

Sample Syllabus

Game Plan for Change: A Tabletop Simulation for Igniting Growth Through Transformation

The course materials and learning outcomes are designed and well-suited for college or university PhD, MBA and Executive Education programs.

Required Course Materials.

Game Plan for Change: A Tabletop Simulation to Ignite Growth Through Transformation

Published by Pfeiffer (available at www.pfeiffer.com)

Facilitator's Guide Set (for professor) ISBN: 978-0-470-25488-2

Participant Workbook (one for each student) ISBN: 978-0-7879-9681-9

Game Board, Set of 4 (one per team) ISBN: 978-0-470-45775-7

Course Description.

This course examines the process, emotions, acceptance, and internalization of change. Game Plan for Change: A Tabletop Simulation for Igniting Growth Through Transformation provides a means to learn and apply key principles of change in a real-time context. The Simulation is conducted in small teams using a game board and working collaboratively to develop a change strategy and roadmap to successfully implement change based on a selected business case scenario. *Game Plan for Change* will help organizations systematically and efficiently address, implement, and institutionalize change. The materials provide the structure, tools, and processes necessary to learn about how to plan and implement a successful change initiative.

The process is experienced through the use of a game board and its seventeen dynamic, interdependent components, which have corresponding activities and exercises to be completed by the participants. Completing the exercises generate scores in the form of indicators of success or indicators of failure when executing the selected case-based change initiative.

The setting is an instructor-led, classroom workshop where the participants are divided into teams. Each team selects a case-based organization or company to guide through the simulation process. Student teams are presented with information, discuss solutions, evaluate alternatives, solve problems, make decisions, and learn how well their team is able to guide its business case in executing its change initiative.

The result is a comprehensive value-based change map for executing a successful change initiative. The outcomes of the activities and exercises highlight the strengths, weaknesses and potential roadblocks the case-based organization will face whether their change is small and incremental or massive and transformational.

Student Learning Objectives.

This course is designed to provide students with the basic understanding of organization change.

The situational aspects of change the participants involved in are: developing plans, evaluating strategy, considering challenges, setting priorities, creating value, assessing behaviors, modeling complexity and risk, determining readiness, predicting adoption and internalization, identifying fits and gaps, building a change scoreboard, predicting success, and applying results to reality.

The skill-sets students draw on, develop, and use are: Organization [planning], Discipline [completing exercises], Communication [promoting participative dialog], Empathy [having sensitivity in decision

making], Tolerance [managing ambiguity in uncertain environments], Negotiation [selling ideas and moving them forward], Balance [dealing with potentially conflicting interests], and Influence [gaining commitment].

The change competencies emphasized in the activities are: critical thinking, problem analysis, presenting and considering alternative solutions, consensus decision making, and constructive discussion and debate.

Instructional Methods.

The instructional methods will use the adult learning theory approach. Education-based and competency-based learning, in particular, must acknowledge and account for the characteristics of adult learners and the learning strategies that work best with adults. Adult learners expect, and deserve, to leave the experience with competencies that can directly and immediately be applied on the job. In the case of education opportunities, participants must be able to recognize and use the competencies in real job situations or "training-in-context". Simulations and role-play rank high among the most useful learning techniques for emphasizing a "training-in-context" concept, where the learning environment approximates the workplace environment in as many contextual ways as possible.

This is characteristic at all levels within the organization. And, by using this approach, students will be confident in the use of their newly acquired skills and competencies on the job.

Course Delivery Approach:	Percent of Time
Small Group Exercises/Break outs	45
Interactive Small Group Discussion	10
Full Group Lecture/Discussion	15
Interactive Questions/Answers	15
Team Presentations	15

The benefits of a team setting are: social interaction, collaborative communication, stimulating competition, exceptional outcomes.

Attendance and Participation.

Classroom attendance and participation is mandatory. Make up sessions will not be scheduled.

Grade Determination.

Course grades will be assigned based on the total number of percentage points earned. Percentage points are allocated according to the following

Attendance and participation in class	50%
Team presentations	50%

NOTE:

This course has been approved for 13.5 (General) recertification credit hours toward PHR, SPHR and GPHR recertification through the HR Certification Institute.