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**Community Organizations as Agents of Change:**

**A Proposed Framework**

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*"Become the change you wish to see in the world."  
--Ghandi*

## **PREPARING FOR CHANGE: AN INTRODUCTION**

The issues facing today's teens are all too serious. From teen pregnancy and gang violence, to alcohol, drugs and crime, these issues threaten the well-being of teens worldwide. However, because these issues apply universally, they are ignored and shelved away for someone else, somewhere else, to solve. It is not until these issues become a local concern, that people and organizations are compelled to seek a solution.

Similar to teens across the country and around the world, teens in Richmond, Virginia encounter these same issues. According to a preliminary data report compiled by The Center for Public Policy, the rate of teen pregnancy is higher in Richmond than the Virginia average. Likewise, the juvenile crime rates in Richmond are triple the state average. The rate of juvenile drug crime arrests has doubled in Richmond since 1986 and is 3.5 times the state average. Furthermore, the rate of these arrests in Chesterfield County has tripled and has increased eightfold in Henrico County, all since 1990.<sup>1</sup> These statistics have aroused much local concern and illustrate a need to provide positive alternatives for teens.

The impetus behind this project stemmed from a conversation I had with Dean Luckenbaugh, Associate Executive Director at the YMCA (Young Men's Christian Association) Tuckahoe branch, about the pressing need for more positive influences for

teens. He recognized that the YMCA had the ability to be a potential influence on these teens through substantive programming. The result of this conversation led to my involvement in the creation of a YMCA of Greater Richmond Teen Program Manual (Appendix A). This resource combines all teen programs, activities, and facilities offered by the ten YMCA branches in Richmond. During the creation of this manual, I was able to view the organization from the inside, and therefore, identify what internal steps were necessary for the YMCA, and other similar community organizations, to affect community-wide change.

The YMCA hopes to impact the community by providing teens with positive alternatives. By offering teens a wide scope of activities and programs, the YMCA assumes an active role in solving these community-wide issues facing teens. Some of these activities include:

- Character/ spiritual development programs
- Leadership and community service opportunities
- Sports and fitness
- \* After school programs
- \* Summer camps
- \* Special events and field trips

These programs provide teens with the opportunity to become involved in activities that are more enriching and beneficial to their well-being than alcohol, drugs, sex, violence and crime. The hope is that these programs have a positive effect on teens, which in turn, will indirectly affect positive change within the community.

In addition to creating this manual, I reviewed literature pertaining to the concept of change, the process of change, organizational change, and the role of a



change agent as an individual and as an organization. Through this, I gained a thorough understanding of the internal processes involved in preparing for change. Consequently, this project contributes to the discipline of leadership studies by proposing a framework that details eight necessary elements in the preparation for change within the context of a community organization. My involvement in creating the Teen Program Manual for the YMCA served as the medium which allowed me to view a community organization from the inside and accomplish this task.

## LITERATURE REVIEW

As I began to gather and compile the information for the Teen Program Manual, I grew curious to understand how the organization was going to use this resource within the community. I immediately formed two questions that eventually led to this project. First, I wanted to know whether or not the ten different YMCA branches in Richmond, with ten different sets of issues within their respective communities, could affect positive change within metropolitan Richmond. Second, I wanted to know if an organization could be considered an agent of change.

*Question #1: Can a large community organization successfully accommodate change?*

I began my research with an analogy in mind that one must be healthy on the inside before going outside of oneself. Consequently, I reasoned that in order for a community organization to affect positive community change, it must first focus

inward and make necessary internal adjustments. I wondered what changes within the organization were necessary before the YMCA could positively influence the lives of teens in the community. Consequently, I began my quest to understand the idea and the process of change, and how it applies within the context of a community organization.

I quickly discovered that there are many social science theories that attempt to explain the process of social change within an organization. Throughout my research, I have encountered many of them and have found several common threads throughout them that have led me to one basic conclusion. I have found that in the midst of all the existing literature, the answer I was looking for did not exist. There is not a magical formula describing the change process for an individual or an organization to follow. Rather, what does exist is much disagreement regarding the appropriate means to use in leading change processes. Furthermore, I did not find any literature to support my claim that an organization had to be healthy on the inside before it could affect change on the outside.

### *Autry, Burns, and Drucker on the importance of change*

James A. Autry, author of Love and Profit: The Art of Caring Leadership, emphasizes the importance of change and maintains that most organizations simply move along, barely maintaining status quo. He suggests that these organizations could not only get better, but could become dynamic if only they would welcome change instead of run from it. He further espouses that there are a lot of constructive ways to

"break" things and organizations should avoid managing "sameness." In essence, Autry claims that "people need change, and when there is no change, there is no growth." <sup>2</sup> Likewise, James MacGregor Burns, professor emeritus of government at Williams College and author of Leadership, agrees with Autry's emphasis on change and sees it as a cornerstone of true practical leadership. Burns posits that the ultimate test of practical leadership is the realization of intended, real change that meets people's enduring needs.<sup>3</sup> Thus, a leader must not only recognize the need for change, but he/she must also understand people's needs and how "change" can meet these needs. Consequently, in order to remain the leader in community-based health and fitness, the YMCA must understand the needs of teens before it can create programs committed to meeting these needs.

In relation to a community non-profit organization, Peter Drucker argues that all non-profit organizations have one thing in common: "their purpose is to change human beings...[They are] human-change institutions."<sup>4</sup> In relation to the YMCA, the organization's main purpose is to provide "for all persons services and activities which develop and enrich their lives and help them to achieve their fullest potential in spirit, mind and body."<sup>5</sup> Consequently, one can infer that change is an essential part of a community non-profit organization's mission and values.

### *O'Toole and Kanter on the process of change*

After I understood the significance of "change" in a community organization, I then began to examine the process involved with change. In 1995, O'Toole identified

four variables involved in the change process. They include:

1. Recognizing the need for change
2. Overcoming resistance
3. Gaining acceptance
4. Implementing change

He suggests that an individual or an organization focus on these key components in order to ensure successful change.<sup>6</sup> However, these four variables greatly oversimplify the change process because they disregard the necessary internal adjustments an organization must make throughout the change process.

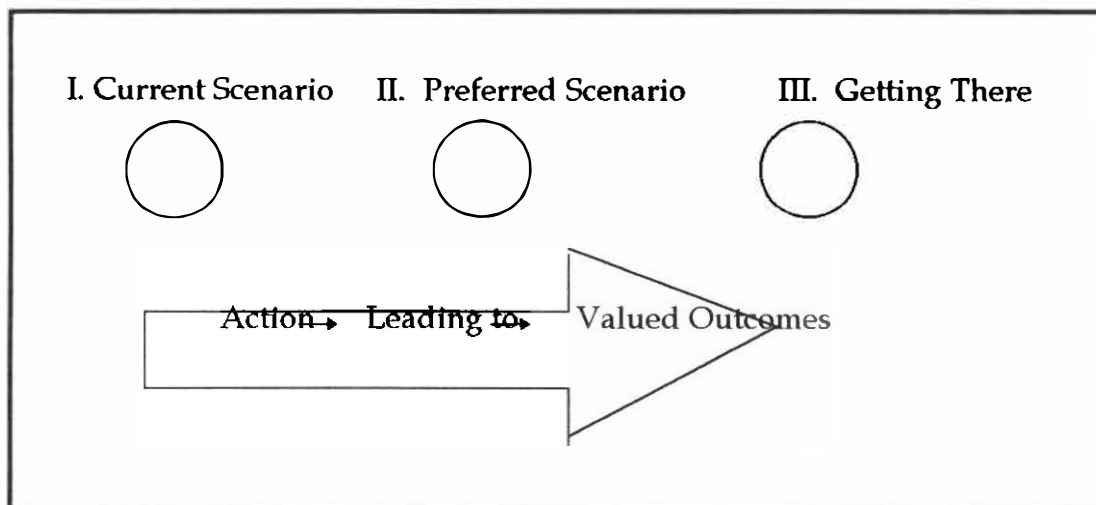
Kanter also contributed to the literature about the change process by discussing an organization's internal and external success goals. The change process applies to the internal success goals because they "aim to modify the organizations internal structures, processes, and systems, and its use of available resources and opportunities, and, therefore, to change the organization's coordination or culture."<sup>7</sup> Consequently, it can be inferred that Kanter suggests that an organization not only accept change, but that they build change into their internal goals. Kanter maintains that this is why organizations succeed or fail, based on their ability to recognize and assess change, and then make appropriate internal adjustments. Kanter sets these eight elements forth as suggested steps to follow in order to thoroughly initiate and implement change:

1. Coalition building
2. Articulating a shared vision
3. Defining the guidance structure and process
4. Ensuring communication, education and training
5. Undertaking policy and systems review
6. Enabling local participation and innovation
7. Ensuring standards, measures, and feedback mechanisms
8. Providing symbols, signals and rewards<sup>8</sup>

This framework is very thorough in that it begins by involving everyone who will be affected by the change and attempts to ensure that all of these people have the same understanding of the intended change throughout the entire process. However, what this theory lacks is a preliminary evaluation of whether or not the organization taking on such change is ready to accommodate this change.

