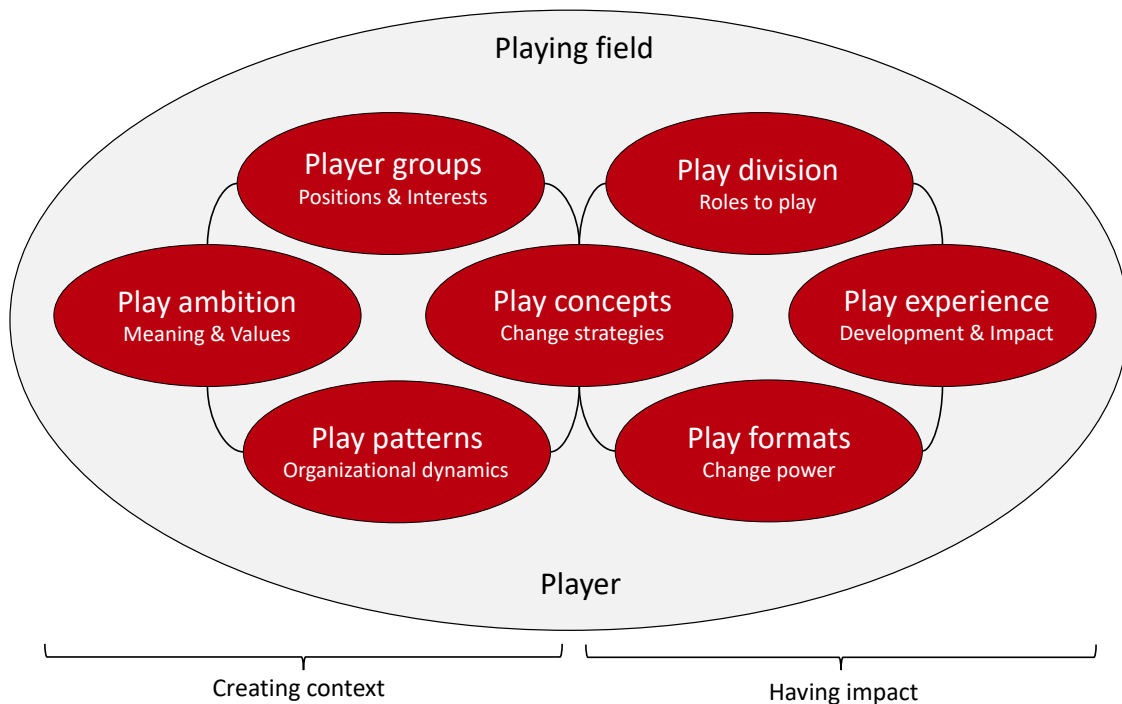


Towards successful organizational change

Syllabus online course

This online course is based on the book 'Organizational change as collaborative play' and the website <http://www.changeasplay.com/>. To access the website, click on 'log in' and then 'register'. Then enter your own username (lower case only), your email address and the free access code JB-12345. You will receive a password to log in again by email. Do not forget to remember or save your username, email address and password.



Jaap Boonstra

Professor Esade Business School

Barcelona, Summer 2020

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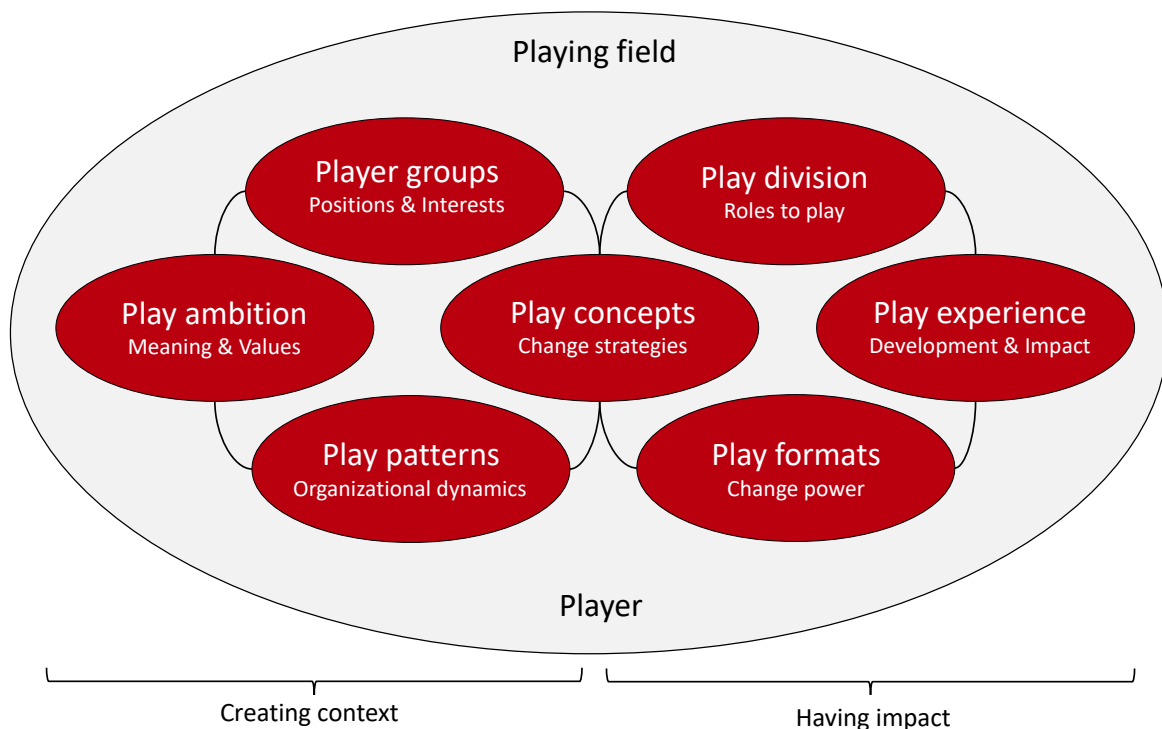
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Introduction

This online course is structured around the play model for organizational change. This play model provides inspiration and guidance for players who want to renew their work and organization and who are constantly subject to change themselves.

A vision on change as play addresses the playing field and player groups, the play ambition and play patterns, as well as those playing together to bring about changes and wanting to be players themselves. The play model is dynamic and can be seen as an ongoing motion.



Creating context

The play model is about creating a context for change and having sufficient impact to make the desired changes come true. When creating a context for change, the aim is to have sufficient understanding of the playing field, the player groups, the play ambition and the underlying play patterns. On this understanding it is important to arrive at a well-considered play concept for the changes people envision. The playing field is about the environment in which organizations perform and what is going on there. On the left there is the play ambition, asking about the purpose of the organization. For the players, it is mapped out which parties are active and may have an impact on the performance of the organization. The play patterns indicate ingrained cultural patterns and which dynamics are present in organizations. From the play ambition, the players and play patterns, a play concept for the approach towards the intended changes, gradually emerges. The main challenge is to devise an approach to change and create a context to get things going.

Having impact

Having an impact means further materializing the play concept, so by selecting change strategies with suitable play forms and organizing the division of play the change becomes meaningful. In the play experience, obstacles and results that can be used to make progress, become visible. The play concept concerns the most effective combination of change strategies. The play division and the roles to play, identify the players involved in the change process and who can contribute to the change. Play formats are about useful activities and supporting actions to achieve progress and make the change successful. The last play element is play experiences. This concerns the way in which changes are experienced, how progress is made and which learning experiences can be shared with regard to successful organization and change. The main thing is that the players involved bring about a change by deliberately selecting change strategies and forms of play to achieve results and enjoy change as a learning practice to achieve success in the changes they envision.

