

Organizational Change
TESC MPA Program Spring 2012 Draft 2 29 12

Friday April 27 (6-10 pm); Saturday and Sunday, April 28 & 29; May 19 & 20 (all 9a to 5p);
Friday, June 8th (6-10 pm)
Location: TBD

Larry Geri Lab I, 3002 geril@evergreen.edu; 360-867-6616 Office Hours: by appointment

Organizations undergo constant change. But when they fail to adapt in ways that keep them in sync with their people and environment...trouble lies ahead. The usual prescription is for “change” of some type in the organization or its people. Public organizations seem to be particularly susceptible to problems for which “change” is broadly 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? This course will survey the literature on organizational change and the field of organizational development, which seeks to provide the answers to these questions as well as advice on the specific skills and traits needed by organizational change specialists.

By the completion of the course I expect students to:

1. Have an excellent foundation in the literature on organizational change and development;
2. Understand key OD concepts, including the ambiguous nature of organizational problems and collaborative role of the OD consultant as a process facilitator;
3. Develop analytical and critical thinking skills relevant to change processes;
4. Learn a variety of effective ways to collaboratively gather data, provide feedback, diagnose and plan actions to improve organizational effectiveness;
5. Understand how to develop, implement and evaluate OD interventions that improve organizational effectiveness;
6. Develop improved interpersonal skills that will begin to prepare them for work as an internal or external change consultant, as well as improve their ability to engage in effective communication and teamwork with diverse groups.

“Moodle.” Lecture notes after each class session and some course readings will be available at the Evergreen Online Learning page at <http://elms.evergreen.edu/>, under the course name.

II. Required texts

Burke, W. Warner (2011). *Organization Change: Theory and Practice, 3rd. Edition*. Los Angeles: Sage. ISBN 978-1-4129-7886-6 (paperback).

Whitney, Diana and A. Trosten-Bloom (2010). *The Power of Appreciative Inquiry: A Practical Guide to Positive Change, 2nd Edition*. San Francisco: Berrett-Koehler. ISBN-10: 1605093289
ISBN-13: 978-1605093284. (paperback)

Whyte, David (1998). *The Heart Aroused : Poetry and the Preservation of the Soul in Corporate America*. New York: Crown Business. ISBN: 0385484186. ISBN-13: 978-0385484183 (paperback).

Articles (all on Moodle)

Baker, Kathryn (2002). "Organizational Culture." Office of Science, U.S. Department of Energy. Available at: <http://www.au.af.mil/au/awc/awcgate/doe/benchmark/ch11.pdf>. Downloaded 2 29 12.

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.

Edmondson, Amy (1996). "Three Faces of Eden: The Persistence of Competing Theories and Multiple Diagnoses in Organizational Intervention Research." *Human Relations* v 49 #5.

Fernandez, Sergio and H. Rainey (2006). "Managing Successful Organizational Change in the Public Sector." *Public Administration Review*, March/April.

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.

Three excellent OD texts are available online as e-books through the TESC Library. Only one person at a time may use these texts on line. (Also note that downloading and printing material from these texts may not be allowed; it varies based on the licensing terms held by the library and you must have Adobe Digital Editions software loaded on your computer).

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. LC Call Number: HD58.8 -- .C4537 2007eb.

Lusthaus, Charles, et al. (1999). *Enhancing Organizational Performance : A Toolbox for Self-Assessment*. Ottawa: IDRC Books. HD58.9 -- .E543 1999eb

Rothwell, William, J. Stavros, R. Sullivan, A. Sullivan, Eds. (2009). *Practicing Organization Development, A Guide for Leading Change*. New York: Pfeiffer. HD58.8 .P7 2009.

III. Assignments. *Please bring paper copies of each assignment to class on its due date.*

Assignment 1. Practicing organization development is difficult under the best of circumstances. What in your view are the particular challenges of performing OD within *public* organizations? Why might it be more (or less) difficult than working with firms or nonprofits? 2-3 pages, double-spaced. **Due Saturday April 28th.**

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 gain additional skills and knowledges before you would truly be ready to do this work? **Due Sunday, April 29th.**

Assignment 3. The text by Whitney and Trosten-Bloom describes appreciative inquiry (AI) in some 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? What attributes of the organization, its situation or environment lead you to that conclusion? 2-3 pages, double-spaced. **Due Saturday, May 19th.**

Seminar Paper. Complete a 1-2 page seminar paper on Whyte's *The Heart Aroused* and Weick's classic article on the Mann Gulch fire for Sunday, May 20th.

Group assignment. The primary text for the course, Burke's *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 either **May 19th or 20th**. 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. Your team's PowerPoint must be emailed to the instructor by **Friday, 18th at 9 p.m.**

Final assignment. 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 5-7 page paper summarizing your findings, and a 7 minute presentation on your findings for presentation in class on **June 8th**.

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.

Resources

The OD Practitioner (online at TESC Library site)

OD Network: <http://www.odnetwork.org/>

Human Relations: http://www.tavoinstitute.org/humanrelations/about_journal/aims.html

Tentative Class Schedule (subject to change)

<p>Friday, April 27th and Saturday, April 28th</p> <p>Organizations, Problems and Change Systems and The OD Model Theories: Change and Changing The Context: Public organizations and “Reform” On Organizational Culture Types of Interventions Process Consulting</p> <p>Guest Speaker</p> <p>Readings: Burke, Chapters 1-5, and 11; Fernandez and Rainey article; Baker chapter on org culture</p> <p>Assignments: Assignment 1.</p>	<p>Sunday, April 29th</p> <p>Models, and SuperModels How do we Figure Out What is Going On?: Doctors, Consultants, Diagnosis and Discovery The Context, II: Non-Profit Organizations Consulting: Skills and Competencies Overcoming Barriers Taking on Strategic Change Form Group project teams Check in on final individual project</p> <p>Readings: Burke, Chapters 6-10; articles by Tolbert and Hanafin; Cheung-Judge; and Edmondson.</p> <p>Assignments: Assignment 2.</p>
<p>Saturday, May 19th</p> <p>Team Presentations Appreciative Inquiry Leadership and OD Guest Speaker</p> <p>Readings: Burke, Chapters 11-14; Whitney and Trosten-Bloom, <i>The Power of Appreciative Inquiry</i></p> <p>Assignments: Team Presentations; Assignment 3.</p>	<p>Sunday, May 20th</p> <p>Team Presentations Seminar on Whyte Four Conversations exercise Seminar on Weick article</p> <p>Readings: Whyte, <i>The Heart Aroused</i>; Weick, on Mann Gulch</p> <p>Assignments: Team Presentations. Seminar paper on Whyte and Weick readings.</p>
<p>Friday, June 8th Final Presentations: Individual papers DUE: Final paper</p>	