### *Egan's Model on Organizational Change*

While several authors have contributed to the topic of organizational change with variables and elements necessary for successful change, very few have espoused a thorough framework. However, Gerard Egan makes a considerable contribution by formulating a model for organizational change that is logical, sequential, and thorough. It is a three-part model which includes the following phases: "Current Scenario", "Preferred Scenario", and "Getting There".<sup>9</sup>



The first phase, "current scenario", focuses on finding out what is not going well in an organization, what needs are unmet, unexploited opportunities, etc. This phase

depicts the story of the organization, blind spots, and what parts of the change model will provide the most leverage. The second phase, "preferred scenario", involves determining what the organization would look like if it were in better shape and if the change were implemented successfully. This phase includes the agenda, possibilities, and commitment. The third phase involves the plan for getting from the first phase to the second phase. This involves brainstorming strategies and then developing an action program or strategy for moving the current scenario to the preferred scenario, and detailing how the results should be accomplished.

### *Jick's Ten Commandments for Implementing Change*

Jick proposes a "checklist" for implementing change which he calls the "10 Commandments for Implementing Change."<sup>10</sup> They are as follows:

1. Analyze the organization and its need for change
2. Create a shared vision and common direction
3. Separate from the past
4. Create a sense of urgency
5. Support a strong leader role
6. Line up political sponsorship
7. Craft an implementation plan
8. Develop enabling structures
9. Communicate, involve people, and be honest
10. Reinforce and institutionalize the change

This "checklist" is helpful in that it provides a sequential step-by-step process to implement change and reflects most of the popular literature on the topic of organizational change. However, while these ideas provide much insight into the process of change, they offer little advice for how an organization should begin first by

looking inward and assessing whether or not it can handle the change.

These ideas and models provide a decent breadth in understanding the concept of change. While they differ in approach, all of these ideas confirm that an organization can accommodate change, either by splitting up specific roles within the organization, or by following a series of steps to ensure successful change.

*Question #2: Can an organization be considered an agent of change?*

Once I was convinced that a large community organization could successfully accommodate change, I then wanted to know if it were possible for an organization, like an individual, to be an agent of change. While all of this research forms a foundation for understanding the process of change, all of the authors point to individuals to carry out such change, and fail to mention the possibility that an organization also has the same capacities to initiate such change, thus becoming a change agent. In essence, I wanted to know 'can the whole be greater than the sum of its parts?' While it becomes obvious that an organization is essentially comprised of individuals, it is the organization that must unite together to initiate such change.

Consequently, I then wanted to know if an organization, like an individual, could be considered an agent of change. While this role has been defined and examined over and over, nothing has been said about the ability of an organization to fulfill these same duties. In actuality, little work has been done towards forming a theory of how this role should be performed. Consequently, before I explain this role as it relates to an organization, I will first define the role of change agent as it applies to an individual.

### *Nanus on the role of change agent*

According to Burt Nanus, author of Visionary Leadership: Creating a Compelling Sense of Direction for Your Organization, an individual's purpose as a change agent is "to make the investment decisions and other organizational changes necessary to realize the vision."<sup>11</sup> In essence, the role encompasses a wide range of duties, including the ability to think critically and design and implement a new strategy towards positive change. Consequently, while an organization is comprised of individuals, it too has the ability to set policies and procedures to ensure that whomever is assigned a particular role, will fulfill these same duties and implement such change. For example, if the change agent is a community organization, it must make decisions based on a strong vision for the community.

### *Jick's definition of change agent*

Todd Jick, author of "Implementing Change", maintains that an organization can be divided into three broad action roles, which together enable an organization to perform the role of a change agent. Jick names these three roles to be the change strategist, the change implementor, and the change recipient.<sup>12</sup>

First, change strategists identify the need for change, create a vision of desired outcome, decide what change is feasible, and choose who should support it. This role usually occurs at the beginning of the change sequence and is typically the responsibility of top leaders. Second, change implementors have the responsibility for



the change effort itself. They are the ones who "make it happen" and manage the day-to-day process of change of the internal organizational structure. Third, change recipients are the largest group of people and represent those who must adopt and adapt to the change. They are the people who are strongly affected by the change and its implications and tend to show the most resistance due to a perceived sense of powerlessness. Consequently, in order to have more effective change, recipients should be included with the implementors and strategists to reduce the natural resistance from the recipients.

On an individual level, Jick would assume that the change implementor, the change agent, would be the person or people in the organization that would "make it happen" and the change recipients were those in the organization who were affected by the change. However, on an organizational level, the change implementor would be the organization itself and the change recipients would be those in the community who were affected by this organizational change. One must recognize that these are roles and can therefore be played out by an individual, a group of individuals, or an organization itself.

### *Westhues's case study*

Kenneth Westhues, author of "The Established Church as an Agent of Change", faced a similar challenge in proving that the church was a change agent in society.<sup>13</sup> He disproved the assumption that an organization could not be a change agent, by proposing a set of conditions under which a national established church is a sub-unit of

an international religion and can therefore assume the role of a change agent. This example serves as proof that an organization can be considered a change agent. It also directly relates to other institutions and large community organizations such as school systems, the United Way, and the YMCA. Like the church serving as a sub-unit of an international religion, the YMCA falls under the larger umbrella of the National YMCA, whose mission is to develop and enrich the lives of each respective community, and can therefore assume the role of an agent of change.

### *Jick on a change agent's sources of resistance*

Consequently, now that an organization can be considered an agent of change within a community, it is important for the organization to be aware of sources of resistance along the way. As mentioned earlier, Jick recognizes that change implementors will face resistance from the change recipients, if the latter does not feel included throughout the process. Some possible areas of resistance within an organization may be that there was failure to win adequate support, the implementation took more time than was originally allotted, the coordination of implementing activities was not effective enough, or there was failure to define expectations and goals clearly.<sup>14</sup> These are just some potential barriers that an agent of change may run into and should therefore be aware of.

### *Scurrah, Dyer and Mohrman on internal vs. external change agents*

Martin J. Scurrah contributes to the literature on "change agents" by suggesting that there may be a difference in effective change, depending on whether the person is an internal or external change agent. On an individual level, this would mean that the person is either an employee of or an outside associate of an organization. On an organizational level, the organization is either an accepted member of the community or it is not. The hypothesis to his experiment was that external change agents would be involved with more conflict (i.e. representing a greater level of threat to the harmony, authority structure, and overall effectiveness of the organization and a lower level of acceptance).<sup>15</sup> The evidence from the experiment confirmed the hypothesis that an external change agent faces additional sources of resistance when entering an organization.