Being a player

As a player in change, you create context and have an impact. You also consider your own role in change and the contribution you can make. You play together with others to achieve a change. In that interaction you get to know yourself better and you can develop yourself as a competent player in change processes. Change as collaborative play is a **way of looking** at change as a continuous and ongoing process. It helps understand the complexities organizations have to deal with and gives an overview of the dynamics on the playing field and the relationships between the players on it. Play patterns become visible. Players are invited to develop a vision of their play ambition. A new play is born in which a play concept gives direction to change. Players find play formats that succeed and are enjoyable. From the enjoyment in playing, new ambitions are formulated, new play patterns are created, and the players get better and better at their play. Change as collaborative play is also a **way of working**. It helps to reflect on a change, to face tensions and to use them for innovation. It helps to organize interaction and to choose one's own role in a change process.

Can we play together?

Change as a collaborative process contributes to enjoyment when progress is made, and results become visible. The joy of playing also grows with the interaction itself, in which you get to know each other, and you can become proficient in changing organizations. Valuable learning experiences result from overcoming setbacks. When setbacks are overcome, enjoyment increases, and this contributes to valuable learning experiences.

Organizational change as collaborative play

Disruptions in our current world has transformed our businesses from complex and uncertain to ambiguous and paradoxical. In this world systematic and reactive change management models will no longer work. A perspective on change as collaborative play offers a new approach to inspire change in our organizations through the dynamics of a playful relationship between the different agents. Looking at change as play will change the way we transform organizations.

Changes in organizations are inevitable but not a matter of course. Almost 70% of all change efforts fail. Planned change is a dominant approach for organizational change that has been developed in the last century. In that time the world was complex but still understandable and planned change helped in realizing changes in organizations. In this perspective leading change means that leaders create an urgency to change, build a winning coalition that manage the change, communicate the change, motivate and align people to reach the desired future, and make it stick. Change was like a well-planned trip with a clear destination and an itinerary set in advance.

Many organizations have been successful in planned changes, and many failed. Multiple studies show that 70% of the planned change programs in organizations either get bogged down prematurely or fail to achieve the intended result. This is especially true for changes that focus on reinventing business propositions, international collaboration, breakthrough innovation and maximizing customer values. Goals are not achieved, policies are not implemented, customers do not experience improvement in service and quality, and employees, supervisory staff, and middle management are confused by all the change efforts. Given these outcomes the question remains why many leaders stick to planned change as a dominant approach. Is it because we are used to it and don't know better? Perhaps we stick to planned and rational change because we have been successful many years ago with this approach. Or is it because shareholders force us to come up with clear plans, goals and results. Or is it perhaps the feeling that we are in control when we opt for a planned change approach?

Disruptions in our current world has transformed our businesses from complex and uncertain to ambiguous and paradoxical. In this dynamic world, developments continue to influence each other, although it is unclear what the outcome will be. It seems as if everything is changing constantly, with some patterns continuing and showing a certain predictability and others suddenly emerging and prompting change. In this situation leading change as a rational and planned process is at its end. What we need now is a change approach based on interaction and a continual process of observation, adaptation and learning. Changes resemble a hiking trip through unknown terrain with players knowing and trusting each other so that they can deal with uncertainty and the unexpected.

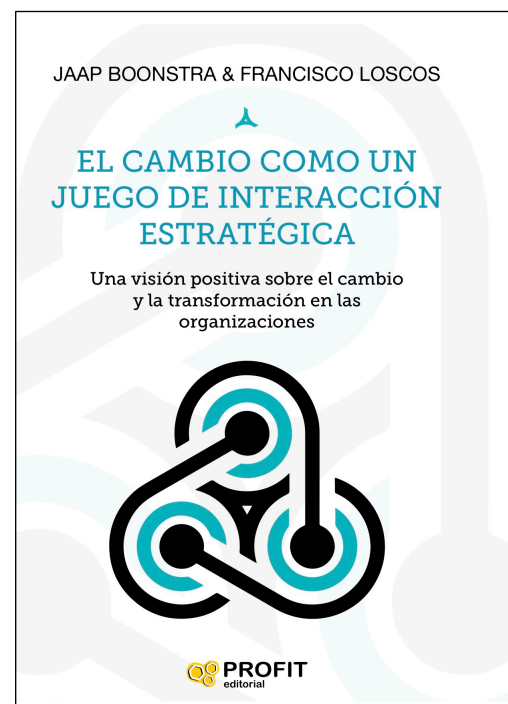
One reason for Interactive change occurs in a situation in which people create new realities together and learn to deal with uncertainty. This approach towards change requires the courage to confront an ambiguous situation and acknowledge tensions. Then in-depth change and innovation become possible through interaction. Language gives shape to our thoughts and thus influences our acts. We are well known with the language of rational and planned change. We speak of diagnoses, strategies and interventions. Many of these words are related to a medical model where something or someone has to be cured.

To be successful in organizational change in a dynamic environment we need a new language to change the way we look at organizational change and transform the way we change organizations. The language give shape to changes in interaction is based on the metaphor of change as collaborative play.

Looking at organizational change as play helps to initiate changes in organizations and contribute to organizational development together with players inside and outside the organization. Players in organizational change envisage the future, try to find their way in an uncertain world and make an effort to shape their future. This play metaphor is not about planned change with predefined targets; it is about leading change in a collective search process in which players work together towards transformation and innovation in their own organization. In this way the play metaphor provides a positive outlook on changing and innovating organizations as a collective process of organizational learning. Are you ready to play together in preparing your organization for the future?

Organizational change as play invites players to see the informal life of an organization and understand play patterns. It is not only about strategies, structures and systems, but also about what is read between the lines, the unwritten rules of the play, and ingrained play patterns. The play metaphor brings out cultural practices, stubbornness, affects interactions between players, political plays and individual uncertainties. With actual in-depth change and innovation these aspects are essential in making changes successful. The play metaphor allows us to discuss the way of playing, who are the real players, and how much room there is in which to play. Play is different from play where the rules are fixed and competition is dominant. Do you want to play a play or to play without clear rules and restrictions?

Embracing organizational change as collaborative play will lead to a fundamental choice: the path of certainty and planned change aimed at stability and control, or the path of tension and uncertainty which contributes to transformational change and in-depth innovation in our organizations and the world around us.



Learning objectives of the course

The learning objectives for this course are grouped around the three perspectives of the play model: 'Creating context', 'Making impact' and 'Being a player'

Creating context

- To be able to indicate developments in the environment and market shifts on the playing field and show how these developments affect organizations.
- To be able to distinguish external and internal players on the playing field and apply methods to identify the players and their interests.
- To be able to establish the dynamics on the playing field and give meaning to the uncertain environment in which an organization seeks its added value.
- To be able to interpret the play ambition of an organization as a visualization of the mission and vision of an organization in which strategy and culture are matched.
- Detect play patterns in organizations by applying multiple methods such as unbiased observation, appreciative exploration and multiple viewing.
- Being familiar with different change strategies and being able to judge when a specific strategy is useful.

Making impact

- Being able to recognize the starting points for change and to consciously choose a combination of change strategies in an overarching approach to change.
- Knowing and being familiar with communication strategies that are congruent with a chosen change approach.
- Being able to estimate which players and groups of players occupy which position in a change process and what role they can play in a change.
- Being able to estimate what causes tensions, conflicts and blockades in a change process and what that means to the further approach of a change.
- Knowing a broad range of play forms and their underlying principles as helpful activities and supporting actions to keep changes going.
- In a change, being able to look from multiple angles at the surface level of visible change activities and the undercurrent of feelings, fears and emotions.
- Being able to make transparent and discussable positive and negative playing experiences in order to bring about the change and to learn from it.

