The practice of organization development and change (ODC) dates in its origins to the World War II era and in the decades since then ODC has continued to survive and thrive while also itself changing and growing with the times. In this interactive workshop participants will learn about why ODC as a practice is relevant to every type of organization that wishes to remain viable, and what current practices within ODC are trending in these transforming times. In an historical moment of monumental change occurring locally, nationally and globally, leaders and managers of organizations as well as ODC practitioners will benefit from learning about what makes this decades-old practice vital for doctoral learners regardless of field or concentration. The learning environment in this workshop will include facilitator presentation, small group discussion, and group report out of important takeaways.
LEARNING OUTCOMES

As a result of participating in this workshop students will be able to:

- Identify the most important competencies to cultivate (or to look for) in an effective ODC practitioner
- Name some of the biggest challenges ODC practitioners face in the era of ‘strategic HR’
- Recognize emerging practice areas in ODC, including diversity and inclusion, organizational sustainability, employee engagement, individual assessment, talent management, coaching, and use of big data to improve organizational effectiveness
- Understand “positive” ODC tools such as dialogic OD, appreciative inquiry, and transformational scenario planning
“Organization development is a long-term effort, led and supported by top management, to improve an organization’s visioning, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organizational culture – with special emphasis on the culture of intact work teams and other team configurations – using the consultant-facilitator role and the theory and technology of applied behavioral science, including action research” (French & Bell, 1999).
VALUES

According to French and Bell (1999) these values are:

- **humanistic** (i.e., importance of the individual, respect for the whole person, treat people with dignity, see the intrinsic worth in all people, regard everyone as capable of growth)
- **optimistic** (i.e., people are fundamentally good, progress is possible and desirable, reason and goodwill are the tools that make progress possible)
- **democratic** (i.e., sanctity of the individual, people have a right to be free from the arbitrary misuse of power, everyone should receive fair and equitable treatment).
- Taken together the espoused values could be seen as applying to work with individuals, teams, groups, with a key objective being to aid in our understanding of how to design and improve organizations.
First Generation (roughly 1945-1979)

- Laboratory training
- Survey research and feedback
- Action research
- Sociotechnical and socio-clinical

(This does not go away, but is carried forward to the next generation.)
Second Generation (roughly 1980-1995)

- Organizational culture
- Process consultation
- Learning organizations
- Intensified interest in teams
- Total Quality Management (TQM)
- Visioning
- Whole system change that involves people at all levels of the organization
- Organizational transformation

(This does not go away, but is carried forward to the next generation.)
Third Generation (roughly 1996-today)

- “Positive” OD as opportunity for discovery (as opposed to problem orientation)
- Change as emergent
- Presencing (‘heart’ of Theory U)
- Narrative or dialogic OD
- Scenario planning, both adaptive and transformative
- OD as part of strategic HR
- Large-scale organizational and social transformation

(Past practices continue to influence, but a paradigm shift is underway.)
As generations have passed the beginnings have influenced what is emerging today: a process more of accumulation than of laying the past aside.

Generations 1 and 2 were mostly guided by a “diagnostic” model: organizations get “sick,” develop “problems” that can be “fixed” with the correct “treatments” (e.g., problem-solving interventions).

At the same time, the impulse to “transform” has been present in ODC, powered by the idea of guiding clients to envision “better” futures.

Recognition that organizations are systems encased within larger systems.

Questions each ODC manager has to answer for her or his own practice: When do we “fix” problems? When do we ”transform” cultures? When do we intervene at individual, group or organization levels? When do we nurture “emergence” instead of “refurbishing” an old system?
KEY OD COMPETENCIES 21ST CENTURY

• Skill in facilitating change processes of various kinds at individual, group, and system levels utilizing ‘self as instrument’ along with appropriate technologies
• Commitment to constant learning and growth, including use of self as an instrument of change
• Development of a consultative mindset and way of working that demonstrates ability to partner with others in your environment who are involved in change and innovation projects with you
• Ability to work cross-culturally and inclusively in increasingly diverse work environments
• Ability to work with others (e.g., HR professionals, project managers, organizational leadership) to help an organization adapt to, anticipate, and manage change as well as to discern elements in the environment that require the organization to transform itself in order to remain viable
KEY OD COMPETENCIES 21ST CENTURY

