

Models

What change agents need to know and why it's important.

A. Models and Modeling.

Models help people understand a condition by explaining the relationship between components of the whole. Models help people visualize the completed condition. The primary purpose served by a model is the development of understanding between people who undertake "connected" activity. By fostering an improved understanding, the fit between individual tasks will more surely contribute to a unified final product or service. The following Models are used for visual impact to help facilitators tell the story of organizations in transition from one state to another. Additionally, models help make the connection between fragmented information about a condition and the whole condition or system being examined. The user can often connect one element of a condition with the likely presence of other elements. Models can be "linked" in the design of interventions so those participants are introduced to the structure of change in a logical sequence. The models described below are identified in three categories based on the most likely users: Teams, Organization, and System. Models are both descriptive and prescriptive.

Teams Models

1. ProZones. A *ProZone* is the overlapping space between two or more Venn diagrams within which cultural capacity resides and which define the potential of the relationship. Understanding the potential of a *ProZone* is important so that cultural capacity can be developed or recovered for the advancement of organizational vision.

2. OCS - Nested Outcomes. Outcomes are spelled out in seven "nested" layers so that each one will reinforce the next. Attempting to change an organization's cultural capacity by focusing on the right outcomes or the right sequence of development and recovery will yield the most desirable results.

3. RGB Technology. The RGB Technology identifies three requisite tendencies that people bring to their work and the implications those tendencies have on the work dynamic . . . so that people and tasks can be combined in an effective *ProZone* to do more productive work with greater predictability and enhanced synergy.

4. OMR⁵. How to quickly and confidently plan for improving the human response to change initiatives using six interactive elements . . . so that the organizational response to change can be consistent in the midst of chaos.

5. The Unifying Human Systems Model - UHS. The ten interactive elements of living systems . . . so they can better determine the systemic affect of influences on that system, including their own influence while integrating the system.

6. Inclusion, Control and Openness (ICO). How to involve people appropriately in cultural change initiatives affecting them by planning three levels of increasing group performance ... so that individual contributions can be maximized.

7. Learning Styles and the Adult Learning Model. For any organization to improve, members must "learn." This includes both individual learning, and organizational learning. The two perspectives in this model set promote both. Applying the full range of these models will consistently enable people to learn and apply what they have learned to improvement initiatives.

Organization Models

Note: Models listed below are Available as Extended Materials on the Web.

1. Organization Change System - OCS. The ten sequential stages that help organizations change to higher capacity organizations are fully described ... so that essential steps in the sequence of activity strengthens overall results.

2. The Work Model. The relationship between the five elements of work ... so that dynamic priorities can be adjusted to attain optimal results. - Also: *Ashby's Law*

3. The Basic Model. The requisite cycles of organizational development through four sequential paradigms ... so that they can maximize the periods of optimal productivity.

4. The Cultural Change Cycle - BRES. How to accelerate the change of organization cultural capacity by adjusting three dynamic elements ... so that improvement can become deliberate rather than accidental.

5. Smart Tailoring and Band Technology. The five levels of engagement capacity that members of an organization occupy ... so that strategies can be developed and implemented to move a vast preponderance of the workforce to an "ideal" capacity.

6. Organization Realignment Model. Organizations are aligned in three connected levels Work Regimen, Strategy Bridge, and Beliefs Set. All levels must be congruent and reinforcing of the other layers for the organization to perform to "Ideal" standards. Understanding this Model allows users to develop optimal performance among disparate work groups and teams.

System Models

1. Return-on-Investment. Change is fueled with resources; the focus of which is time, people, and money. Organizations can expect a return on these investments and can measure to determine the rate of return in concrete terms. With this knowledge, decision-makers can configure strategies to maximize organizational benefit.

2. Evaluation Model. The Evaluation Model supports a continuum that spans conditions from pre-change to post change and incorporates Events between the two. Understanding the model will allow users to properly evaluate the programmatic/systemic success under all conditions.

3. Patterns of Influence Model - VAK. How people store and access their organizational learnings in three universal categories ... so their best attributes can be marshaled intentionally when and where they are needed.

4. The Leadership and Management Paradox Model. The three symptoms of a silent paradox undercurrent that exist when in a position of legitimate authority ... so that they can do the right things right more often without fear. Also: Implications of the *"T"* word (trust) as it pertains to people being involved in activities that promote internal problem finding and solving.

5. Situational Pulse Model. An organization's leadership is primarily (but not exclusively) responsible for the conditions that prevail. Conditions follow a specific "cycle" that is measurable and therefore predictable. Understanding this "cycle" affords the user a powerful advantage in adapting the needs of the organization thereby shorting dysfunctional portions of the "cycle" and lengthening the more positive periods.

6. New Behavioral View Model. Behavior is observable and is the results of a thinking process. To change behavior, one must understand the thinking that produced the outward and observable behavior. This models helps users understand behavior at a root cause so that appropriate actions can be designed to alter thinking - beliefs, if possible.

B. Applications.

Once facilitators understand the appropriate model, they must have a way to apply it to the situation they face so their influence over the situation can be most effective. First and foremost is the selection of a model prompted by the conditions encountered (or expected) when interacting with any participant. As the participant uses key words or phrases to describe a puzzling concept, it is incumbent upon the facilitator to select the right model, and be able to explain both how it fits the current situation and how it will help develop a solution to the problem being examined.

1. Model Selection. An appropriate model can only be selected if the facilitator has a thorough understand in all potential models that can be applied to situations. The first step in the selection process is to listen carefully to what participants are saying or trying to convey so that key words or concepts can be "lifted" from the dialog that connect to one or more models. If more than one model is appropriate, select the one model with the greatest potential utility. Be aware that the use of multiple models is appropriate but often confusing to the novice. The brief explanation above may provide sufficient context for selection, but a review of all the model narrative is recommended.

2. Graphic Illustration. Each model depicted in this Tab is fully illustrated. Facilitators must be able to quickly and effectively illustrate each model in a sequence with narrative that allows the participant to create a context for their current condition. The graphics combined with the telling of the stories about the model and the context for which it was selected provide the participant with a complete construct for understanding the situation and for problem solving using the model. Facilitators must practice the graphic piece until it becomes a natural part of their interaction.

3. Stories that Link the Model to the Current Conditions. The best way to relate stories will be from personal experience. When studying and illustrating the models, recall stories from your own experience and be able to relate those stories to the conditions the participant has described. As facilitators become more experienced they will be able to recall a wide range of conditions that have utility for participants.

4. Using the Model to Help the Participant Develop a Solution Set. Models are often used for problem identification and problem solving. Once the conditions of the problem have been securely linked with the model selected, the next step will be to use the model as a problem solving tool. Explore possibilities, prioritize potential actions, and settle on one or more courses of action to overcome the problem as it has been defined. Revisit all the model components to find the best course of action from the current conditions. .

5. Recording/Registering the Model Use and Engagement. It is advisable to note the use of a particular model with participants so that a record of model exposure will be available to you and those who may facilitate in this environment at a later date. Use the *CapacityWare*TM Event Module to note the use of specific models for participants in any Event. The system will cross-reference with the attendance Module to determine who has been exposed to what model(s), and when.