

Andrews University

Leadership Program

REFLECTION PAPER: ORGANIZATIONAL DEVELOPMENT AND CHANGE

In Partial Fulfillment
Of the Requirements for the Course

LEAD 756 Organizational Development and Change

by

Nestor Osorio, ID# 145934

Fall 2014, 3 credits

Sylvia Gonzalez, PhD

TABLE OF CONTENTS

Chapter
I.

GENERAL INTRODUCTION TO ORGANIZATIONAL DEVELOPMENT	3
Theories of planned change	6
Introduction to Planned Change theories.....	6
Lewin’s Theory of Change Model.....	7
Action Research Model Theory of Change	8
The Positive Model Theory of Change.....	10
General Model of Planned Change.....	13
Different Types of Planned Change	14
Critique of Planned Change.....	16
The Organization Development Practitioners	17
THE PROCESS OF ORGANIZATION DEVELOPMENT	19
Entering and contracting.....	19
Diagnosing Organizations	19
Diagnosing Groups and Jobs	20
Collecting and Analyzing Diagnostic Information.....	20
Feeding Back Diagnostic Information.....	21
Designing Interventions.....	21
Leading and Managing Change.....	22
Evaluating and Institutionalizing Organization Development Interventions ..	23
Human Process Interventions; Interpersonal and Group Process Approaches	24
Human Resource Management Interventions; Performance Management	25
Developing Talent	25
Continuous Change.....	26
Organization Development in School Systems	26
Future Directions in Organization Development.....	28
CONCLUSIONS AND IMPLICATIONS.....	30
When the Mission and Vision Statements Impact Change and Improve Performance.....	30
Our Vision	30
Our Mission	31
References.....	32

CHAPTER I

GENERAL INTRODUCTION TO ORGANIZATIONAL DEVELOPMENT

What is organizational development? When trying to define OD, the variations dwell on the emphasis pursued, either culture change, final results after a long term intervention, or OD as a process itself supported by evidence of improvement. When exploring the behavioral knowledge and practices in Organization Development (OD), Cummings & Worley (2009), purposely seek to explain why organizations strive to increase their financial performance, customer satisfaction and organization member engagement when involved in a process of change. OD from this point of view, goes beyond management and planned change, examining strategies, models, interventions techniques and other aspects of OD.

As a professional field of social action as well as of scientific inquiry, organization development covers a wide range of topics related to change and growth. In an attempt to unify these definitions, the authors consider OD as planned development for an entire system, applying and transferring behavioral science knowledge while improving and reinforcing the strategies and structures that will make the organization more effective (Cummings & Worley, 2009).

OD affects changes in the structure of the entire system, while applying micro and macro concepts linked to behavioral science knowledge and practices including leadership. OD also manages planned change, in an adaptive and implementation process rather than just externally influenced by consulting and management conducted by experts. OD as an implementation and change reinforcement experience, involves long

term goals while working on short term effectiveness, small behavioral changes and measurable growth.

When compared to the fast and immediate expectations of change management and organizational change, OD differs because of its behavioral science foundation, supporting the potential of each team member, their participation and professional growth while enhancing performance and competitive advantage, states Cummings & Worley (2009). This primary concern about managing change in the pursue of improvement and problem solving that defines OD, separates itself from mere planned change or organizational change. However, that peculiar characteristic of OD that involves the transferring of knowledge and skill in order to create and maintain change, relates to Social Cognitive Theory, where the skills and knowledge acquired through individual effort, the intervention of a direct and personal process as well as the environment, says Wood & Bandura (1989), causes a higher level of efficiency as well as the longevity of change and continuous improvement, according to Lukwu & Luján (2011).

Moreover, three other major trends common to OD and Social Cognitive Theory, are rapidly influencing how organizations and its team members evolve; globalization, information technology and managerial innovation. The constant change at every level of local, state, national and international markets, combined with the evolution of technological tools and new theories related to management, produces today the perfect storm of opportunity for visionary leadership willing to embrace OD and the behavioral change offered by Social Cognitive Theory toward improvement and efficiency.

Cummings & Worley (2009), describe the history of OD from the Laboratory Training to Strategic Change of today, after going through Action Research/Survey

Feedback, Normative Approaches and Quality of Work life since 1946. Names like Kurt Lewin, John Collier, William White, Edith Hamilton, Rensis Likert, who developed the widely used 5-point “Likert Scale”, and Floyd Mann among many others participated in the development of OD in the first stages. Richard Beckhard, when considering the organization’s Mission, the demands from the environment and how the organizations responded and adapted to the needed change, was the first one to use The Strategic Change Background stage of the current OD history, says Cummings & Worley (2009).

In other words, today, OD’s evolution has reached international if not global limits. The new key role of the practitioner and leader of any organization, requires a competitive strategy that involves the use of the latest technology available, argues Brown & Harvey (2011), individual and team decisive growth process, action research, survey and evaluation analysis along with constant interventions and the implementation of transformational change. Many organizations in the United States based on Cummings & Worley (2009), may be seeking organizational and planned change, improvement and success, but most of them are not applying the principles of OD that could allow them to overcome the challenge of a changing market where diagnosis, interventions and managed change cannot wait weeks, months or years to occur.

