

Reverse Engineering the HCZ

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REVERSE ENGINEERING THE HCZ

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The Harlem Children Zone is an example of effective leadership and effectual change management. Change management is amongst the hardest styles of management as it necessitates that people to take on and accept change. As people are in a company in a certain position, they turn into habits, which may be hard to break. Many end up saying that they do a certain thing as they have been used into doing it; following the surfacing of these incidences people start being resistant. The Harlem Children Zone is not different.

The Harlem Children Zone was offering after school services to a certain borough, which grew into many as the company was fostering the mentality of change management. Its leader Geoffrey Canada was influential in the implementation of change that enabled the organization to grow strategically and encourage change in system. Through using a plan that focused on vision and mission, the management noted that if things went on there would be no way of continuing to serve the children, hence change was an alternative. The process followed by HCZ was not easy and it called for planning from stakeholders within the organization to come up with a plan that considered the vision and mission, considering external factors and fiscal factors since HCZ was using funding for construction of programs and revitalize within the neighborhoods in which they were serving (Crossman, & Curran, 2004). Considering the aforementioned reasons, the case study of HCZ depicts an action science research and what it entails to implement change using strategic planning.

Action research has a unique flavor given by the set of principles guiding the research. These principles were shown in the HCZ case study in various ways. The first principle is the

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reflexive critique, which entails an account of a situation like official documents, transcripts and notes. These make implicit claims to be authoritative meaning that they are factual and true. Nonetheless, truth in the social setting is relative to the teller. The reflective critique principle ensures that people are reflect on issues and processes and make overt assumptions, biases, interpretations and concerns upon which judgments are made.

The participants in an action research are co-researchers. The collaborative research resource principle makes the presumption that the idea of every individual has significant importance in creation of interpretative categories of analysis, negotiated among the participants. It avoids credibility skewing that stems from the prior status of an idea-holder. Specifically, it makes possible the insights obtained from noting the contradictions both between various points of view and within one point of view. The ability comes up with an informed decision calls for exploration and inquiry through different means. This explains why the HCZ management involved different people in the change process and in making decisions (Crossman, & Curran, 2004). Provision of evidence for informed decision-making is essential for accurate growth and leadership of a business.

The process of change, potentially threatens all ways established previous hence coming up with psychic fears amongst the practitioners. The most prominent results from the ego risk which is observed on open discussions of someone's judgments, ideas, and interpretations. This principle is used by action research initiators to allay the fears of others and for invitation of participation by indicating that they are also subject to a similar process. For HCZ to succeed, it took various risks, which later resulted to its success in the change process.

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Reference

Crossman, A. & Curran, D. (2004). The Harlem Children Zone: Driving Performance with Measurement and Evaluation: Harvard Business School