William G. Dyer suggests that external change agents face additional sources of resistance: their entry into the line organization and their ability to transfer what they see and learn into organizational improvement. Dyer maintains that there must be an established relationship of trust between the change agent and management prior to initiating such change. Dyer points out potential sources of resistance in this relationship--uneven skill on the part of the managers to implement the proposed change, a lack of the change agent's skill to intervene effectively, and the existence of certain organizational conditions that do not support change.<sup>16</sup> However, as related to an organization's ability to be an agent of change, it would need to assume these same

duties within the community, thus being able to intervene effectively and gain community-wide support.

However, regardless of whether or not the change agent is internal or external, effective change agents are those who can combine theoretical, practical, and creative abilities. Allan M. Mohrman recognizes that these three variables must be involved and raises the question "Is there a logical sequence to a change process, or does it unfold through a series of opportunistic responses to organizational and environmental choice points?"<sup>17</sup> In other words, can change be planned?

Obviously, not only does much literature exist on the topics of organizational change and the role of change agent, but so does much polarity in opinion. While Kanter, Jick and Egan propose following a strict methodology for implementing change, others such as Mohrman and Nanus oppose to having a rigid set of rules to follow and view "change" as an entity without boundaries. However, while much disagreement exists, these different ideas build a foundation for understanding the topic of change.

## METHODOLOGY

My involvement with the YMCA of Greater Richmond provided me with the opportunity to observe the internal structure of a community organization and to compare and test current theoretical literature, formulating a framework for this project. The data for this project came from several sources. I began by collecting statistical information about teens in Richmond. I gathered preliminary data reports

from the Greater Richmond Chamber of Commerce to obtain these statistics, illustrating the severity of the issues facing Richmond's teens today. These issues include drugs and alcohol, teen pregnancy, racial tensions, apathy, and violence. This data was used in the teen program manual to support the claim that teens need more positive, alternative activities and programming, such as those offered by the YMCA.

Once I collected this data, I interviewed the ten branches of the YMCA in Richmond, and attended staff meetings to understand all of the teen programs offered by the YMCAs in this region. I interviewed a total of ten people, one representative from each branch in Richmond, either the Teen Program Director or the Outreach Director.<sup>18</sup> In order to gain a more comprehensive understanding of the individual programs offered by each branch, I traveled to each of them and conducted the interviews on-site. Each interview lasted anywhere between one to two hours and provided me with the chance to not only understand the scope of teen programs offered by the YMCA, but to observe all of the internal components (each branch) of the YMCA of Greater Richmond. Through the use of a questionnaire (Appendix B) and detailed interviews (Appendix C), I gathered the necessary information that would eventually be compiled into the Teen Program Manual. Once I gathered all of the information from the interviews, I then synthesized it into a working manual that may be added to in the future as the YMCA expands its teen programs

However, while my task during the interview was to focus on gathering information for the manual, my task immediately thereafter was to reflect on what I

had noticed about the organization's internal structures and whether or not the organization as a whole was prepared to affect community-wide change.

In addition to these surveys and interviews, I attended several meetings within the organization. I attended the YMCA Teen Cabinet meetings once a month where I listened to success stories about what programs worked and which ones had failed.<sup>19</sup> Through these meetings, I gained valuable insight into the relations between the branches and the extent to which they collaborated or worked independently to provide programs and activities for the community of Richmond. Consequently, combining these observations with my research, I designed a framework detailing eight necessary elements that a community organization should consider when planning for change.

## DESCRIPTION OF PROJECT

The nature of this project required that I wear many different hats. My roles included that of a researcher, a student observer, and a part time employee of the YMCA. Through these different roles, I became very involved in the YMCA and consequently established credibility within the organization. By combining what I learned as a student observer with my research, I developed my proposed framework.

### *What I learned as a student observer*

While attending the YMCA of Greater Richmond Teen Cabinet meetings, I learned that the group's purpose was to:

“create a movement in the Richmond Metropolitan YMCA to focus concerted effort and resources on meeting the needs of our community's teenagers. The Cabinet will accomplish this purpose through positive social and recreational opportunities, leadership development through service and decision making, and character, life and career skill development.”<sup>20</sup>

Once I understood the reason for this group, I gained a better sense why the organization wanted this manual--the Cabinet symbolized the YMCA's effort to collaborate and they needed a tangible representation of their programming so that they could work together outside of these monthly meetings.

The goals of the group were the following:

1. Involvement of youth as leaders in the whole process
2. Develop a unified vision/approach
3. Set achievable standards with all branches making a commitment
4. Collaborate on city-wide events
5. Train staff and volunteers on working with teens
6. Promote staff sharing, program development and technical assistance<sup>21</sup>

I immediately wondered if the group could realistically accomplish all of these goals and if so, what their course of action would be. There seemed to be many gaps that indicated that the organization wasn't ready to implement such change (i.e. lack of tactical procedures and lack of follow-through).

Consequently, I then looked at the group's objectives and what they set out to accomplish between all ten branches. They set out the following objectives:

1. Develop a YMCA Of Greater Richmond Teen Program Manual
2. Each branch will establish one teen leadership development program
3. Offer two association-wide training on working with teens to 20 staff members

Hold a Metro-wide Teen Summit for Middle School and High School students involving 125 teens and 3 collaborative relationships  
Hold 3 small group Youth Forums on Teen Issues with 75 youth participants  
Each branch will establish a goal to increase time, space or opportunities for teens  
Hold one city-wide event for teens in YMCA Summer Programs involving 6 branches and 75 youth<sup>22</sup>

In relation to these objectives, my role was to complete this first objective by creating the Teen Program Manual by the end of the semester, April 1997. However, as the meetings progressed throughout the semester, it became clear that while these objectives were all very important, it was unrealistic for the YMCA to accomplish all of them. Consequently, the Cabinet decided to place emphasis on the Teen Program Manual, the staff training on working with teens, Youth Forums, and increasing time, space or opportunities for teens at each branch. However, the extent to which the organization was ready to follow through on these ideas was still questionable.

I discovered that while the YMCA had a solid agenda of what it hoped to accomplish in the community, it had not adequately prepared itself internally to handle its agenda. Although the Teen Cabinet represented the organization's effort to collaborate on teen programming, it became obvious that each branch continued to focus on its own programming and use this meeting time as an opportunity to share success stories, rather than to build collaborative programming. Consequently, I used this experience and combined it with my research to design the following framework detailing eight necessary elements for an organization, such as the YMCA, to use when preparing for community-wide change.



## **Framework for community organizations (i.e. YMCA of Greater Richmond): Eight necessary elements in the preparation for change**

### **1. Become conscious of organization's internal resources**

The first step in preparing for change requires an organization to be introspective and gain a consciousness of self. As an organization with ten different branches within one city, the YMCA made the assumption that the needs within each respective community were one and the same. The YMCA failed to recognize that each branch needed to develop its own consciousness of self as they are each submerged in a different community with their own sets of issues and needs.

Modern convention emphasizes the importance of knowing oneself first before one can work successfully with others. In the words of author Oliver Wendell Holmes "What lies behind us and what lies before us are tiny matters compared to what lies within us."<sup>23</sup> Like an individual, an organization also must recognize the importance of knowing itself first before defining its role within the community. "Consciousness of self means to know oneself, or simply to be self-aware."<sup>24</sup> More specifically, consciousness of self encompasses two aspects. First, it implies an awareness of the relatively consistent aspects of the self (i.e. values, interests, dreams, limitations, etc.). Second, consciousness of self implies "mindfulness," the ability to accurately observe one's actions and state of mind.<sup>25</sup> Within a community organization, one can infer that understanding these aspects of "self" is best represented by assessing an organization's strengths and weaknesses as related to its values, limitations, actions, etc.