Being a player

- Understanding the skills that players use in a change process to achieve positive results.
- Being able to estimate the extent to which a player has change management qualities and abilities to initiate and guide change.
- Being able to recognize and disprove common misconceptions about change and the roles and positions of players in change.

Contents and structure of the course

This online course provides a positive view of changing and innovating organizations. The course aids students and professionals who want to learn more about organizational change and make a contribution to it. The course is structured on the basis of the play model for organizational change.

Playing field and players

In recent years, people in organizations have experienced turbulence in the environment in which they operate. Globalization, digitization, market forces, government measures and system revisions contribute to previously unprecedented levels of dynamics. As a result, many organizations are changing. Professional work is changing. There is more collaboration in networks. The interaction within and between organizations is changing. These changes on the **playing field** are not easy due to conflicting demands from the environment and tensions among stakeholders within and around organizations. Changes always involve multiple **players** on the field who try to influence each other. That is why it is necessary to realize which players are playing around and within an organization, which interests and means of power they have and which playing position they occupy.

Play ambition and play patterns

The complexity and dynamics on the playing field require players in organizations to be able to balance between stability, continuity and innovation. Making the meaning of an organization explicit and formulating a vision for the future can help in this. A **play ambition** provides direction in a dynamic environment and offers guidance in case of uncertainty. The play ambition is also a reference point in profound change and innovation of organizations. Every organization has ingrained **play patterns** and cultural values and norms that consciously and unconsciously influence the interplay in organizations. If ingrained play patterns are the source of problems, it is imperative to question and change them. Understanding and changing play patterns is necessary to make room for innovation and to respond to unexpected events.

Designing and concretizing the play concept

The **play concept** represents a conscious and elaborated change approach which allows organizations to qualify themselves for the future. A successful change approach depends on all kinds of circumstances. The playing field, the players and the play ambition influence the choice for a change approach. There is no best way to change. There are several strategies available to realize changes. Depending on the nature of the problem and the characteristics of the organization, a combination of change strategies is made.

There are several reasons for changing organizations. Some changes originate from outside pressure, others start from the inside or start with an ambition to qualify for the future. These reasons limit or widen the room to play to shape changes at your own discretion. In this way, the reasons provide direction for choosing and combining change strategies. Communication during changes is essential. There are many questions that need to be answered. How is a change announced? Who tells the story? What expectations are created? How does everyone stay informed? Finding answers to these questions helps to further develop the play concept.

Play division and play formats

Realizing changes in organizations requires a concerted effort from people inside and outside the organization. The question is how players in change can achieve optimal interaction to make the change a success. Organizing the **play division** implies describing roles for specific target groups. This helps to clarify expectations about everyone's contribution and thus reduce uncertainty about the change. **Play formats** are targeted activities that players undertake together to generate movement. In this way, play formats mean to address the play, entering it, altering the current and participating in order to make it work. Numerous play formats are available for players to use as helpful activities and supporting actions in a change process.

Play experience and being a player

In change processes it is essential to keep the play experience in mind. The **play experience** is about the surface level of visible change activities and an undercurrent of experiences, feelings and emotions. Players who act consciously in change are aware of the undercurrent and open to weak signals from fellow players who experience the changes in their daily work. Playing becomes enjoyable when future ambitions are shared, progress becomes visible and the vitality of the organization increases. **Players in change** like innovation and are willing to take a chance. Players who want to achieve change are socially aware and interested in what moves people. They know themselves, realize what has shaped them and know what values they deem important.

Structure of the course

The course gives tools to shape and successfully complete change processes. It helps players in change to conduct the change play together with other players by creating context and having impact. The course consists of ten learning sessions. Each session consists of:

- A chapter from the book 'Organizational change as collaborative play';
- Presentation on the website for that chapter;
- Illustrative and inspiring short videos on the website;
- Self-study questions in this syllabus and study questions on the website;
- A suggestion to watch and reflect on a documentary or movie;
- Possibilities to elaborate your experience by reading additional articles.

Supporting materials

On the website 'Change as collaborative play' you can find all kinds of material to design your own course. The individual sessions contain specific references to the website.

Book 'Organizational change as collaborative play'

This course is based on the English book '[Change as collaborative play](https://www.amazon.com/Organizational-Change-Collaborative-Play-organizations/dp/9462762708)' by Jaap Boonstra <https://www.amazon.com/Organizational-Change-Collaborative-Play-organizations/dp/9462762708> or the Spanish edition '[El cambio como un juego de interaccion estrategica](https://www.amazon.es/cambio-como-juego-interaccion-estrategica/dp/8417209913/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1588175614&sr=8-2)' written by Jaap Boonstra and Francisco Loscos. https://www.amazon.es/cambio-como-juego-interaccion-estrategica/dp/8417209913/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1588175614&sr=8-2

Video lectures and presentations

The website contains a specific video lecture and a presentation for each learning session that you can use at your own discretion. The video lecture and presentation are directly in line with the concepts in the book.

Practical examples

The website contains some practical descriptions that may be helpful to get an idea of the situation in practice. It is helpful to study those included on the website as practical examples going with the course.

Video clips and movies

The website contains thirty video clips and thirty movies. The video clips can be viewed and downloaded directly from the website. These clips can be seen as short visual illustrations of a theoretical concept. Three movies are described briefly at each meeting on the website. The movies invite you to reflect on the concepts provided.

Self-study

For each session in this syllabus, exercises are proposed to make a translation of the concepts from the play model into your own work practice. It is useful to exchange the outcomes of the exercises with others by means of video conferences.

Study questions

The website contains study questions. These study questions invite you to work reflect from your own experiences and to examine how concepts provided can be used in the practice of your own work context. Working with study questions helps to rethink the theoretical concepts and to translate these concepts into practice.

Additional reading

For each learning session the website contains a few additional articles to further explore the theory underlying the concepts that are presented.

Learning session 1: Exploring the playing field

Contents

Although there is a wide variety of organizations, they have one thing in common: they deal with all kinds of developments on the playing field that stimulate change. The environment that organizations are part of is complex because of developments in the economy, technology and society, and dynamic because these developments are hard to predict. Creating room to play is all about seeing what is going on, being able to interpret the world around you and imagining the future together with others.

When exploring the playing field, it is essential to postpone judgments, not to jump to solutions and to look at events from multiple perspectives. During the exploration, observations are shared and a perspective for change is developed together.

When you explore the playing field, it is important to be cautious about labeling problems. It is a first impression. From the images obtained, those involved are able to collaborate on an interpretation of the existing situation and parameters can be set out to further explore developments and reflect on the desired future.

Learning objectives

- To get an idea of the importance of play and playing as an approach for organizational change.
- To be able to look at developments on the playing field in the vicinity of organizations with an open mind and from multiple angles.
- To be able to interpret contextual developments and market developments and indicate what these developments mean for the functioning of the organization in the future.
- To be able to detect uncertain developments on the playing field and to learn about methods for discussing these uncertainties.
- To be able to estimate what kind of playing field an organization has to deal with and whether it is a simple, complex, dynamic or chaotic playing field.
- To understand the differences between increasing adaptability, enhancing resilience and developing agility to deal with environmental dynamics.
- To gain knowledge about a set of actions to realize a desired vision of the future and to find new ways in a dynamic and unpredictable world.