- Knowledge of complexity science, nonlinear systems theory, chaos theory, and self-organizing systems
- Awareness that sometimes things have to fall apart for profound shifts to occur – concentrate on creating the new rather than fixing the old
- Ability to focus simultaneously on individual/group/organization/system as well as immediate goals/longer-term impact
- Ability to facilitate the acquisition of higher level and more diverse stakeholder inclusion and participation in change efforts, coupled with a facility for hearing, surfacing and valuing differences (e.g., of opinion, of perspective, of experience, of diverse demographics)

Note: There are many more OD competencies than any one person can hope to possess. The website of the OD Network lists something like 141. Many different opinions can be found on this topic.
FRAME FOR OD PRACTICE: DIAGNOSIS

- Influence organizational reality through: objective (scientific) diagnosis and analysis of existing facts and forces before intervening

- Change involves: application of known expertise to identify, plan, and manage implementation of episodic change, i.e., unfreeze > move > refreeze

- Consultant stance: Neutral facilitator who stands apart from and acts on the system

(Bushe & Marshak, 2015, p. 37)
FRAME FOR OD PRACTICE: DIALOGIC

- Influence organizational reality through: social inquiry processes that themselves create new awareness, knowledge and possibilities

- Change involves: engagement of stakeholders in ways that create disruptions and shifts in ongoing patterns of stability leading to emergence of new possibilities

- Consultant stance: Involved facilitator (or host) who becomes part of and acts with the system

(Bushe & Marshak, 2015, p. 37)
• **What is it?:** process consultation that attempts to raise the collective awareness of the many perspectives at play in a system or in the meaning-making process itself; focus is on changing how people think rather than changing how they behave, assuming that once we begin thinking differently we will change our own behavior.

• **What are its objectives?:** intervening in the meaning-making process of an entity, creating new possibilities rather than solving problems, altering prevailing stories that limit new thinking.

• **What are its best uses?:** (1) when usual ways of thinking, talking about and addressing organizational dilemmas lead to futile responses; (2) when facing wicked problems, paradoxes, and challenges where there is large scale disagreement about what is happening and/or what to do about it. A disruption is engaged so that things may fall apart yet re-organize at a higher level of complexity (emergence); a change occurs in the core narrative of a group and a new story shifts the group’s sense-making (discourse); new images/ideas/phrases become compelling and allow new options (generativity).
Table 1
Contrasting Diagnostic and Dialogic Organization Development (OD)

<table>
<thead>
<tr>
<th>Influenced by</th>
<th>Diagnostic OD</th>
<th>Dialogic OD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classical science, positivism, and modernist philosophy</td>
<td>Interpretive approaches, social constructionism, critical and postmodern philosophy</td>
</tr>
<tr>
<td>Dominant organizational construct</td>
<td>Organizations are like living systems</td>
<td>Organizations are meaning-making systems</td>
</tr>
<tr>
<td>Ontology and epistemology</td>
<td>• Reality is an objective fact</td>
<td>• Reality is socially constructed</td>
</tr>
<tr>
<td></td>
<td>• There is a single reality</td>
<td>• There are multiple realities</td>
</tr>
<tr>
<td></td>
<td>• Truth is transcendent and discoverable</td>
<td>• Truth is immanent and emerges from the situation</td>
</tr>
<tr>
<td></td>
<td>• Reality can be discovered using rational and analytic processes</td>
<td>• Reality is negotiated and may involve power and political processes</td>
</tr>
<tr>
<td>Constructs of change</td>
<td>• Usually teleological</td>
<td>• Often dialogical or dialectical</td>
</tr>
<tr>
<td></td>
<td>• Collecting and applying valid data using objective problem-solving methods leads to change</td>
<td>• Creating containers and processes to produce generative ideas leads to change</td>
</tr>
<tr>
<td></td>
<td>• Change can be created, planned, and managed</td>
<td>• Change can be encouraged but is mainly self-organizing</td>
</tr>
<tr>
<td></td>
<td>• Change is episodic, linear, and goal oriented</td>
<td>• Change may be continuous and/or cyclical</td>
</tr>
<tr>
<td>Focus of change</td>
<td>Emphasis on changing behavior and what people do</td>
<td>Emphasis on changing mindsets and what people think</td>
</tr>
</tbody>
</table>
APPRECIATIVE INQUIRY