Through my involvement with the YMCA, I recognized that it was imperative for a community organization to gain a consciousness of self both within each branch as well as within the organization itself before it could initiate positive social change. During the 1996 Future Directions Conference, YMCA gained a consciousness of self as the employees reflected on the organization's strengths and weakness. They wrote the following as areas of strength:

*"A vision and commitment is developing in the association to make a significant impact with teens. Each branch has made strides to expanding programs and services to teens...Our multiple branch locations and facilities provide a solid base to build a significant teen program... The YMCA appeals to a diverse population, and is viewed as the leader in teen programming in many of our area communities."*<sup>26</sup>

Based on this estimation of the organization's strengths, the YMCA saw itself as a "solid base" that was prepared to implement their plan of building "a significant teen program." However, in developing a consciousness of self, the organization also noted the following as areas of weakness:

*"Our association does not currently offer comprehensive teen program and services through all of our branches. Many area teens view the YMCA as a place for little kids and parents, not a place they want to be seen by their school friends. This attitude toward the YMCA is based on a lack of a few things: appropriate space for teens, staff committed to giving time to teens, overall acceptance by staff and members, and a variety of programs that meet the widespread interest of teens...In programming, teen nights have been inconsistent across the association."*<sup>27</sup>

This evaluation of the organization's weaknesses is an honest introspection of how the YMCA may be perceived by the community. Without "appropriate space for teens" or

a “staff committed to giving time to teens”, the organization needs to focus internally before reaching out to more teens. These weaknesses serve as immediate red flags that the organization is ill-prepared on the inside to implement community-wide change.

Furthermore, in addition to reflecting on a consciousness of self, an organization must take into account its physical capabilities. For example, the YMCA’s physical facilities vary greatly between branches. The Tuckahoe Family Branch, located in west Richmond, boasts several facilities which are open to teens--a separate family gym, an outdoor pavilion, a separate family swimming pool and three different aerobic studios. On the other hand, the North Richmond Family Branch offers its members one gym, no teen center, and one swimming pool. As a result, teens are often restricted by limited gym and pool hours so that the adult members have full access.

This difference in physical facilities demonstrates the lack of parity between branches, which further illustrates the need to assess whether or not internal structures are prepared to accommodate organization-wide and community-wide change. In the case of the YMCA, they did not consider how their capability differences would impact their plans to collaborate on teen programming.

## **2. Create a vision, a sense of urgency and a solid purpose**

After confirming the internal stability and health of the organization, the change strategist (as defined by Jick), must then develop a vision of what the organization will achieve. “Communities are healthy when leaders grasp opportunities as they become

available and tackle problems before they become crises. They share the responsibility of helping to shape the future.”<sup>28</sup> Consequently, the vision for change should reflect the philosophy and values of the organization, and serves to guide behavior of the organization.<sup>29</sup> What exactly is “vision” and how does it become widely shared?

According to Kanter, Stein and Jick, “vision” is a “picture of a destination aspired to, an end state to be achieved via the change...[it] is not necessarily a detailed and full-blown strategy; sometimes it is better seen as a general statement of purpose.”<sup>30</sup> Author of Visionary Leadership: Creating a Compelling Sense of Direction for Your Organization, Burt Nanus claims that the key to gaining acceptance for this new vision is being able to connect with people in a meaningful way, thus enabling them to alter their perceptions about what is important to them and to the organization.<sup>31</sup>

The YMCA of Greater Richmond formed a Teen Program Cabinet, which initially served as a formality to create such a vision. The Cabinet is comprised of a representative of each branch and meets on a monthly basis to work towards its vision of helping teens individually to reach their fullest potential in spirit, mind and body. However, while this idea serves as the guiding principle of the YMCA, the Teen Program Cabinet has documented a statement of purpose to motivate the group as well as the organization (refer to page 15).

Furthermore, a vision can serve to calm the anxieties among employees. Kanter notes that an “inspiring vision can be highly motivating, helping overcome the reluctance to embrace change that comes from anxiety over uncertainty.”<sup>32</sup> The YMCA

recognizes that it is not reaching all of the teens who desperately need their services. Furthermore, had the YMCA known the extent to which teens were involved with drugs, alcohol, sex, violence, etc., and communicated the implications throughout the branches, the YMCA would have been able to much more effectively create a sense of urgency for implementing their plan.

### **3. Build a strong internal coalition and collaborative network**

This step is important because it involves the people who are crucial to getting the implementation process “off the ground” before taking the change program public.<sup>33</sup> This step is especially important for an organization like the YMCA who has ten different branches which need to form a coalition. The YMCA of Greater Richmond Teen Program Cabinet currently serves to meet this end and seeks to pull together all ten branches in an effort to collaborate and learn from one another. In essence, the YMCA, like all other community organizations, must build a strong internal coalition in an effort to involve all employees (i.e. the change recipients), whose involvement is paramount to the implementation process.

### **4. Identify leadership roles and guidance structures**

In order to establish continuity throughout the implementation of change, it becomes necessary to determine who will assume the leader role throughout the process. This may be an individual within the organization or it may be a group of individuals (i.e. the Teen Program Cabinet). Regardless, this is imperative because accountability and responsibility must be assigned to someone. “Clarity about who is

guiding the change and where various activities 'report' can help build commitment and avoid confusion and chaos."<sup>34</sup> The YMCA Teen Program Cabinet currently assumes this role; however, when they are ready to implement their plan, it may be more effective to assign this role to one or two individuals for the purpose of ensuring accountability and responsibility.

## **5. Ensure organization-wide communication, input and participation**

Everyone wants to feel valued. Everyone wants to be heard. Both of these sentiments are reflected in the words of Kouzes and Posner as they explain the importance of seeking input from everyone in the organization.

*"Leaders find that common thread that weaves together the fabric of human needs into a colorful tapestry. They seek out the brewing consensus among those they would lead. In order to do this, they develop a deep understanding of the collective yearnings. They attend to the subtle cues. They sniff the air to get the scent. They watch the faces. They get a sense of what people want, what they value, what they dream about."*<sup>35</sup>

This statement reflects the depth that an organization must go to in order to ensure the input and participation of all employees. This open communication can be a powerful tool for overcoming resistance and giving employees a personal stake in the results of the change.<sup>36</sup>

Furthermore, communication requires dialogue between the different roles (i.e. change strategist, change implementor, and change recipient). Failure to do so creates a gap in the change sequence—a lack of continuity from the change strategist, to the change implementor, to the change recipient. My role in creating the teen program

manual was to communicate with all ten branches and gather their input regarding teen programming. The representatives from each branch, usually the Teen Program Director, will eventually become the change implementors who will carry out the strategies and tactics involved with implementing the change.

## **6. Create an implementation plan and strategic tactics**

After the guidance structures are in place, the organization can create the implementation plan. Jick suggests that this change plan is the “nuts and bolts”, specifying everything from where meetings will be held to when the organization hopes to achieve its change goal.<sup>37</sup> However, a common mistake during this process is to make unrealistic assumptions by designing lofty and unattainable goals. The organization must develop strategic tactics, essentially detailing a specific series of actions that will enable the organization to accomplish its goal. Jick notes that often, “change programs or methods associated with them are presented as if they were recipes; only this specific series of actions, carried out in exactly this way, will produce the results desired. Organizations that have been successful are only too quick to draw that conclusion and to market their recipe. Nothing could be farther from the truth.”<sup>38</sup> In essence, when planning for change, an organization must be mindful that there is no ‘recipe’ for successful change, but rather, the change should be broken into strategic tactics and action steps in order for the employees to stay focused on the planned change.

When creating these tactical steps, an organization should consider the following questions:

- ◆ *Should the change be introduced across the organization or step by step?*
- ◆ *How useful is it to attempt to move quickly to implement change?*
- ◆ *Is it better to work through existing structures and roles, or to create new roles, groupings, or structures?*<sup>39</sup>

These questions will help an organization to determine a process and a pace for implementing these tactical actions. In relation to the YMCA, the organization decided to introduce the change across the organization, via the Teen Cabinet. However, the organization did not feel a sense of urgency to implement the change, thus the pace impeded the organization from making drastic internal progress.

Furthermore, the YMCA created the Teen Cabinet as the new structure to create the implementation plan.