Self-study: the meaning of playing

- Ask yourself what 'playing' means to you. Write down the words that come to mind.
- Watch a video by video artist Francis Alÿs about children playing and ask yourself again what the meaning of playing is. Complete your previous list of words.
This is the link: <http://francisalys.com/childrens-game-11-wolf-and-lamb/>
- Watch the introduction video about 'play' on the home page of the website.
- Read the preface and introduction in 'Change as collaborative play'.

Self-study: exploring the playing field

- Watch the video lecture about the '*Exploring the playing field*' on the website
- Read chapter 1 'Exploring the playing field' from the book 'Change as collaborative play'.
- View the presentation 'Exploring playing fields' on the website.
- Watch the video clips '*Did you now in 2028*' and '*Socialnomics*' on the website at 'Exploring the playing field'. Ask yourself how these developments affect your future and organization.
- Make an inventory of the changes in the environment of a known or own organization. Use the presentation with environment changes available on the website.
- View the study questions on the website 'Exploring the playing field' and find out how these questions can help you to get a better picture of the playing field of your organization or university.
- Watch the movie '*The Economics of Happiness*'. The movie shows a world of further globalization in which large enterprises are given space. In addition, the world is being shown by people who argue in favor of small-scale operations and strengthening the local economy. It is a beautiful movie about the impact of large companies, the role of politics and the significance of the local economy and communities and how the playing field influences our living environment. What does this movie teach you about developments on the playing field and the tensions that these may cause?

Video conference

Organize a video conference with fellow players in this online course.

- Discuss which developments on the playing field affect our organization and our work.
- Discuss how we interpret the playing field using Figure 1.3 in the book or the presentation available on the site. We experience the playing field as
 - simple and predictable
 - Complex but understandable
 - Dynamic and interpretable
 - Chaotic and unpredictableWhat does this mean for the change process we envision?
- Exchange what you have seen while watching the movie '*The Economics of Happiness*' and what this means for you on the playing field of organizations.

Learning session 2: Identifying the players

Contents

Every change process has players who influence the changes that play a role from outside the organization. During the change process, there may also be increasing tension between internal players. Recognizing the dynamics between players on the playing field starts with identifying the different players.

Changes always involve multiple players who try to influence each other. That is why it is necessary to know which players are active in the surroundings of and inside an organization, which interests and power they have, and which position they occupy in the play.

Every change involves determining the positions of players on the playing field, their underlying interests and the influence they can use in the realization of changes. On this basis a choice can be made about the possible role and contribution of players in change.

Learning objectives

- To be able to distinguish external and internal players on the playing field of organizations and to apply methods to identify the players and their interests.
- To be able to distinguish internal players within organizations and to make a force field analysis of positions, roles and interests.
- To be able to define strategic differences and cultural tensions between players from an integration, differentiation and fragmentation perspective.
- To be able to make a conscious decision to limit the playing field and decide which players participate in a change, participate in the decision-making process, think about it and have relevant knowledge.
- To be able to consider what the roles and positions of players in a change can be and what coalitions are needed to keep the change in progress.
- To be able to estimate which change management qualities and abilities players should have to shape changes by themselves.

Self-study: Identifying the players

- Watch the video lecture '*Identifying the players*' on the website
- Read chapter 2 "Identifying the players' from the book '*Change as collaborative play*'.
- View the presentation 'Identifying player groups' on the website.
- Watch the video clips '*Connection to patient care*' and '*Chronic*' on the website under 'Identifying players'. Ask yourself which players influence your work and organization.
- For a well-known organization or your own, make an inventory of the players that the organization has to deal with by checking newspaper articles and other information about the company. Use the list of players in the book or in the presentation about players on the website.
- Have look at the study questions on 'Identifying players' and decide how these questions can help you to get a better picture of the players who influence your organization or university.
- Watch the movie '*The Social Network*'. This movie, which is about the rise of Facebook, shows how Facebook is revolutionizing human interaction. It also gives a clear picture of the internal relationships between players and the struggle that emerges among the owners. What does this movie teach you about players on the playing field?

Video conference

Organize a video conference with your fellow players in this course.

- Check which players affect the organization and the work and which new players become relevant.
- Find out how to position players using Figure 2.2 in the book or figure in the presentation available on the site.
 - Which influential players can contribute to a successful change?
 - Which influential players are negative about the change?
 - Which neutral players can be actively involved in the change?
 - Which players are out of the picture now, but are still relevant?
 - Which players are not so important now, but you still want to be kept informed?
- Discuss what does this mean for the change process you envision?
- Exchange what you have seen when watching the movie '*The Social network*' and what this means for your view on the playing field and the players on that field.

Learning session 3: Visualizing the play ambition

Contents

The complexity and dynamics on the playing field require players in organizations to be able to balance between stability, continuity and innovation. Making the meaning of an organization explicit and formulating a vision for the future can be helpful. The point is to make the play ambition or identity of the organization explicit and to create social significance. In the play ambition, the social significance of an organization is linked to values for citizens and professional and cultural values. The meaning and values are linked with the competences and qualities of the organization as well as the strategic positioning of the organization on the playing field.

A play ambition provides direction in a dynamic environment and offers guidance in case of uncertainty. The play ambition is also a reference point in profound change and innovation of organizations.

There are several ways to work out and visualize an organization's play ambition, such as future conferences, open space conferences, open dialogue and work discussions. Every time the question comes up which players participate in the elaboration of the play ambition.

Learning objectives

- To understand an organization's play ambition as a meaningful visualization of an organization's mission and vision in which strategy and culture go together.
- To know the four angles of the play ambition and know the underlying principles of each of these four angles.
- To be able to visualize and visualize the play ambition of any given organization.
- To know methods to make play ambitions productive by means of constructive dialogue, constructive conversations and conflict-solving negotiations.
- To be able to estimate to what extent the play ambition is in line with daily work practice and whether realizing the play ambition is feasible and realistic.
- To be able to decide whether a play ambition and the resulting change are connected to an incident or whether it arises from an essence vital for survival.

Self-study: visualizing the play ambition

- Watch the video lecture '*Visualizing the play ambition*' on the website.
- Read chapter 3 '*Visualizing the play ambition*' from the book '*Change as collaborative play*'.
- View the presentation '*Visualizing play ambitions*' on the website.
- Watch the video clips '*Wolters Kluwer*', '*Arcadis*' and '*Cleveland clinic*' on the website at '*Visualizing play ambition*'. See what these videos tell you about the play ambitions of these organizations and how the examples can help you create your own play ambition and the story that goes with it.
- Make a play ambition for an organization you are familiar with or that you work at, based on figure 3.1 or the presentation on the website. Use the information on the organization's website and public presentations and reports. If necessary, supplement this information with conversations you have with people in the organization about meaning, value for customers, uniqueness and strategic positioning.
- Reflect on the elaborated play ambition and check whether this play ambition is mainly focused on *processes* (efficient, error-free, procedural), *products* (product range, product quality, product innovation), *markets* (competitive position, market position, market share) or *customers* (customer focus, customer first) . What does this mean for the change you envision?
- Read the study questions about '*Visualizing play ambition*' and find out how these questions can help you to get a better picture of the play ambition of your organization or university.
- Watch the documentary '*Biography - Ben & Jerry's*'. This documentary provides a good picture of the start and growth of the Ben & Jerry's ice cream brand and how the founders, with their unique and creative approach to doing business, keep the play ambition that they started the company with alive. What this documentary teaches you about the importance of a shared play ambition. How does this documentary inspire to regard your work as play?