• **What is it?:** intervention/diagnosis gives way to inquiry, imagination, and innovation; art and practice of asking unconditionally positive questions; shifts our focus from “deficit” (i.e., what is not working) to what is positive. Uses a “4-D model” (Discovery to disclose positive capacity, Dream to move beyond the status quo, Design for organizing into the future, realizing Destiny by stepping back and allowing transformation to emerge)

• **What are its objectives?:** cooperative, coevolutionary search for what is best in people, their organizations and the world around them; excite and enliven creativity in people

• **What are its best uses?:** getting people to concentrate on what is going well in their organizations, what is working the best and how to amplify the “positive core” that reveals the best in human beings; when there is a need to get groups to understand when we focus is on “what is wrong here,” we spend our time fixing that as opposed to emerging a more positive future for ourselves, our groups, our organizations, our social systems
APPRECIATIVE INQUIRY

Discovery
“What gives life?”
The best of what is Appreciating

 Destiny
“How to empower, learn, and improvise?” Sustaining

 Design
“What should be—the ideal?” Co-constructing

 Dream
“What might be?” Envisioning Results/Impact

Affirmative Topic
TRANSFORMATIVE SCENARIO PLANNING

• **What is it?:** A process to transform individuals’ understandings, relationships, and intentions so they can transform their situation. This works by bringing together a whole-system team of insightful, influential, interested actors in a ‘strong container’ where the team feels safe and protected, engaged in a rigorous process of dialogue and reflection.

• **What are its objectives?:** to use stories about possible futures to influence what the future could be be like, and to generate system-transforming intentions.

• **What are its best uses?:** (1) when people find themselves in a situation they regard a unacceptable, unstable, or unsustainable; (2) when people cannot transform their situation on their own or by working only with their friends and colleagues; (3) when people cannot transform their situation directly because their views are too polarized to enable them to agree on what the problem is or what the solution should be, thus requiring the generation of shared understandings, relationships, and intentions before solutions can emerge.
TRANSFORMATIVE SCENARIO PLANNING

1. Convene a team from across the whole system

2. Observe what is happening

3. Construct stories about what could happen

4. Discover what can and must be done

5. Act to transform the system

Co-Initiating - Co-Evolving
Co-Sensing - Co-Creating
Co-Presencing

This work is licensed under the Creative Commons Attribution-Noncommercial-ShareAlike 3.0 Unported License.

© 2012 Reos Partners
• **What is it?:** A theory and process to aid leaders and change makers in “experiencing the future wanting to be born” by discovering our highest future possibilities

• **What are its objectives?:** (1) help leaders discover their “blind spots”; (2) improve the quality of relationships, develop a deeper sense of knowing; (3) use these deeper ‘knowings’ to build intentions and capacities for making things happen

• **What are its best uses?:** (1) helping multi-stakeholder gatherings to shift from an environment of debate and judgment driven by disconnection and ego to a stance of co-creativity, will, and open-heartedness to ‘emerge the new’; (2) working with influential core groups to take what is emerging from a larger group to crystalize the outcomes of a project and marshal resources and opportunities
THEORY U

HABIT 
OPEN MIND
SUSPENDING
EMBODYING
OPEN HEART

EGO
REDIRECTING
ENACTING

FEAR
OPEN WILL
LETTING GO
LETTING COME

CURiosity
COMPASSION
COURAGE
REFERENCES AND RESOURCES

Please refer to the “takeaway” document prepared for this workshop for more information about the content introduced here, and for a complete list of references and resources that were used to inform the workshop as well as the “takeaway” document.

You should be able to find copies of these slides as well as the “takeaway” document in the CTU Doctoral Library > Symposium > October 2018 Symposium Presentations.
DOCTORAL SYMPOSIUM

coloradotech.edu/doctoral
#CTUdoc