## **7. Develop system to review progress**

Before implementing the change plan, an organization should develop a system to measure and evaluate its progress. According to Kanter, two kinds of measures are helpful:

1. Results measures--how we will know that we're 'there' and that we have 'done it.'
2. Process measures--how we will know we are doing the things all along that will get us to 'it,' or whether readjustments are in order.<sup>40</sup>

Based on these types of measures, an organization such as the YMCA could install a system providing checkpoints along the way. In its effort to have a positive influence on the teens in the Richmond community, the YMCA should include both of these



forms of measures in their strategy. 'Results measures' may involve statistical research and working closely with the Greater Richmond Chamber of Commerce to follow trends of the major issues facing teens. Furthermore, the YMCA could survey its teen participants, asking them for their opinions about the teen programming at the YMCA. 'Process measures' include a system for internal reflection regarding the appropriateness of the process involved and whether or not it was successful.

#### **8. Implement the change plan and be flexible for more change**

Once an organization successfully completes the first seven steps, it is prepared to implement the change plan. However, an organization can not jump blindly into implementation without being aware of some common mistakes made by organizations. In Larry Alexander's study of strategic business units in 93 firms, participants were asked to reflect on a recent change effort. The survey results showed the following implementation problems that occurred in more than 60% of the responding firms:

- ◇ Implementation took more time than originally allocated (76%).
- ◇ Major problems surfaced during implementation that had not been identified beforehand (74%).
- ◇ Coordination of implementation activities (i.e. by task force, committees, superiors) was not effective enough (66%).
- ◇ Competing activities and crises distracted attention from implementing this strategic decision (64%).
- ◇ Capabilities of employees involved with the implementation were not sufficient (63%).
- ◇ Training and instruction given to lower-level employees were not adequate (62%).
- ◇ Uncontrollable factors in the external environment had an adverse impact on implementation (60%).<sup>41</sup>

Consequently, one can begin to understand, that the key to implementing a successful plan for change is to remain flexible and open-minded throughout the entire process, and plan for last-minute adjustments. The CEO of a major US airline commented on what it was like to manage multiple changes during the late 1980s: "It beat any Indiana Jones movie! It started out with a real nice beginning. Then suddenly we got one disaster after another. The boulder just missed us, and we got the snake in the cockpit of the airplane--that's what it's all about! You've got to be down in the mud and the blood and the beer."<sup>42</sup> As demonstrated in this sentiment, a major element inherent in change is the unknown. Consequently, an organization must do all that it can to minimize these occurrences by focusing internally before initiating change within the community.

## CONCLUDING INFORMATION

### *Answers to research questions*

From the beginning of this project, I set out to answer "YES" to two questions: *Can a large community organization successfully accommodate change?* and *Can an organization be considered an agent of change?*

In order to address these questions, I began by defining the concept of change and then by understanding the process involved in change. While all the authors bring a different theory or model to the table, they all agree on one thing: that it is imperative for an organization's long-term success that they not only welcome, but learn how to

internally accommodate change. Burt Nanus sums up these ideas in stating: "There is no more powerful engine driving an organization toward excellence and long-range success than an attractive, worthwhile, and achievable vision of the future, widely shared."<sup>43</sup> In essence, organizations must not only accept and welcome change in order to survive, but they must create an effective process to lead them throughout the change.

The second question asked if an organization could be considered an agent of change. I began by defining an individual's role as a change agent. Once I gained an understanding of this role, I paralleled an individual's role as change agent within the context of an organization, to an organization's role as change agent within the context of the community. Through my research, I found that what holds true for individuals, holds true for organizations. Furthermore, I explored areas of resistance that change agents encounter and found that an organizational change agent, like an individual change agent, needs to be an accepted member of the community in order to assume this role.

Consequently, once I had a breadth of literature pertaining to these initial questions, I combined it with my experience with the YMCA to design a framework detailing eight necessary elements that an organization may refer to when planning for change. The future implications of this framework suggest that by making necessary internal adjustments, community organizations can better prepare to affect positive community-wide change.

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<sup>17</sup> Mohrman, Allan M., Susan Albers Mohrman, Gerald E. Ledford, Thomas G. Cummings, Edward E. Lawler and Associates. Large Scale Organizational Change. San Francisco: Jossey-Bass Publishers, 1990.

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<sup>19</sup> YMCA of Greater Richmond Teen Cabinet. Meeting. Jan. 24, 1997.

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<sup>20</sup> "YMCA of Greater Richmond Teen Cabinet 1997 Goals."

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

<sup>23</sup> Covey, Stephen R. The 7 Habits of Highly Effective People. New York: Fireside, 1989, 96.

<sup>24</sup> Social Change, 31.

<sup>25</sup> Ibid, 31.

<sup>26</sup> "YMCA of Greater Richmond 1996 Future Directions Conference Program Analysis--Teens."

<sup>27</sup> Ibid.

<sup>28</sup> Theobald, Robert. Turning the Century: Personal and Organizational Strategies for Your Changed World. Indianapolis: Knowledge Systems, 1992, 163.

<sup>29</sup> Jick. Implementing Change. 237.

<sup>30</sup> Kanter. The Challenge of Organizational Change... 509.

<sup>31</sup> Nanus. Visionary Leadership... 135.

<sup>32</sup> Kanter. The Challenge of Organizational Change... 509.

<sup>33</sup> Ibid., 508.

<sup>34</sup> Ibid., 510.

<sup>35</sup> Nanus. Visionary Leadership... 135.

<sup>36</sup> Jick. Implementing Change. 240.

<sup>37</sup> Ibid., 239.

<sup>38</sup> Kanter. The Challenge of Organizational Change... 514.

<sup>39</sup> Ibid., 514.

<sup>40</sup> Ibid., 513.

<sup>41</sup> Jick. Implementing Change. 235.

<sup>42</sup> Ibid., 234.

<sup>43</sup> Nanus. Visionary Leadership... 186.

## **After School Programs**

### **Chester Family Branch**

. **Middle School "Teen Club"**--Weekly activities include sports, homework assistance, leadership development, community service projects and a place to kick back with friends. Serves both Chester Middle School and Carver Middle School

### **Manchester Family Branch**

. **Leaders' Club**--Program includes college tours, putt putt golf, trips to the Science Museum of VA, the Museum of the Confederacy, etc.

### **North Richmond Family Branch**

. **Drop In Homework Assistance Site**--Provide homework assistance in collaboration with Richmond public schools. Open to members and nonmembers.

. **After School Program**--offers 12 station computer room, with On-Line services and practice in math, reading, and other games.

. **Highland Park Girls After School Program**--for elementary and middle school girls who live in the Highland Park area. Various activities include homework assistance, personal development, etiquette, cheerleading, arts and crafts, sports, games, and computer skills.

### **Patrick Henry Family Branch**

. **After School Program**

### **Shady Grove Family Branch**

. **Middle School Youth Enrichment Program**--offers after school tutoring assistance.

### **Southside Virginia Branch**

. **Before and after school care** provided for middle school students. Activities include swimming, youth fitness, character development, arts and crafts, homework assistance, etc.

### **Tuckahoe Family Branch**

. **MSDI (Middle School Drop In)**--open to grades 6-8. Activities include basketball, tutorial assistance, computers, snacks, trips, etc. Emphasis on forming relationships between staff and teens.

. **TMAC (Tuckahoe Middle Achievement Club)**--An after school for at-risk youth, providing homework and tutorial assistance and access to the YMCA facility.

## **Aquatics**

### **Chester Family Branch**

**Offers six levels of national YMCA Progressive Swim Lessons.** Program offered to ages 6-14, and lessons available for ages 15 and up that stress safety skills, front crawl, elementary backstroke and survival skills.

