

School of Public Administration
University of Nebraska at Omaha
Omaha, Nebraska 68182

PA 8440 Organization Development and Change in the Public Sector

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Course Description

This course provides an in-depth examination of the theory and practice of organization development and change, along with its techniques and its many assumptions, ideas, concepts, and theories about individual, group and organizational behavior.

Learning Objectives

You will have the opportunity to: 1) become familiar with the field of organization development and change; 2) examine your assumptions about how people and organizations behave and change; 3) learn some theories that can be used to help people and organizations become more effective; and 4) develop your own definition and theory of organization development and change.

Required Material

W. Warner Burke, *Organization Development: A Process of Learning and Change*, Addison Wesley, 1994.

Michael I. Harrison, *Diagnosing Organizations: Methods, Models, and Processes*, Sage Publications, 2004.

David Carnavale, *Organizational Development in the Public Sector*, Westview Press, 2002.

Edgar Schein, *Process Consultation Revisited*, Prentice Hall 1998.

Jerry B. Harvey, *Abilene Paradox and Other Meditations on Management*, Jossey Bass, 1996.

Rupert Chisholm, *Developing Network Organizations*, Addison--Wesley, 1998.

Ralph Hummel, *Bureaucratic Experience*, St. Martins, 1994. (Available on Blackboard)

Charles Goodsell, *Case for Bureaucracy*, CQ Press, 2003

George Ritzer, *The MacDonalidization of America*, Sage Publications, 2004, Revised New Century Edition

For Change Management please see the following web sites and use a search engine to find other relevant web sites. <http://www.change-management-toolbook.com/home/introduction.html>;
<http://www.businessballs.com/changemanagement.htm>;
http://en.wikipedia.org/wiki/Change_Management.

Additional material will be handed out in class. The cases and additional material will be posted on Blackboard.

Requirements	Contribution to Grade
1. Organization Development Case	20%
2. Book Reviews	60%
3. Book and Case Notes	20%

Grades will be assigned on the following basis: A=4, B+=3.5, B=3, C+= 2.5, C= 2, D+= 1.5, D= 1, F = 0.

The Book Notes and Case Notes will not be given a letter or number grade. They will be graded on a pass or fail basis.

Policies

1. Class attendance is essential to your learning and performance in this course. I realize that most of you have career and family responsibilities that may interfere with your attendance. While I am not going to impose a standard of perfect attendance, if you are absent from class more than twice I may ask you to withdraw from the class or suffer the possible consequences of a lower final grade.

2. Tardiness: It is your responsibility to be in class on time and to return from breaks on time. If you are late to class or late from breaks more than two times, your final grade in the course will be lowered by one letter grade.

3. Leaving class early: It is your responsibility to see to it that other engagements do not require you to leave class early. Much of the learning that takes place in this course occurs while we are all in class discussing the relevant subject matter.

4. Handouts: If for some reason you do not receive relevant handouts as scheduled please make arrangements to get copies from other participants in class in a timely fashion.

5. Requirements not completed on time will automatically receive a failing grade unless there is sufficient reason for the lateness, I have been consulted well in advance of the time the requirement is due, and I agree to the lateness and the time the requirement will be fulfilled. The only sufficient reasons for lateness are documented medical emergencies for you or immediate family members, or severe weather conditions. All requirements must be completed by the end of the semester. I am very reluctant to assign incomplete grades. As a matter of equity, if an incomplete grade is assigned, your final grade in the course will be lowered by one letter grade.

6. I agree with Jerry Harvey's definition of cheating as the failure to help others if they ask for it. Obviously this runs counter to conventional definitions of cheating that demand that no one asks for or receives assistance. I also agree with Harvey when he explains that conventional definitions of cheating offer lousy models of how work actually gets done, suppresses synergy that leads to creativity, prevents acts of altruism that are psychologically healthy, and causes anaclitic depression which is unhealthy. I cherish creativity and psychological health, so please seek the help of anyone or anything in completing any of the requirements. All I ask is that you give credit to the person assisting you. This definition of cheating does not cover acts of plagiarism. Representing the work of others as your own will result in an automatic grade of "F" for the course.

7. Students must consult and adhere to the University's policies on "Standards of Graduate Studies" including "Expectations in the Classroom," "Academic Honesty," "Plagiarism," and "Ethical Conduct," published in the most recent Graduate Catalog. Those policies will be in effect in this course.

8. Your written work will be evaluated on the basis of content and quality of writing. Points will be taken off for poorly written work. Your oral presentations will also be evaluated on the basis of content and quality of presentation skills. Points will be taken off for poor presentations.

