and creative methods to solve problems related to managing individuals and teams. Students utilize feedback from a developmental assessment center assessing their managerial and interpersonal skills. Personal development plans are created and skills developed throughout the course. Skill development domains include perception, attribution, motivation, learning leadership, communication, team development, managing change and conflict, decision-making, power and politics and business ethics. PREREQUISITE(S): Graduate standing

MGT 535 - CHANGE MANAGEMENT
This course is targeted towards external and internal consultants, as well as managers and other change agents within organizations. Change Management fosters improved competency in the skills necessary during all phases of the change process - from diagnosis, to interventions, through evaluation. Organizational change issues are critically examined, and case studies, exercises, and assessments are utilized, to better understand change from organizational, group, and individual levels. Change models serve as frameworks that emphasize the importance of interactive consultative processes. A major organizational change project is required of all students. Offered twice a year. PREREQUISITE(S): MGT 500

MGT 552 - MANAGING CULTURAL DIFFERENCES FOR GLOBAL SUCCESS
'Managing Cultural Differences for Global Success" course is designed to guide and coach participants on how to work and communicate effectively with people from different cultures. The course provides a hands-on approach for developing cross cultural competency. Comparative cultural models will explain how concepts such as culture, values, time, power, mindsets and thinking patterns differ in the world. We will illustrate with real-life cases pertaining to doing business in Europe, Asia and the Americas.