**Water aerobics classes--open to ages 15 and up**

**Private swim lessons are also available**

### **Chickahominy Family Branch**

**Swim lessons and Scuba lessons available.**

### **Downtown Branch**

### **Midlothian Family Branch**

**Midlothian Family YMCA "Tidal Waves"--swim teams compete in the James River Aquatics Club (JRAC). Open to ages 5-18**

**Summer League Dive Team--diving team competes in JRAC. Ages 5-18**

**Scuba lessons**

### **North Richmond Family Branch**

**Swim lessons offered. Also available to those with special needs**

### **Patrick Henry Family Branch**

**Swim lessons offered seasonally**

### **Shady Grove Family Branch**

**Swim classes offered at local facilities (Wyndahm Swim & Raquet Club and Short Pump Community Center)**

### **Southside Virginia Branch**

**VACS (Virginia Association for Competitive Swimmers)--year round practice for competition within state of Virginia**

### **Tuckahoe Family Branch**

**Swim lessons available for all ages at all levels**

**Aqua aerobics offered to those ages 13 and up**

**Scuba lessons**

**Private swim lessons**

## **Character/ Spiritual Development**

### **Downtown Branch**

**Body, Mind and Spirit Empowerment Camps for teens--character development activities incorporated into three-day program**

## **Teen Bible Studies**

### **Manchester Family Branch**

Character development programs available through guest speakers

### **Midlothian Family Branch**

CIT (**Counselors in Training**) program--character development activities incorporated into summer camp. See Leadership section for more details on CIT program.

### **Shady Grove Family Branch**

**Middle School Youth Enrichment Program**--character development activities incorporated into after school program. See After School Programs for more details on program.

### **Southside Virginia Branch**

Character development activities offered at before and after school care

### **Tuckahoe Family Branch**

Teen Bible Studies available to teens ages 11-18

## **Classes**

### **Chester Family Branch**

**Karate classes**--a martial arts system that combines Japanese and Chinese Karate with Kung Fu. These classes are designed to enhance growth in body, mind and spirit.

**Black Belt Judo Instruction**--designed for males and females ages 9 and up.

**Tennis lessons**

**Line dancing**--for all ages

### **Chickahominy Family Branch**

**Tae Kwon Do**--available for those ages 7 and up

**Scuba classes**

**SAT Prep Course**--designed to help high school juniors and sophomores to prepare for the SAT test. Practice on real math and verbal SAT tests. Co-sponsored by the YMCA and Horizons Education.

### **Downtown Branch**

**Karate classes**

### **Midlothian Family Branch**

**Scuba classes**

### **North Richmond Family Branch**

**PSAT and SAT prep courses**

**Computer classes**--includes activities in math, science, typing, and computer skills



### **Karate classes**

#### **Patrick Henry Family Branch**

**Karate classes**

#### **Southside Virginia Branch**

**Home School Physical Education classes**--program includes swimming, gymnastics, youth fitness

#### **Tuckahoe Family Branch**

**Scuba classes**

**Middle School aerobics**

**Tae Kwon Do**

## **Community Service/ Volunteer Opportunities**

#### **Chester Family Branch**

**YADAPC (Youth Alcohol and Drug Abuse Prevention Council)**--program includes high school students leading drug prevention activities in the surrounding area. YADAPC serves as a follow up to the summer YADAPP (Youth Alcohol and Drug Prevention Program).

#### **Chickahominy Family Branch**

**Teen Leaders' Club**--program provides teens with opportunities to serve community, including, volunteering in the nursery and helping with an annual Easter Egg hunt for members

#### **Manchester Family Branch**

**LIT (Leaders In Training)**--Teens serve as assistants to camp counselors

#### **Midlothian Family Branch**

**CIT (Counselors in Training)**--see Leadership subject heading for more details on program

#### **North Richmond Family Branch**

**Black Achievers' Club**--program provides opportunities to serve community (i.e. teens offering repair services to local Senior citizens). For more details on Black Achievers' Club, see Leadership subject heading.

**Christmas in April**--opportunity for community service

#### **Patrick Henry Family Branch**

**Community service activities** include providing yardwork to residents of assisted living facilities and running a gift wrap booth during the holiday season at Virginia Center Commons mall.

#### **Shady Grove Family Branch**

**CIT (Counselors in Training)**--see Leadership subject heading for more details on program

### **Southside Virginia Branch**

**Volunteer opportunities** for teens include being a Big Brother/ Sister through their participation in the Black Achievers' Program.

### **Tuckahoe Family Branch**

**Leaders' Club** provides teens with opportunity to volunteer within the Tuckahoe YMCA by participating in activities within young children, selling refreshments at baseball games, etc. Teens attend summer rally (retreat), where they receive training specific to the volunteer work they will be doing in the fall.

**Junior Leaders' Club** provides teens with community service opportunities such as singing at nursing homes, handing out hearts on Valentine's Day, running a recycling campaign, etc.).

## **Employment/ Volunteer Work**

### **Chester Family Branch**

Employment opportunities as lifeguard, after-school/ day camp counselors, and youth sports coach/ referee. Volunteer opportunities as a nursing attendant/ assistant.

### **Chickahominy Family Branch**

Employment opportunities as lifeguard (ages 15 and up), nursery attendant (ages 14 and up), and aid in child care. Volunteer opportunities in CIT (Counselors In Training) program.

### **Manchester Family Branch**

Employment opportunities as lifeguard. Volunteer opportunities as LIT (Leaders In Training), during Teen Scenes and Family Nights.

### **Midlothian Family Branch**

Employment opportunities as lifeguards and gateguards during summer. Over 100 part-time teens participate.

### **North Richmond Family Branch**

Employment opportunities as lifeguard and CIT (Counselors In Training) program. Volunteer opportunities in after-school programs.

### **Southside Virginia Branch**

Employment opportunities as lifeguard. Volunteer opportunities as Junior Counselor for Summer Day Camp.

### **Tuckahoe Family Branch**

Employment opportunities as lifeguard, camp counselors, and in child care. Volunteer opportunities included in activities of Leaders' Club. See Leadership subject heading for more details on program.

## **Fitness**

### **Chester Family Branch**

**Fit Kid Workout**--program is a structured, supervised group workout designed to teach teens the proper use of the Nautilus equipment. Upon completion, teens will have access to this equipment with parents present. Open to ages.

**CIS (Communities In Schools)**--Chester YMCA collaborates with CIS to provide fitness program to these teens.

### **Chickahominy Family Branch**

**Youth Muscle and Fitness program**

### **Downtown Branch**

**Youth Fitness programs**

### **Manchester Family Branch**

**Youth Condition Class**--Available to teens ages 13 and up. Teens learn how to use the equipment and weights properly before they are permitted to use the facilities.

### **Shady Grove Family Branch**

**Youth Muscle and Fitness**--Youth learn to use cardiovascular machines and Cybex equipment, how to stretch properly, and the basics of good nutrition. Open to ages 10-15.

**Youth Fitness Testing**--A Fitness Specialist tests teen for cardio-respiratory endurance, body fat percentage, flexibility, muscular strength/ endurance and designs a personalized fitness program. Open to ages 6-17.

**Youth Personal Training**--Program allows teen to work out one-on-one with the Y's fitness professionals. Designed to help teens and youth understand the importance of physical activity, goal setting and proper nutrition. Open to ages 10-15.

**Shapedown**--A 10 week program of weight management for children, teens and their families. Provides initial support, training and motivation needed to make lifestyle changes.

### **Southside Virginia Branch**

**Youth Muscle and Fitness**--Teens learn basic anatomy, physiology and proper forms and techniques. Program includes education about nutrition, self-esteem, body image, character development, etc. Open to ages 10-15.

**Youth Fitness Testing**--A Fitness Specialist tests teen for cardio-respiratory endurance, body fat percentage, flexibility, muscular strength/ endurance and designs a personalized fitness program. Open to ages 10-15.

**Youth Personal Training**--Designed to teach teens the importance of physical activity, goal setting and proper nutrition. Open to ages 10-15.

**Shapedown**--A 10 week program of weight management for children, teens, and their families. Provides initial support, training and motivation needed to make lifestyle changes.

## **Tuckahoe Family Branch**

**Youth Muscle and Fitness**--Youth learn how to use cardiovascular machines and equipment, how to stretch properly, and the basics of good nutrition. Upon completion, youth and teens have access to the fitness center with a parent present. Open to ages 10-15.