Video conference

Organize a video conference with your fellow players in this course.

- Make a visual representation of the meaning, values, uniqueness and position of your organization or university, show the picture and explain the play ambition of your organization. Discuss the extent to which the elements of the play ambition are congruent, reinforce each other or actually create tension.
- Discuss how you could achieve a shared play ambition together with players in your own organization? What does this mean for the change process you envision?
- Share what you have seen when watching the movie '*Biography - Ben & Jerry's*' and what it means for creating and keeping an organization's play ambition alive.

Learning session 4: Understanding play patterns

Contents

Every organization has ingrained play patterns and cultural values and norms that consciously and unconsciously influence the interplay in organizations. If ingrained play patterns are the source of problems, it is imperative to question and change them. Understanding and changing play patterns is necessary to create space for innovation and to respond to unexpected events.

Discovering play patterns is based on open-minded observation, appreciative exploration and multiple views of what is going on in an organization. Attention is also paid to conflicting cultural values and tensions among player groups.

The recognition of play patterns is also an ongoing process of perception and giving meaning in which players in change examine where energy for innovation is present and where patterns and areas of tension play a role that counteracts change.

Learning objectives

- To be able to identify play patterns in organizations by applying multiple methods such as open-minded observation, appreciative exploration and multiple viewing.
- To be able to interpret conflicting cultural values and give feedback to involved players in order to make room for change.
- To be able to find out previous experiences with change processes that provide a picture of the change climate in which changes are either difficult or smooth.
- To be able to provide insight into play patterns through the use of causal diagrams, exchange meetings between players and the use of confrontation meetings.
- To be able to estimate the extent to which urgency and pressure from the environment limits the room to move in order to give one's own shape to and profoundly alter changes.
- To identify the internal pressure surrounding change and estimate what can contribute to a change climate in which players shape the change themselves.

Self-study: Understanding play patterns

- Watch the video lecture '*Understanding play patterns*' on the website.
- Read chapter 4 '*Understanding play patterns*' from the book '*Change as collaborative play*'.
- View the presentation '*Understanding play patterns*' on the website.
- If possible, have some critical conversations with people in the organization that you work in or have access to. Make a short report of what you have collected and how you and your partners have experienced the conversation.
- Make a multiple analysis of what is going on in your own organization using the information sources in table 4.1 and the overview in figure 4.2. Then try to figure out the dynamics that are at the core of the problem.
- Go to http://www.ocai-online.nl/producten/ocai_one.htm and complete the questionnaire about the culture of the organization that you work or study at. The profile is links up with the competitive value model of Cameron & Quinn in figure 4.3 of the book.
- Find out what this outcome means for the change you envision.
- Watch the video clips '*Boiler Room Speech*' and '*Any Given Sunday*' on the website at '*Understanding play patterns*'. Ask yourself what the '*Boiler Room Speech*' tells you about the culture types hierarchy and market in figure 4.2 from the book or the presentation of the website. And what does the video '*Any Given Sunday*' tell you about the culture types '*family*' and '*adhocracy*'. How do you relate to these four culture types?
- View the study questions about '*Understanding play patterns*' and see how these questions can help you to get a better picture of the play patterns of your organization or university.
- Watch the movie '*Dead Poets Society*'. In this wonderful movie, teacher John Keating returns to his own Welton Academy school to inspire his students to make the best of their lives. He opts for unorthodox learning methods that question the existing culture and playing patterns. Find out how the culture at the school is related to the history and traditions, history of families and the behavior of the headmaster. Has John Keating finally changed the play patterns at the school, or not?

Video conference

Organize a video conference with your fellow players in this course.

- Discuss characteristic patterns that maintain the current situation and power relations in your organization and how you can disrupt this.
- Discuss some dominant play patterns for an organization you know or work in based on your own experience or based on a few conversations, mail exchange or MailChimp with people from the organization, based on the following questions:
- What is characteristic of this organization?
- Can you say something about the history?
- How do people interact?
- How would you characterize the culture?
- What tensions do occur?
- Exchange what you saw while watching the '*Dead Poets Society*' movie and what this movie means to you for your idea of changing play patterns.

Learning session 5: Developing the play concept

Contents

The play concept represents a well-considered and elaborated change approach that allows organizations to qualify for the future. A successful change approach depends on all kinds of circumstances. The playing field, the players and the play ambition influence the choice for a change approach.

There is no best approach to change. There are several strategies for realizing changes. Depending on the nature of the problem and the characteristics of the organization, a choice is made for a combination of change strategies. The choice of change strategies addresses the question whether the change focuses on project-based improvement of customer systems, change of cooperation patterns or innovation of interactions with customers.

A play concept results in a rationalization of change that answers the question of why change is needed, who participates in it and how the change is shaped best.

Learning objectives

- To know about different change strategies with their underlying paradigms on change and their effective principles to format change.
- To be able to determine and compare the effectiveness of change strategies by knowing the assumptions of the strategies and their mutual differences.
- To be able to estimate the nature of a change assignment and to estimate whether it concerns project-based improvement, profound change or experimental innovation.
- To be able to weigh up the combination possibilities of change strategies in a coherent change approach in which the contribution of players is optimally utilized.
- To be able to estimate the scope and depth of a change and to decide what kind of change approach is required to have maximum impact.
- To be able to make a well-developed change rationalization that is congruent in terms of contents and transferable to other players in change.

Self-study: Developing the play concept

- Watch the video lecture '*Developing the play concept*' on the website.
- Read chapter 5 '*Developing the play concept*' from the book '*Change as collaborative play*'.
- View the presentation '*Developing play concepts*' on the website.
- Check whether you can envisage the change approach in an organization that you are familiar with or that you work in, using figure 5.1 with the change rationalization or the slide with the change rationalization in the presentation on the website. Where do you encounter anything missing and inconsistencies and how could you strengthen the rationalization?
- Watch the video clip '*Silly Olympics*' on the website under '*Rationalizing the play concept*'. Ask yourself what is essential to get people moving and open to a change?
- Check for yourself which change strategies you are familiar with using figure 5.2 in the book or presentation on the website. Which strategies are currently dominant in approach to changes in your own organization? Which change strategy do you prefer in the changes you envision?
- Go to <https://hansvermaak.com/en/publicaties/the-color-test-for-change-agents/> and download the color test for free. Then complete the color test and see for yourself what gives you higher or lower scores.
- Check for yourself whether it concerns an improvement, change or innovation in your own organization using the paragraph on the nature of changes and tables 5.1, 5.2 and 5.3 in the book. Find out for yourself what this means for now to approach the intended change.
- Read the study questions about '*Rationalizing the play concept*' and see how these questions can help you to arrive at a change rationalization for your organization or university.
- Watch the movie '*Good Company*'. The movie tells the story of a middle-aged manager who heads a department that sells advertising space for a sports magazine. His life takes a drastic turn when his company is taken over and he gets a new boss of twenty-six years old. The new boss starts a reorganization and a culture change to respond to the changing media landscape. What would you do as a new boss dealing with older employees?

Video conference

Organize a video conference with your fellow players in this course.

- Discuss the dominant change approach and change strategy that are being used and the effects of this change strategy. Discuss the most desired change strategy to realize the changes that you have in mind, your own change preference and how this preference is or is not at odds with the change strategy that is being applied and desired.
- Exchange what you have seen while watching the '*Good company*' movie and what this means to you when it comes to selecting a play concept.

