

Skills for Change Agents
TESC MPA Program Summer 2015 Draft 5 16 15

Saturday and Sunday, June 27 and 28, July 11 and 12 (9a-5p); Saturday, July 25th (9a to done).

Location: Sem II, E2107

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Organizations undergo constant change. But when the pace, nature or depth of change is not sufficient to keep them in sync with their people and environment...trouble lies ahead. Public and nonprofit organizations seem to be especially susceptible to problems for which “change” is offered as a solution. But how do we really know what is not “working” in an organization? How can we distinguish between superficial and deeper causes of serious problems? How can we advise leaders of public and nonprofit organizations on how to go about change, in ways that will be effective, lasting, and take into account the interests of all relevant stakeholders? And finally, what skills and knowledge do we need to have to be productive in—and enjoy—the role of change agent? This course will survey the literature on organizational change and the field of organizational development, which seeks to provide the answers to these questions. We will also explore in depth the specific skills, traits and knowledge needed to lead an organizational change effort.

By the completion of the course I expect students to:

1. Have a strong foundation in the literature on organizational change and development (OD) and a grasp of key OD concepts, including the ambiguous nature of organizational problems and the collaborative role of the OD consultant as a process facilitator;
2. Develop analytical and critical thinking skills relevant to change processes;
3. Have a basic understanding of how to develop, implement and evaluate OD interventions that improve an organization’s effectiveness;
4. Grasp the differences between public, nonprofit and business organizations and how change processes and interventions suitable for each may differ;
5. Develop improved interpersonal and other skills and knowledge that will begin to prepare them for work as an internal or external change consultant, as well as improve their ability to lead and to engage in effective communication and teamwork with diverse groups.

Canvas. The syllabus and assignments, and lecture notes after each class session, plus some course readings will be posted to the course Canvas site. Please submit your course assignments on Canvas.

II. Required texts

Burke, W. Warner (2013). *Organization Change: Theory and Practice, 4th . Edition*. Los Angeles: Sage. ISBN 9781452257235 Paperback.

Heath, Chip and Heath Dan (2011). *Switch: How To Change Things When Change is Hard*. New York: Crown Business. ISBN-13: 978-1847940322. Paperback.

Quinn, Robert (2012). *The Deep Change Field Guide: A Personal Course to Discovering the Leader Within*. San Francisco: Jossey-Bass. ISBN-13: 978-0470902165. Paperback.

The Deep Change Field Guide. Both leadership and intervening in human systems can be very rewarding, but also extremely stressful. How can we better prepare ourselves for these tasks? Robert Quinn encourages his readers to reflect on the distinction between deep and incremental change, and if you are ready and willing, to follow him down the path of deep change. ***To be clear: I'm not expecting everyone in the course to buy in to the "deep change" process for this course.*** But if you are ready, I encourage you to take it on. Quinn's text and its insights on leadership and personal growth are worthy of consideration even if you're not ready to fully commit to his process.

Optional: Block, Peter (2011). *Flawless Consulting, 3rd Ed.* San Francisco: Pfeiffer. ISBN-13: 860-1400125373. Block's classic text is the consultant's "Bible." I will cover some of the material, but it is worth adding to your collection if you intend to work as an internal or external consultant.

Articles (all on Canvas)

Cheung-Judge, Mee-Yan (2001). "The Self as an Instrument—A Cornerstone for the Future of OD." *OD Practitioner*, Vol. 33 No. 3, p 11-16.

Cooperrider, David and Diana Whitney (ND). "Appreciative Inquiry: A Positive Revolution in Change." <http://www.tapin.in/Documents/2/Appreciative%20Inquiry%20-%20Positive%20Revolution%20in%20Change.pdf>.

Tolbert, Mary Ann Rainey and J. Hanafin (2006). "Use of Self in OD Consulting: What Matters is Presence." In Jones and Brazzel, *NTL Handbook of Org Development and Change*. New York: Pfeiffer

Weick, Karl (1993). "The collapse of sensemaking in organizations: The Mann Gulch disaster." *Administrative Science Quarterly*; Dec 1993; 38, 4; ABI/INFORM Global.

Optional article on AI: Cooperrider and Srivastara (1987). "Appreciative Inquiry in Organizational Life." *Research in Organizational Change and Development, Vol.1*, pages 129-169.

Additional articles, TBD.

Here are a few excellent OD resources available online as e-books through the TESC Library. You may need to have an Adobe account and Adobe Digital Editions software loaded on your computer for some texts; and there are limits on how much of the material may be downloaded or printed.

- Cameron, Kim and Robert Quinn (2011). *Diagnosing and Changing Organizational Culture, 3rd. Ed.*
- Holman, Peggy, T. Devane, Tom, S. Cady (2007). *Change Handbook : The Definitive Resource on Today's Best Methods for Engaging Whole Systems.* Williston, VT: Berrett-Koehler Publishers.
- Lusthaus, Charles, et al. (1999). *Enhancing Organizational Performance: A Toolbox for Self-Assessment.* Rothwell, Stavros, et al, Eds. (2009). *Practicing Organization Development, A Guide for Leading Change.*

III. Assignments. Please post each assignment to Canvas class on its due date. Note when I would like you to bring paper copies to class, when you will read each other's papers and discuss them.