## **Juvenile Justice Programs**

### **Downtown Branch**

. **Fresh Start**--see description under Tuckahoe Family Branch

### **Tuckahoe Family Branch**

**Fresh Start**--Program focuses on the physical, mental and spiritual development of first time offenders. Includes discussions on character development, recreational activities, community service. Tuckahoe YMCA works in collaboration with Henrico County Courts and the Department of Juvenile Justice as well as the Henrico County Police Department.

## **Leadership/ Educational Programs**

### **Chester Family Branch**

**Black Achievers' Club**--Program designed to foster positive interaction between black youth and adults who have distinguished themselves in their careers. The goal is to create a forum which exposes youth to various professions and careers through workshops, college tours, mentoring, career clusters, recreational activities and recognition events.

### **Chicahominy Family Branch**

**Teen Leaders' Club**--Program is designed for young men and women interested in developing character, leadership skills and new friendships. The group meets twice a month and is open to ages 12-18.

### **Downtown Branch**

**Metro Teen**--A comprehensive youth employment and life enrichment program in collaboration with Virginia Commonwealth University. Program includes cultural learning, community service projects and a paid internship which also provides job training. Open to ninth grade students.

### **Manchester Family Branch**

**Leaders' Club**--See After School program for more details.

### **Midlothian Family Branch**

. **CIT (Counselors In Training) Program**--Aims to involve a broad spectrum of young people in the future development of the Midlothian Community through leadership training and community service. Teens participate in activities such as YMCA character development, local community service projects, field trips, junior lifesaving, swimming, and other CIT planned activities. Participants will assist Camp Saponi counselors with activities such as sports

enrichment, arts and crafts, archery, music and camp maintenance

### **North Richmond Family Branch**

**Black Achievers' Program**--see description of program under Chester Family Branch. Program involves over 200 middle school and high school students throughout metro Richmond. Offers PSAT prep courses, college tours, and opportunities to enhance math and verbal aptitude skills at Virginia State University. Also includes community service projects, teen conferences, cultural trips, business tours, etc.

### **Patrich Henry Family Branch**

Participate in Metro Teen Leaders Program

### **Southside Virginia Branch**

**Black Achievers**--Program designed to foster positive interaction between black youth and adults who have distinguished themselves in their careers. The goal is to create a forum which exposes teens to various professions and careers through workshops, college tours, mentoring, career clusters, recreation activities and recognition events.

### **Tuckahoe Family Branch**

**Leaders' Club**--Program provides high school students with the opportunity to enhance existing YMCA programs at the Tuckahoe branch. Activities include playing with children, selling refreshments at baseball games, and other activities that have a positive impact on the Y's programs. Participants attend a summer rally (retreat) for training specific to the volunteer work they will be doing the following fall.

**Jr. Leaders' Club**--Program provides middle school students with opportunities to serve the community once a month. Activities include singing at nursing homes, handing out hearts on Valentine's Day, running a recycling campaign, etc.

## **Outreach Programs**

### **Chester Family Branch**

**ACES (Achievement in Community Education and Service)**--Program focuses on middle school students and focuses on life skills.

### **Chickahominy Family Branch**

Collaborate with Henrico Police Department to offer this program to at-risk youth. Program includes basketball and soccer.

### **Downtown Branch**

**Body, Mind and Spirit Empowerment Camps**--see Summer Camps subject heading for details on program.

**Bright Beginnings**--Provides needed school supplies and clothing to disadvantaged youth, helping them get off to a good start at school.

**Family Nights**--Outreach programs for youth, teens and their families once a month.

Includes character development and team building activities, dance lessons, and life skills.

### **Manchester Family Branch**

**TNT (Teens in Training)**--Teens collaborate with local sorority to visit area museums and participate in annual walks, etc.

**VCU Basketball Family Night**

**Basketball League and classes** in collaboration with local church

**College Tours**

### **North Richmond Family Branch**

**After-school program** serves as outreach program. See After School subject heading for details on program.

### **Patrick Henry Family Branch**

**Tutoring assistance**

### **Southside Virginia Branch**

**Bright Beginnings**--Program provides needed school supplies and clothing to disadvantaged youth, helping them get off to a good start at school.

**Home School Physical Education classes**--Program includes swimming, gymnastics, youth fitness, etc.

### **Tuckahoe Family Branch**

**TMAC (Tuckahoe Middle Achievement Club)**--An after school program for at-risk youth, providing homework and tutorial assistance and access to the YMCA facility.

**Fresh Start**--see Juvenile Justice subject heading for details of program.

**Teen Nights and special events**

## **Scholarships**

**\* All branches offer financial scholarships for teens**

### **Southside Virginia Branch**

Scholarship opportunities through Black Achievers Club

### **Tuckahoe Family Branch**

**Jacob's Scholarship** available to outstanding teens who volunteer and serve the community

## **Special Events/ Field Trips**

### **Chester Family Branch**

**Battle of the Bands**

### **Chicabominy Family Branch**

**After-Prom Party**

**Family Fun Day**--Day includes carnival, open house, dunkbooth, games, etc.

**Family Nights**--open to all ages

### **Downtown Branch**

**Family Nights**--open to all ages

### **Manchester Family Branch**

**College tours**

**Family Nights**

**Guest speakers**

**VCU Basketball Family Night**

### **Midlothian Family Branch**

**Family Nights**--open to all ages

**Seafood Fest**--open to all ages

### **North Richmond Family Branch**

**College tours**

### **Patrick Henry Family Branch**

**Field trips to Kings Dominion and Ashland Berry Farm**

**Golf Tournament**

**Christmas Tree Sales**

**Fashion Show**

**Mall Run** around the perimeter of Virginia Center Commons mall

### **Southside Virginia Branch**

**After-Prom Party**

**Teen Junctions**--see Teen Nights subject heading for more details

**Family Fun Day**--for all ages

### **Tuckahoe Family Branch**

**After-Prom Party/ Graduation Party**--Participants include 6 area high schools

**New Year's Party**--Tuckahoe partners with local churches to create a series of events for approximately 2000 teens. Evening includes trip to bowling alley, movie theater, Tuckahoe YMCA, etc.

**Family Fun Night**

**Family Talk Series**--Forums to discuss eating disorders, parenting techniques, etc.

**Extreme Games**--A series of interactive games offered Saturday nights

**School's Out Celebration**--Annual trip to King's Dominion after school lets out for the summer. Program involves over 1000 teens from 4 local high schools.

**FCA (Fellowship Christian Athletes)**--Tuckahoe YMCA collaborates with FCA to do

overnights at this branch.

**Wintergreen skiing trips**

## **Sports**

### **Chester Family Branch**

Basketball League (Inter-Y)

Baseball

Tennis

Volleyball

Soccer League

Golf lessons--Lessons include instruction in grip, stance, swing fundamentals and a basic overview of rules and course play. Open to ages 10 and up.

### **Chickahominy Family Branch**

Soccer--EFCU (Eastern Football Club United) Eagles--competitive travel soccer league throughout Virginia. Open to ages 7-16.

Basketball and soccer teams--Chickahominy collaborates with Henrico Police department

Tennis

Volleyball--Outdoor sand courts available

### **Downtown Branch**

Basketball and basketball clinics with professional athletes who volunteer their time

Swimming/ Scuba

Raquetball

Aerobics

### **Manchester Family Branch**

Basketball--Inter-Y competition

### **Midlothian Family Branch**

Swimming--see Aquatics subject heading for more details

Diving--see Aquatics subject heading for more details

Scuba

Volleyball--sand courts available

### **North Richmond Family Branch**

Basketball Leagues--Inter-Y competition

"Comets" Track and Field Club--established to promote the interest and participation of track and field for any teen interested in getting in shape. Team participates in local, state, regional, and national levels.

Baseball and basketball teams in collaboration with Police Athletic League

Virginia Unior Jr. Pep Squad--Program offered to girls and boys ages 4-14 to cheer at some home VUU football and basketball games.