Learning session 6: Elaborating the play concept

Contents

There are several reasons for changing organizations. Some changes come from outside pressure, others start from the inside or commence with an ambition to qualify for the future. The reasons limit or widen the room to move to shape changes at your own discretion. In this way, these reasons provide guidance for choosing and combining change strategies.

Communication during changes is essential. There are many questions requiring an answer. How will a change be announced? Who tells the story? What expectations are raised? How does everyone stay informed? How is room created for an actual dialogue between the players involved? Is there enough peace and confidence to make the non-negotiable negotiable? The search for answers to these questions helps to further define the change concept.

The crux of elaborating the play concept is to determine what is feasible. This means that a play concept is in line with developments on the playing field, the play ambition, the relevant players and the play pattern. How these approaches fit together is a process of extensive deliberation. The key question is what the players consider feasible within the space they have.

Learning objectives

- To recognize the reasons for change and what this means for room to move in the change and the commitment of the players involved.
- To consciously choose and to be able to combine change strategies in an overarching approach for an intended change.
- To know and to be able to use communication strategies in change that is congruent with the selected change approach.
- To be able to play with peace, space and momentum in a change process that contributes to good interplay between players in change.
- To search for a good balance between change from top to bottom and change from bottom to top on the basis of a combination of change strategies.
- To be able to estimate risks in the selected change approach with regard to play patterns, play dynamics and the relationships between the players in change.

Self-study: Elaborating the play concept

- Watch the video lecture '*Elaborating the play concept*' on the website.
- Read chapter 6 '*Elaborating the play concept*' from the book '*Change as collaborative play*'.
- View the presentation '*Elaborating play concepts*' on the website.
- Use Figure 6.1 from the book or the presentation on the website to find out what the reasons for change are in your organization and what this means for the combination of change strategies in your organization.
- Watch the video clips '*The district*', '*Lame offer*', '*Castells*' and '*IDEO shopping chart*' on the website under '*Elaborating the play concept*'. What do these videos teach you about the different change strategies, what type of leadership goes with the strategies and what these strategies evoke in you? Which strategy suits you best?
- How would you shape communication and interaction about changes in your own organization?
- Compose a convincing and inspiring story about the changes you see in your own organization. Use figures 5.1 and 6.1 from the book '*Change as collaborative play*'.
- Read the study questions about '*Elaborating the play concept*' and find out how these questions can help you to arrive at a change rationalization and a detailed change approach for your organization or university.
- Watch the movie '*Baby Boom*'. In this comedy, Diane Keaton plays the role of a career woman and management consultant in New York. She inherits the care of a six-month-old baby when a distant relative passes away. Because her combined life as a mother and a consultant is too much, she changes her job as an account manager to a food producer. When this job turns out to be unsuccessful, she moves to the countryside and is forced to become an entrepreneur in the production and sale of baby food. Her gourmet baby food becomes a great success. What is her play concept and how does she bring it to life?

Video conference

Organize a video conference with your fellow players in this course.

- Tell each other a short and inspiring change story about the changes in an organization that you are familiar with or that you work at. Give each other tips to make the story more exciting and attractive.
- Discuss the dominant change strategies in your own organization, to what extent these strategies match the reason for change and what the effect is of choosing the combination of change strategies.
- Exchange with each other which combination of change strategies is useful for your organization and give each other tips on how you can play a role in this.
- Exchange what you have seen when watching the '*Baby Boom*' movie and what this movie has taught you about how to implement a play concept.

Learning session 7: Organizing play division

Contents

Realizing changes in organizations requires a concerted effort from people inside and outside the organization. The question is how players in change can achieve optimal interaction to make the change a success. Organizing the play distribution involves defining roles for specific target groups. This helps to clarify expectations about everyone's contribution and thus reduce uncertainty about how to approach change.

For actual change it is desirable to involve all players who work together in a system in which the change comes to life. It does not matter whether the objective is to redesign work processes, strengthen cooperation, improve service or implement innovative practices.

A change comes to life when players work on this together. Through interaction, concrete results are achieved with regard to the issues at stake. In the interaction the players gain experience about what works and what doesn't work well. That experience is created by playing the play change together. It is not just a change concept, but it is also about making decisions and living with the consequences.

Learning objectives

- To be able to discern which players and groups of players occupy which position in a change process and what role they can play in change.
- To recognize players with strong and weak commitment and concretize the play distribution and player roles to create support and support for change.
- To be able to assess what causes tensions and blockades among players, what their background is and what this means for the further approach of the change.
- To be able to organize a decision-making process in the implementation of a change and to set up a transparent communication process about the change.
- To be able to recognize tensions and sources of conflict and to assess whether these are conflicts of interest, mistrust, unfamiliarity or uncertainty.
- To be able to use activities to develop acceptance and build trust by connecting to the professional values in the working practice.

Self-study: Organizing play division

- Watch the video lecture '*Organizing play division*' on the website.
- Read chapter 7 '*Organizing play division*' from the book '*Change as collaborative play*'.
- View the presentation '*Organizing play division*' on the website.
- Using Figure 7.1 from the book or the presentation on the website, find out which people play a role as initiators, early followers, neutral majority, critics and laggards.
- Put people's names in the spheres of figure 7.2. in the book or on the website. People's names may appear in multiple spheres. Then, based on table 7.1, consider how you can give the different people a role in the change you envision.
- Watch the video clip '*As it is in Heaven*' and see what these videos teach you about different roles, people's motives of and tensions that emerge. How would you make tensions manageable?
- If possible, talk to some people about changes in the organization that you work in or have access to, or use mail or MailChimp and ask them about their own role, the supporting role of others and what has made them committed.
- Watch the video '*Cleveland Clinic*' and find out for yourself what teamwork means in your organization, what makes collaboration across departments difficult and what the role of managers is in team-oriented or task-oriented work.
- Watch the video '*Leadership lessons from the dancing guy*'. Do you see yourself as an initiator, early follower, spectator, critic? What role do you prefer when it comes to change?
- Complete the Belbin test for team roles that you can find on the website. The roles provide a picture of team qualities and points for attention. The team role theory also describes which tensions often occur between specific roles. Common tensions are depicted in the presentation of this session on the website. What does the outcome mean for your role in change?
- Read the study questions about '*Organizing play distribution*' and find out how these questions can help you to achieve a good play distribution for a change in your organization or university.
- Watch the movie '*Moneyball*'. This movie is based on a true story about coach Bitty Beane who has to put together a baseball team on a limited budget. Despite resistance from the old guard, the media and the outfield trainer, Beane manages to put together a winning team and change the way the play is played. What does this movie teach you about organizing interplay?

Video conference

Organize a video conference with your fellow players in this course.

- Discuss how team-oriented or task-oriented work takes shape in your own organization. Discuss what makes collaboration difficult and what you can do yourself to promote teamwork.
- Exchange what you have seen while watching the '*Moneyball*' movie and what it means to you when it comes to play sharing, teamwork and changing play patterns.

Learning session 8: Introducing play formats

Contents

Play formats are targeted activities that players undertake together to generate movement. Numerous play formats for players to use as helpful activities and supporting actions in a change process.

Using game formats requires careful consideration, taking into account the reasons for change and congruence being sought with the overarching play idea and the combination of change strategies that are leading in the change. Tensions emerge during every change process and conflicts may arise. Play formats can be helpful in making tensions productive and handling conflicts.

The impact of play formats is based on the strength and cohesion of the various activities that are used. By carefully choosing and combining play formats, their power can increase and the change comes to life.