9. In the event of severe weather and I cannot make it to Omaha, I will post a notice in the Announcements section of Blackboard usually by 1 pm and send an e-mail to each of you. If severe weather keeps me from attending class then we will use the Discussion Board of Blackboard to hold the class via the Internet.

10. It is always a good idea to check your Lotus Notes E-mail Account before coming to class. If for some reason I am ill or otherwise cannot come to class, the School will not call participants to inform of them of my absence. So check your e-mail before coming to class to see if I will be there.

11. Participants with disabilities should notify me so that appropriate accommodations can be arranged.

12. I can usually be reached by phone or e-mail. At times I may be out of town or otherwise occupied with professional duties. You should expect a call back or return e-mail from me within 72 hours if I am out of town or involved with other matters.

Requirements

Case Notes

The day before each class you will send me the Case Notes for the assigned cases via the Digital Drop Box feature of Blackboard. The Case Notes are simply an outline of your answers to the questions posed in the case, your thoughts on the case, or any ideas you might have for dealing with the case. Having the notes completed before class means that you will be ready to engage in a meaningful discussion of the case or cases. Case Notes not submitted on time will automatically receive a failing grade. Your Case Notes may be single spaced with double spaces between paragraphs. Make sure to put your name at the beginning of the actual Case Notes.

Case studies are excellent vehicles for learning. They allow you to apply theoretical concepts to “real world” situations thus integrating your own professional knowledge and experience with the concepts of organization development and change that we will encounter in this course.

Book Notes

The day before each class you will send me your book notes for the assigned books via the Digital Drop Box feature of Blackboard. The Book Notes are an outline of the major points made by the author(s). The Book Notes allow you to discuss the book in class before writing the Book Review. Think about them as being talking points for discussion in class before the actual review is due. Book Notes not submitted on time will automatically receive a failing grade. Your Book Notes should be single spaced with double spacing between paragraphs. Make sure to put your name at the beginning of the actual Book Notes.

Book Reviews

Writing a book review is an excellent learning device. Instead of memorizing what an author has to say or passively reading what the author says, a book review allows you to become actively engaged in a dialogue with the author. In that dialogue you have the opportunity to agree or disagree with what the author is saying, relate what the author is saying to your formal knowledge about the topic, and relate what the author is saying to your own personal experiences, beliefs, and values. A well written book review is also an excellent way for you to demonstrate what you have learned from reading the book.

The following are elements of a good book review:

- It should provide a brief synopsis of the major themes and/or key concepts the author is presenting.

- It should relate the author's work to other knowledge in the field.
- It should critique what the author has to say from the basis of your own formal knowledge of the field as well as your own professional experiences, beliefs, and values.

The book reviews should be 7 to 10 pages in length and follow this format:

- Double spaced text
- Times New Roman 12 pt font
- One inch margins at the top and bottom
- One and one quarter inch margins on the left and right
- No double spacing between paragraphs
- Paginated in the upper right hand corner of each page
- No running headers or footers
- Your name on the first line of the first page, flush right
- Followed two lines below by the title of the book or books, flush right
- Text of the review beginning two lines below the title of the book or books
- Each new paragraph begins with a five space indentation
- If references are used, they should appear as end notes
- Pages stapled together in the upper left hand corner

The following briefly describes each of the books.

The books by Harrison and Burke present the orthodox textbook approach to organizational diagnosis and development. They should be reviewed together in one essay. The review of Harrison and Burke should stress the similarities and differences between their approaches to organizational diagnosis and change, and present your opinion about which approaches you prefer.

The book by Harvey is a whimsical but very serious and sound critique of management ideologies and practices.

The book by Schein is a classic statement of process consultation which is unique to the field of organizational development. The theme of this book review is: "How does process consultation differ from other approaches to planned change in an organization?"

The book by Carnavale speaks directly to doing organizational development in public agencies. The theme of this book review is: "How is doing organizational development different in public agencies?"

The book by Chisholm addresses networked organizations which is the current wave organizational arrangements in some segments of the public sector. This book review has two themes: 1. "How do network organizations differ from traditional bureaucracies? 2. "How does organizational development relate to developing networked organizations?"

The books by Hummel and Goodsell offer two very different views of bureaucracy. They are classics in the field of public administration. They should be reviewed together in one essay. The review of Hummel and Goodsell should address the similarities and differences between their views of bureaucracy, and discuss the possibilities for successful organization development and planned change efforts in bureaucratic organizations.

The book by Ritzer is a scathing critique of modern society, institutions, and organizations. The theme of this essay is: "If what Ritzer says is true of modern society, institutions, and organizations what is the future for planned change?"