### **Patrick Henry Family Branch**



**Indoor soccer**--with approximately 70 participants ages 6-18  
Aerobics  
Swimming (seasonally)

### **Shady Grove Family Branch**

Swim classes  
Aerobics

### **Southside Virginia Branch**

Basketball League--Inter-Y competition  
· **Youth Basketball and Cheerleading**--Southside YMCA in collaboration with Virginia State University and Petersburg High School. Open to ages 4-15.  
Partnership with Petersburg High School--Track and Field team has **access to pool and weightroom**  
Aerobics with Home School program

### **Tuckahoe Family Branch**

Basketball League--Inter-Y competition  
Gymnastics  
Swimming--see Aquatics subject heading for more details  
Baseball League  
High School Boys Basketball  
Middle School Fall Basketball  
Middle School Aerobics--open to ages 12-18.

## **Summer Camps/ Programs**

### **Chester Family Branch**

**Adventure Camp**--The camp provides young teens with a new adventure each day. Activities include field trips, guest speakers, community service and leadership development. For teens ages 13-15.

**Backyard Camping**--Overnight family outing open to teens. Includes games, swimming, a nature hunt, and stories and songs around the campfire.

### **Chickahominy Family Branch**

**Teen Adventure Camp**--Five 2-week sessions. Teens work with camp counselors to plan weekly activities. They learn to work with a budget, work with others and take responsibility for the success of the week.

### **Downtown Branch**

**Body, Mind and Spirit Empowerment Camps**--A three-day weekend camp that focuses on these three components of an individual. Physical activities include dancing, swimming, self-defense, tai chi, etc. A series of life skills sessions comprise the activities dealing with the mind. Teens are also put on different teams to lead worship service and community service projects for the spiritual aspect. One camp for boys and one camp for girls.

## **Manchester Family Branch**

**Camp Thunderbird Teen Summer Day Camp**--Program offered for teens and held at Camp Thunderbird facility

**LIT (Leaders In Training)**--Teens learn to be child care counselors

## **Midlothian Family Branch**

**CIT (Counselors In Training)**--see Leadership subject heading for details on this program.

## **Patrick Henry Family Branch**

**Teen Adventure Camp**

## **Shady Grove Family Branch**

**CILT (Counselors in Leadership Training)**--Rising 9th-12th graders who wish to prepare for possible future employment working with children. Participants serve as aides to senior counselors and assist with camp programs. CILTs learn caring, honesty, respect and responsibility by assisting younger campers, working with various individuals and groups and by developing a positive relationship with a mentor.

## **Southside Virginia Branch**

**Summer Day Camp**--Program offered to 6th and 7th graders

## **Tuckahoe Family Branch**

**Adventure Camp**--Program offered to teens in grades 7 through 9.

**CIT (Counselors in Training)**--see Leadership subject heading for details on program

## **Teen Facilities/ Athletic Fields**

### **Chester Family Branch**

- Teen Center
- Sand volleyball courts
- Outdoor half-court basketball facility
- Athletic fields and lake

### **Chickahominy Family Branch**

Teen Center in outdoor pavilion (coming in March)--will include ping pong, air hockey, pool tables and teen programming a few nights a week

### **Downtown**

- Sand volleyball courts
- Raquetball courts
- Gym
- Pool

## **Manchester**

**Camp Thunderbird**--Outdoor pool, volleyball courts, archery, boating  
Tennis courts

## **Midlothian**

Two 8-lane heated outdoor pools  
Sand volleyball courts  
Outdoor pavilion

## **Tuckahoe Family Branch**

Teen pavilion--used primarily for after school programs  
Family Gym  
Game room, pool table, ping pong  
2 indoor pools  
Baseball field  
Soccer field

## **Teen Nights**

### **Chester Family Branch**

**Battle of the Bands**

### **Manchester Family Branch**

**Teen Scene**--Offers basketball and dancing to teens

### **Patrick Henry Family Branch**

**Teen Night**

### **Southside Virginia Branch**

**Teen Junctions**--An evening for middle school students to play basketball and dance to music of local D.J.

## **Training/ Certification**

### **Chester Family Branch**

**YMCA Lifeguard course**--participants must be at least 16 years old  
**CPR classes**

### **Chickahominy Family Branch**

**CPR classes**

### **Manchester Family Branch**

**American Red Cross Babysitting certification**  
**CPR classes**  
**First Aid classes**  
**Lifeguarding certification**

### **Midlothian Family Branch**

**CIT (Counselors In Training)** program offers the following: **Camper safety, First Aid, Disaster procedurres, American Red Cross Babysitting course**  
**Lifeguard certification**

### **Southside Virginia Branch**

**YMCA Lifeguard certification--Includes CPR and First Aid lessons. Participants must be at least 16 years old**

### **Tuckahoe Family Branch**

**Scuba**  
**Lifeguarding certification--must be 16 years old**  
**CPR classes**  
**First Aid classes**  
**American Red Cross Babysitting certification--for ages 11-17**

## Youth Programs Survey

**Branch:**

**Contact Person:**

**Contact Phone:**

Thank you for a few minutes of your time. The goal of this survey is to collect data to be used in the creation of a marketing piece, inclusive of all YMCA youth programs and activities offered in Richmond. Your participation is very important, so please be as specific as possible as you detail all of the programs available to youth at your branch. Some of them will be similar to those offered by other branches, and some will remain unique to your own branch, thus requiring more description.

**Please check all programs open to youth at your branch:**

- |  |  |
|--|--|
| <input type="checkbox"/> Adventure Camp  | <input type="checkbox"/> Leader's Club           |
| <input type="checkbox"/> Aerobics  | <input type="checkbox"/> Lifeguarding            |
| <input type="checkbox"/> After-Prom Party  | <input type="checkbox"/> Metro Teen              |
| <input type="checkbox"/> Aquatics  | <input type="checkbox"/> Pyces                   |
| <input type="checkbox"/> At-Risk Youth Programs (i.e. Mentoring Programs, Drop-Out Prevention) | <input type="checkbox"/> Scholarship Programs    |
| <input type="checkbox"/> Babysitting Certification   | <input type="checkbox"/> Scuba                   |
| <input type="checkbox"/> Ballet  | <input type="checkbox"/> Special events          |
| <input type="checkbox"/> Baseball Team/ League   | <input type="checkbox"/> T-ball Teams            |
| <input type="checkbox"/> Before & After School Programs  | <input type="checkbox"/> Teen Bible Studies      |
| <input type="checkbox"/> Black Achievers   | <input type="checkbox"/> Teen Scene/ Teen Nights |
| <input type="checkbox"/> Community Service Projects  | <input type="checkbox"/> Tennis                  |
| <input type="checkbox"/> CPR Classes   | <input type="checkbox"/> Tutoring Assistance     |
| <input type="checkbox"/> Day Camp  | <input type="checkbox"/> Youth Muscle & Fitness  |
| <input type="checkbox"/> Field Trips   | <input type="checkbox"/> Youth Gymnastics        |
| <input type="checkbox"/> Indian Guides/ Princesses   | <input type="checkbox"/> Volleyball              |
| <input type="checkbox"/> Karate/ Tae Kwon Do   | <input type="checkbox"/> Youth Forums            |

While many of these programs are uniform throughout the YMCA, **please consider all program areas open to teens which are unique to your branch** (i.e. special events, New Year's party, youth in government, field trips etc.). Please be as descriptive as possible (type of program, ages, time of year, contact person, etc.). Feel free to expand on any of the programs above and use the back of this page. **Thank you for your time and input!**

**Program:**

**Program:**

**Program:**

**Program:**

**Program:**

**Program:**

**Program:**

**Program:**

**Program:**

**Program:**

**Program:**

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## Appendix C

### Interview Questions/ Outline:

1. Who is the contact person that works most closely with teens at your branch?
2. Do you have any literature or program descriptions that explain what your teen programming includes?
3. Do you have any photos, videos, etc that better illustrate these programs?
4. What sources of resistance do you see in the way that the YMCA will have to deal with?
5. How often does the YMCA collaborate on its programming for teens?
6. What do you see as strengths/ weaknesses of this programming?

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