Learning objectives

- To be familiar with a wide range of play formats and understand their underlying principles in order to use them as helpful activities to keep change going.
- Assessing play formats, taking into account the reasons for change and searching for congruence with the overarching play concept.
- To be able to consciously combine play formats in a transparent change approach such that game forms reinforce each other and depth in the change is achieved.
- To identify fixations, to be able to estimate whether they are cognitive or social fixations and to explore possibilities to remove these fixations.
- To understand relational aspects and handle conflicts arising from tensions in the relationships between players and player groups.
- To be able to assess how activities at different scale levels can reinforce each other and what depth is required in play formats to bring about changes.

Self-study: Introducing play formats

- Watch the video lecture '*Introducing play formats*' on the website.
- Read chapter 8 'Introducing play formats' from the book 'Change as collaborative play'.
- View the presentation 'Introducing play formats' on the website.
- Study concrete play formats by looking at them on the website. Check for yourself which play formats match the overarching change strategy and which play formats you think are useful in the change process in your own organization. Which play formats do you feel most at ease with and why? Does this have to do with your education, upbringing, previous experiences, personal qualities?
- Using figure 8.2 or presentation on the website, check which tensions and conflicts there are in your own organization and then determine which relationship aspect is the core of the problem, how the tension balance can be restored for the four relationship aspects and which relationship aspect is the best to begin with.
- Watch the video clip '*Minute of silence*' on the website and decide if this is an intervention or interaction?
- Watch the video clip '*Invictus*' on the website and ask yourself what these videos teach you about arranging meaningful conversations?
- Watch the video clip '*Ray*' on the website and ask yourself if you have what it takes to be supportive on the one hand and yet allow the other person to make their own choices on the other.
- Watch the video clip '*Good Will Hunting*' on the website and ask yourself what it means to you to start interacting with others.
- Read the study questions about '*Introducing play formats*' and see how these questions can help you to arrive at a nice play distribution for a change in your organization or university.
- Watch the movie '*Remember the Titans*'. The movie is a good example of how organizations and relationships fall apart because conflict is not converted into cooperation. In the movie, we see a coach settling a conflict between boys who have only learned to hate each other. He gives them a purpose in life, makes values explicit, invests in cooperation and accepts uncertainty. What does the movie teach you about using play formats?

Video conference

Organize a video conference with your fellow players in this course.

- Discuss with the others which play formats are used in their own organizations and what effect they have. Then discuss which play formats would be useful and, on the other hand, which ones would be less effective in your own organization. Give each other tips to use specific play formats.
- Ask a participant to describe a difficult situation and ask the other members if they have ever experienced this situation as well and which action perspectives and play formats are available to handle this situation.
- Exchange what you have seen while watching the movie '*Remember the Titans*' and what this movie teaches you about play ambition, conflict management and the instruction of play formats.

Learning session 9: Play experiences

Contents

In change processes it is essential to keep the play experience in mind. The play experience consists of a surface level of visible activities and an undercurrent of experiences. When activities are insufficiently clear and not coordinated, this can lead to stagnation. The undercurrent involves feelings and emotions, such as fear of loss and uncertainty about the future. If there is no empathy for fears and uncertainties, this may lead to resistance or resignation, so that interaction does not fully develop.

Players who act consciously in change are aware of the undercurrent and open to weak signals from fellow players who experience the changes in their daily work. These signals are taken seriously and responded to.

Play becomes enjoyable when future ambitions are shared, progress becomes visible and the learning capacity and vitality of the organization increases. Vitality is the collective ability of people in an organization to take advantage of the dynamics in the environment and to respond to unexpected events. Exchanging success stories helps in the progress of a change and allows the players to enjoy the play even more.

Learning objectives

- To be able to view the surface level of visible and rational activities and the undercurrent of feelings, fears and emotions.
- To be able to anticipate and respond to obstacles related to the activities in the surface level when these obstacles appear.
- To be able to sense and identify barriers in the undercurrent by being open to the feelings and emotions of players in change.
- To be familiar with methods to make visualize progress in change, to recognize change dynamics and to identify and understand weak signals.
- To be familiar with methods to provide insight into the vitality and social impact of organizations, learn from them and use these insights to innovate.
- To be able to make positive and negative playing experiences transparent and open for discussion in order to learn from them and to develop new action perspectives.

Self-study: Play experiences

- Watch the video lecture '*Play experiences*' on the website.
- Read chapter 9 '*Play experiences*' from the book '*Change as collaborative play*'.
- View the presentation '*Perceiving play experiences*' on the website.
- Use conversations, video conferences, mail or MailChimp to make an inventory of people's positive and negative experiences with changes in the organization that you work in or are familiar with. What does this inventory teach you?
- Use mail or MailChimp to make an inventory of the change capacity of your own organization by asking questions:
 - why have previous changes failed?
 - why were previous changes successful?
 - what should we do to make the changes successful?
- Make an overview of the answers and return it to people who have responded.
- Using Figure 9.1 or the presentation for this session, check which actions in the surface level are visible and which feelings and emotions in the undercurrent occur in your own organization or university.
- Map out the vitality of your own organization using figure 9.3 or the picture in the presentation for this session. For each point of view, describe what it contributes to vitality and commitment and what absorbs energy.
- Watch the video '*Air France emotions*'. The video shows spiraling emotions in which the director of Air France and the vice president of Human Relations are attacked by angry employees. It is an example of emotions in the undercurrent. Can you imagine how these emotions in the undercurrent are related to activities of top management in the surface level while employees are not involved in making and executing strategic decisions?
- Watch the video clips '*Wear sunscreen*' and '*You can be a hero too*' and ask yourself what makes you enjoy the play?
- Read the study questions for '*Perceiving play experiences*' and see how these questions can help you to arrive at a nice play division for a change in your organization or university.
- Watch the movie '*The Play*'. In the movie we see Nicholas van Orten as a rich banker who is fully committed to his work, but, as a consequence, is also lonely. His brother Conrad gives him a play that drastically changes his perspective on the world and his life. A good example of how an unexpected event raises the question of what is really important.

Video conferences

Organize a video conference with your fellow players in this course.

- Discuss which emotions and feelings you recognize in the undercurrent and how you could deal with this. What could you do to give hope and generate new positive energy?
- Discuss experiences of how changes can be monitored. Distinguish between formal measurements and bringing back informal events and experiences.
- Exchange what you have seen while watching the movie '*The Play*' and what this means for you view on play experiences and what is really important to you in your life.

Learning session 10: Being a player

Contents

Making changes is not something you do on by yourself, especially when it comes to organizing. In this interaction people give meaning to the existing situation, create meanings that guide action and take initiatives to realize changes.

Any player in an organization can initiate change and have an impact in a change process. This is not linked to a formal position. Impact players are socially smart, able to use networks and exert influence and sincere. They love innovation and are willing to take a risk.

Players who want to realize change are socially aware. They talk to colleagues, understand the underlying values and standards and are interested in what motivates people. Impactful players are also self-assured. They know themselves, are aware of what has shaped them and know what values they think important.

There are quite a few common misconceptions about successfully changing organizations and the role of players in change. These misconceptions often lead to foul play and stall change processes. Therefore, it is good to dwell on these misconceptions in order to recognize and disprove them.

Learning objectives

- To be aware of skills that enterprising players need in order to interact in change.
- To be aware of the skills that players use to create context and room to move for change.
- To be aware of the skills that players have at their disposal to make an impact in a change.
- To be able to determine to what extent you as a player have change qualities and skills to initiate and guide change.
- To reflect on your own fascinations, inspirations, qualities, motives, motivations and relationships with others in order to permanently develop self-assurance and social awareness.
- To be able to recognize and disprove common misconceptions about change and the position and roles of players in change.
- To understand concrete applications to create context and impact for change by exploring the playing field, defining players, imagining play ambitions and uncovering undercurrents.