Change management is a relatively new field of endeavor arising mostly out of the field of management information systems. It has to do with getting people to accept changes in technology and the changes in work processes that are often associated with the adoption of new technologies. The theme of this essay is: "What are the similarities and differences between organizational development and change management?" I will provide you with several web sites that discuss the field of change management. They will be the source of your reading on this topic.

HINT: When I say a brief synopsis I mean a brief synopsis. I have read the books. I do not want their content regurgitated back to me. The synopsis should be as brief as possible; no more than two or three paragraphs discussing the purpose of the book and what the author wants to accomplish. Then develop the theme of the review keeping in mind how one author's view of organization development and change is different from or similar to the views of other authors.

The Organization Development Case

The Organizational Development Case is a major learning tool of the course. It gives you the opportunity to acquire, integrate, and demonstrate your knowledge of organization development (OD), its techniques, and supporting theories and concepts.

As a small group you assume the role of an external or internal OD consultant. Imagine that you have been asked to assist a public or non-profit organization with a problem. Your job in developing this case is as follows: 1) describe the organization and the conditions or events leading up to a problem as defined by the client; 2) discuss your entry and contracting; 3) diagnose the problem and explain how you went about diagnosing it, making sure to distinguish between presenting problems (or symptoms) and the real underlying problems; 4) design and implement an intervention to resolve the problem or problems; and 5) evaluate the OD effort.

You are not being asked to engage in a real OD effort. Much of the information you provide will be hypothetical, but it should also be as realistic as possible. You may draw upon your experiences in organizations but you may also be imaginative in developing and presenting information for the case. Do not identify any real organization even if you use one for most of

the information for your case. Furthermore, all names of relevant actors should be fictitious. Your case does not have to present a perfect textbook description of an OD effort. Mistakes are often made, even by the most experienced OD practitioner. Some of the most interesting cases that I have read discussed mistakes and how they were dealt with by the OD practitioner.

The following criteria will be used to evaluate the cases: 1) knowledge of OD concepts, ideas, and theories; 2) realistic description of the organization and the OD effort; and 3) effective story telling.

The Organization Development Case comes in two parts. Part One is the Case Problem. It should resemble the cases that are used in the class. In other words, Part One presents an organizational problem and ends with a few questions. Provide whatever background information is necessary about the organization and its problematic conditions; e.g.: its name, mission, structure, relevant actors, work processes, external environment, special situations or events, etc.

Part Two consists of your group's more detailed discussion of your intervention.

The following outline provides some guiding questions to get you thinking about what to write in Part Two of the case. Do not ask or answer the questions directly in the case. Use them as guides to create a narrative.

Entry and Contracting

Describe your entry into the organization (e.g.: who contacted you, what they said they wanted from you, what they may think the problem is, who some of the other relevant people might be that you have to work with, etc.)

Discuss the specifics of the contract that you made with the relevant actors; e.g.: What was expected of you? What did you expect of the relevant actors? What were the agreed upon results of your actions and the actions of others?

Diagnosis

What was the problem facing the organization? Make sure to distinguish between real problems and symptoms.

Discuss how you diagnosed the organization's problem. Did you accept the relevant actors' definition of the problem? Did you find a deeper problem, one that lies behind the symptoms? Did you define the problem for the clients using the medical model or did you let them formulate their own definition of the problem with your help or guidance using process consultation? Did you involve others in joint problem diagnosis? What data was collected? How was it collected? Was the data shared with the client? If so how? Why? If not, why?

It is important in this section to use theoretical concepts and models. Is the problem one of

motivation, work design, organization structure, communication barriers, unequal power relationships, etc.? What model or models of diagnosis derived from the readings did you employ? Why was the model or models useful?

What diagnostic techniques or models did you use? What did they reveal about the organization? Did they help individuals see their organizational reality differently? Did they motivate people to become involved in problem definition and the design of problem solutions?

Intervention

Discuss the intervention that was used. What was it? Why was this particular intervention justified? Who did it involve? How deep into the organization did it go? What were peoples' reactions to it? Did they resist the intervention? What steps in managing the change process did you take to help insure an effective intervention?

Evaluation

Was the intervention successful? Partly successful? Not successful? How was it evaluated? How was the evaluation used by you and the client?

Presentation and Analysis of the Case Studies

Two class sessions prior to the last class, each group will hand out a copy of Part One of their Organization Development Case to each member of the class. Each member of the class should prepare case notes for each of the cases.

On the last day of class, each group will lead the class in a discussion and analysis of the case given to them. Once the whole class has had the opportunity to discuss the case, the group will provide a more in-depth and detailed discussion of how they dealt with the case in Part Two of their Organization Development Case.