Assignment I. Practicing organization development is difficult under the best of circumstances. What in your view are the particular challenges of performing OD within *public* organizations? How might it be more (or less) difficult than working with firms or nonprofits? 2-3 pages, double-spaced. **Due Saturday, June 27th.**

Assignment 2. Reflective assignment on OD skills. After reading the articles by Cheung-Judge, and Tolbert and Hanafin, write a short paper (2-3 pages, double-spaced) in which you reflect on your readiness to take on the role of an organizational change consultant. What are your strengths? Where might you need to improve before you would truly be ready to do this work? **Due Sunday, June 28th.**

Assignment 3. The article on appreciative inquiry (AI) describes the approach in considerable detail. What are your perceptions of the strengths and weaknesses of this approach to change? Have you worked for an organization (or have experience with one) where in your judgment AI would fail? Or be likely to succeed? What attributes of the organization, its situation or environment lead you to that conclusion? 2-3 pages, double-spaced. **Due Saturday, July 11th.**

Assignment 4. Complete a 1-2 page seminar paper on Weick's classic article on the Mann Gulch fire for **Sunday, July 12th**. Pull in material from *Switch* or Burke's opus on OD if you wish.

Assignment 5: Journal . Read through the text over the course of the class and make journal entries as Quinn suggests; your journal can include the "Write a Memo" and "Apply the Learning" sections. Watch at least **one** more of the films he suggests (We will watch *Moneyball* & *The King's Speech* in class). This journal will not be turned in but will be the foundation for Assignment 6 below.

Assignment 6: Deep Change Reflection paper. Complete the "Put Your Learning to Work" section of the book; refer to your Journal on the book as needed. Add some reflection on the usefulness of Quinn's concepts and his text for your life right now and for your preparation to be an agent of change. How have your beliefs about your skills and readiness to be a change agent shifted since completing Assignment 2? **Due July 25th; bring a paper copy to class.**

Assignment 7. Teach to Learn Project. Burke's text, *Organizational Change: Theory and Practice*, provides substantial coverage of the multitude of intervention models that may be used to improve organizational design or performance. There are literally more topics than we can cover in this one course. This assignment will enable each student to study in depth a topic of particular interest. Form teams of 2 or 3 students, and select a topic about which you want to become particularly knowledgeable. Your team will research and prepare a PowerPoint presentation of about 30 minutes on that topic, to be delivered in class on **Saturday, July 25th**. Your team may also include a class exercise or workshop if appropriate to the topic. Each person in the team is expected to participate in the presentation. Please email me your PowerPoint by **Friday, July 24th, 9 p.m.** The only other "deliverable" for this assignment is a bibliography or reference list for the items in your presentation, **also due Saturday, July 25th.**

Assignment 8: Intervention Plan. This is an individual assignment. Your task is to complete a plan for an intervention in an organization. Select an organization with which you are familiar, or you want to learn more about. Describe what you would do to diagnose/discover what is happening; assess the organization's readiness for change and its culture; describe the particular intervention you believe is appropriate and how you would work with the organization to bring it about and evaluate your efforts. Interviews with individuals within the organization may be appropriate; consult with the faculty about whether a Human Subjects Review application will be required. Additional details on this assignment will be provided in class. Be prepared to share the organization you wish to examine in class on April 29th. Prepare a **5 page paper** summarizing your findings. Be prepared to **briefly** summarize it the last day of class. **DUE: August 2nd.**

IV. Credit and Evaluation. Students will receive four graduate or undergraduate credits based upon satisfactory and on-time completion of all course requirements and assignments. Plagiarism, failing to complete one or more assignments, or two non-excused absences, may lead to automatic denial of credit. Students will receive 4 credits at the completion of the course if all course requirements have been successfully completed. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements before the due date), or multiple absences may be grounds for denial of credit. Partial credit or incompletes will be awarded only under unusual circumstances. If you believe you will have difficulty submitting the final paper by its due date, contact me immediately.

Students are expected to attend each class meeting and to be on time. If an absence from class is unavoidable, contact me prior to class. Because of the intensive nature of this course, missing one day of class will necessitate a make-up assignment. Missing a second day of class will result in a no credit. Any makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit. Consistent with MPA program requirements, a self evaluation will be required for credit.

Tentative Class Schedule (subject to change)

<p>Saturday, June 27th Organizations, Problems and Change Systems and The OD Model Theories: Change and Changing The Context: Public organizations and “Reform” Types of Interventions Process Consulting Guest Speaker Seminar/discussion: on Burke Readings: Burke, Chapters 1-10 DUE: Assignment 1 due.</p>	<p>Sunday, June 28th Models, and SuperModels How do we Figure Out What is Going On?: Doctors, Consultants, Diagnosis and Discovery Consulting: Skills and Competencies Form Group project teams Check in on individual project Film 1: <i>Moneyball</i> Seminar on <i>Switch</i> and articles Readings: Heath and Heath, <i>Switch</i>, Ch. 1-4 Articles: Tolbert & Hanafin; Cheung-Judge. DUE: Assignment 2.</p>
<p>Saturday, July 11th The Context, II: Non-Profit Organizations Appreciative Inquiry Overcoming Barriers Cultures and Change Time for Group Work on Presentations Skills for Mobilizing Social Movements Guest Speaker Readings: Burke, Chapters 11-12; Cooperrider & Whitney on Appreciative Inquiry DUE: Assignment 3 due</p>	<p>Sunday, July 12th Taking on Strategic Change What does it mean to be a “Leader”? Time for Group Work on Presentations Four Conversations exercise Seminar on Weick article Film 2: <i>The King’s Speech</i> Readings: Burke, Chapters 13-16; <i>Switch</i>, Chapters 5-7; Weick, on Mann Gulch DUE: Assignment 4, Weick seminar paper</p>
<p>Saturday, July 25th Assignment 7: Group Presentations/References Seminar/Discussion Readings: Quinn, all. <i>Switch</i>, Chapters 8-end. DUE: Assignment 6, Deep Change Reflection paper. Bring a paper copy to class.</p>	<p>Paper for Assignment 8: Due Sunday, August 2nd.</p>