Self-study: Being a player

- Watch the video lecture '*Being a player*' on the website.
- Read chapter 10 'Being a player' from the book 'Change as collaborative play'.
- View the presentation 'Being a conscious player' on the website and check to what extent you have developed the different types of consciousness and where there are opportunities to further develop yourself or to seek interaction with others who can compensate for what you are less good at.
- Based on the presentation, determine which leadership roles suit you and which ones do not. What does this mean for your role in change processes?
- If possible, talk to some people or make an inventory using email or mail chimp about the experiences of people who have chosen to be a player in change. What qualities do these people attribute to themselves and what made their efforts worthwhile?
- Ask thirty people around you to write you a short letter with an answer to the question 'When did you see me at my best?'. Collect the letters and review them for the common thread. Use figure 10.4 to determine which aspects are characteristic of your own acting and which aspects can be improved.
- Using figure 10.4 or the presentation on the website, work out concrete examples for yourself in the six aspects of relationship management and the six aspects in self-management. Then reflect on the question for which aspects you would like to develop yourself further.
- Create your own personal profile stating who you are and how you matter, using the figure and suggestions on the next page of this syllabus.
- Read the study questions about 'Being a player' and find out how these questions can help you to be a player yourself in a change in your organization or university.
- Watch the movie '*Invictus*'. The movie tells the story of Nelson Mandela when he had been elected President of South Africa and commits himself to using the Rugby World Cup to connect the peoples of his rainbow nation. In addition to the significant leadership of Mandela, the development in leadership of Francois Pienaar, the captain of the rugby team, is also interesting. Write down how the leaders in this movie are meaningful, create context and have impact.

Video conference

Organize a video conference with your fellow players in this course.

- Ask participants to complete the 'Emotional and Social Competency Inventory' that is linked to Figure 10.4 in the book. Information on the use of this questionnaire can be found on the Internet. Discuss the results in pairs or small groups to exchange experiences.
- Discuss what you saw and felt while watching '*Invictus*' and what this movie has taught you about meaningful leadership and team leadership.

Personal profile and ambition as a player and professional

Take a large sheet of paper and divide it into eight squares as shown in the table below. In every area, write down what comes to mind about fascinations, inspirations, uniqueness, motives, identity, meaning, commitment and fears.

Fascinations What topics am I interested in? Which themes have fascinated me for years? Which things do I want to understand?	Identity What are my professional roles? What caused me to be who I am? Who am I and what is essential?
Inspiration What gives me energy? What makes me enthusiastic? How do I get new inspiration?	Meaning What is my purpose in life? What am I proud of? What do I mean to others?
Uniqueness What am I really good at? What makes me proud in my work? Why do others appreciate me?	Engagement What are significant relations? Who do I want to connect to? What are my professional networks?
Motives My anchors and motives My personal ambitions Future challenges	Fears My allergy and deepest fear What do want I avoid? Existencies in my personal life

Buy Edgar Schein's book about career anchors

<https://www.amazon.com/Career-Anchors-Changing-Careers-Assessment/dp/1118455762>

- Do the interview about career anchors with a trusted friend or acquaintance. After the interview, complete the questionnaire about career anchors and relate the results to what you discovered from the interview. Use these results to supplement your personal profile and ambition.
- Reflect on the results of the letters you received when you were at your best. Use this information to further define your personal profile and ambition.
- Share your personal profile and ambition with others who have also created a profile and check which similarities and differences you find. Use the profiles of others to complete your own profile.

Video conference

Organize a video conference with your fellow players in this course.

- Share and discuss each other's profiles and reflect on your profile based on questions you receive from the other participants.

Epilogue

Profound change is based on a valuable ambition and a shared vision for the future. Intentional change involves exploring and explaining the external and internal context and visualizing a desired future. People aim to realize this future and wish to do so together. In their interaction they strengthen the ability of their community to shape changes. In this interaction they learn from each other and from valuable practices in the realization of change and innovation. Change and innovation arise from what people find valuable. Profound change is concerned with accepting dynamics and uncertainty because they believe the result will be something beautiful. Intentional change develops in interaction, when the players involved explore the external and internal dynamics together and share their experiences. The aim is to create a clear overview of complex social issues and to explain the underlying dynamics. It is an interactive process of exploring what is at stake: envisioning an enticing image of the future, developing an approach to change that will make that future possible, acting to effect changes and innovations and to learn from them.

Changes do not get under way without players who are committed and prepared to make an effort to do the job. Everyone can take the initiative in change and ask others to participate. Changing and innovating organizations requires intensive teamwork from players who share ambitions; profound change requires precision. Players with an impact on change know that there are innumerable change management principles, strategies and forms of play available that can be used to move forward and achieve results. Precision in change entails the skill to develop a consistent play concept and choose a combination of change strategies and well-chosen activities that reinforce each other. Involving players in the change also requires precision and is a process of deliberation, in which players are involved, motivated and informed. In essence, it centers on understanding the change dynamics, analyzing the change options and deciding on the change strategies to be used. Precision in thinking about change processes and acting on them requires time to consider and reflect on the progress of the process and how it affects others. It can help to have a change rationalization, tested by others and run decisions past people who look, think and act with different perspectives.

Profound change is not just about passion for a future and precision in working out how to realize that future. It is also about intuition as crystallized, often subconscious, knowledge and experience that are used in change. Intuition helps interpret play patterns, weigh play concepts, choose play forms and organize interaction. Initiators and change agents take initiatives or are asked to participate because they fit in well with the play ambition, are prepared and able to make a contribution, invest time, and because they have people skills and a strong network. The interaction develops informally instead of formally. This is a good thing because the people involved will be working together for a while and going through exciting situations. Intuition helps one recognize motives, emotions, uncertainties and hopes, in the undercurrent of change. Once subjective observations and considerations play a role, intuition becomes important in creating context and impact. Intuition is knowledge that is in a hurry, and rarely deceptive. Undercurrents in change are not easy to analyze but they can be recognized and are visible. By looking at events and yourself in relation to others more broadly and profoundly it becomes possible to understand and deal with issues differently.

The intention of this online course is to contribute to change management expertise and to strengthen the ability to implement change. The ten Learning sessions contribute to the ability to describe the dynamics in the change process more adequately, understand the play patterns and imagining the play ambition. The Learning sessions provide guidance in selecting change strategies and play formats. The Learning sessions invite you to reflect on your own role as a player and appeal to precision and intuition. Working on change and renewing in organizations never ends. It is an ongoing play of change, rationalization and innovation that is best done together.

Further study

The **English** book '*Change as collaborative play*'

<https://www.amazon.com/Organizational-Change-Collaborative-Play-organizations/dp/9462762708>



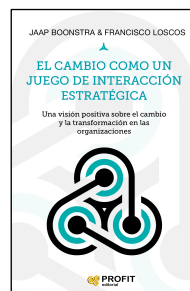
The **Dutch** edition of this book with the title: '*Veranderen als samenspel*'.

https://www.amazon.nl/s?k=veranderen+als+samenspel&mk_nl_NL=ÅMÅŽÕÑ&ref=nb_sb_noss



The **Spanish** edition '*El cambio como un juego de interaccion estrategica*' written by Jaap Boonstra and Francisco Loscos.

https://www.amazon.es/cambio-como-juego-interaccion-estrategica/dp/8417209913/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1588175614&sr=8-2



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