CHAPTER II

THEORIES OF PLANNED CHANGE

Introduction to Planned Change theories

Organizations may change merely as a result of external environmental factors, without a purposeful coordinated strategy or realization of its changes. However, Planned Change directed by the members of the organization generally seek improvement and effectiveness. This Planned Change is usually coordinated by managers working with OD practitioners from within the organization or from outside, says Cummings & Worley (2009). There are different theories utilized by OD to approach change. These theories describe and analyze the phases of planned change and how its impact affects the members of an organization during the process of facing a new process. But before analyzing the four theories mentioned by Cummings & Worley (2009), let's explore what a theory or a theoretical models is meant to accomplish for an organization.

For Nutbeam, Harris & Wise (2010), a fully developed theory will explain the major factors that influence the phenomenon of interest in change or not, the relationship between these factors and the conditions under which these relationships do or do not occur. These elements somewhat determine one of the multiple definitions of a theory, where methodical and planned knowledge is applied in a relatively wide variety of situations developed to analyze, foresee, or otherwise explain the nature or behavior of a specified set of experiences of an organization that could be used as the basis for action, says Vay Ryn & Heany (1992). These actions or interventions to be followed may derived from using a theory appropriately. How then a theory can be such a positive tool? Green & Kreuter (2005) developed a planning model that utilizes theories in the different

phases of action when seeking change, similar to what Cummings & Worley (2009) described in their book. These steps include defining the problem, planning a solution, mobilizing resources, implementing the program and evaluating the program while multiple theories are utilized to assure accomplishments and the desired change.

Some of the theories of change and implementation in successful organizations, are Lewin's change model, the action research model, and the positive model. They serve as the primary basis for a general model of planned change, says Cummings & Worley (2009).

Lewin's Theory of Change Model

Kurt Lewin (1951), conceived change as a modification of behavior when forces within an organization were pushing to keep the status quo and opposite forces were pushing for change (Lewin, 1951). When these forces are equal, there is no behavioral change, therefore, a transformation process is needed. This is where for Lewin (1951), three steps were necessary; Unfreezing, Moving and Refreezing. In all three steps, the skillful maneuvering from a practitioner are required to reveal to the members of the organization the need of change by activating sections that had been forgotten, followed by a shift in behaviors and attitudes and finally fixing the new course of change with supporting mechanisms that reinforce and affirm the change accomplished. Kurt Lewin was also contemporary with Albert Bandura at the University of Iowa, where behavioral change through Social Cognitive theory (Bandura, 2011) was developed, says Zimmerman & Schunk (2014). Several research studies took place between the University of Iowa and Yale University about change, where Social Learning Theory (Cherry, 2011) started around 1930 within the department of Human Relations under the

direction of Mark May and Clarke Hull. These theories aligned with Lewin's change model, present and analyzed the similar antagonistic factors that plot at the individual and organizational level when change is needed and teams struggle to embrace development through change.

At Forest Lake Academy, we have started new trends when it comes to programs related to Physical Education and Athletics. These changes faced antagonism and resistance from some members of the community as well as some faculty members, parents and athletes. We decided to embrace a wider range of options for participants besides the traditional sports and fitness assessments as well as the way we allow the students to get committed to each part of the program. We added more sports and different levels of competition at a recreational and interscholastic level. This change brought more participation and a new interest in sports that before barely attracted enough participants to put together a team. Now we have in almost all varsity, junior varsity and recreational sports over fifty participants trying out for ten to twelve positions.

Action Research Model Theory of Change

The Action Research Model of planned change, based on Cummings & Worley, (2009), utilizes research first to identify the areas where change and development is needed, followed by constant assessments and evaluations guided by experts and practitioners. This dynamic iterative cycle of research and action demands the commitment and participation of members of the organization as well as the OD practitioner and other experts.

The Action Research Model presents 8 defined steps to be developed in the process of planned change. They are: Problem Identification, Consultation with a Behavioral Expert, Data Gathering and Preliminary Diagnosis, Feedback to a key Client or Group, Joint Diagnosis of the Problem, Joint Action Planning, Action and Data Gathering after Action. This action research model is similar to Organization Development based on its active and dynamic process of change. Action Research Model is currently being applied all over the world in order to improve communities, seeking a social change and impact, with peculiar characteristics in South America, Asia, Africa and some parts of the Northern Hemisphere, declares Cummings & Worley (2009), where the social change it brings helps organization of all fields to reconsider a planned change accompanied by constant evaluations and action while pursuing innovation. This theory is also referred to as “participatory action research,” “action learning,” “action science,” or “self-design.” Involvement from members of the organization is expected, while understanding and learning about the changes needed and how the process will develop. The participation of the OD practitioner or consultant becomes a conjunct effort with members of the organization, not just as a manager, but as a “co-learner” of the process of change and development, allowing them to learn and bring the change where and when needed.

At Forest Lake Academy, we conducted research about what needed change through evaluations, meetings with parents, coaches and students, and following up with the administration of the school, leadership team and the school board. After consultation with Athletic Directors from other academies, as well as Physical Education teachers and instructors from all over the country as well as some from Europe, we started to

implement drastic changes in our programs with the input of different practitioners. Some of these changes caused some level of confusion and overlapping of activities, but now we are collecting more evaluations and feedback from participants, parents, coaches and sponsors. We allowed several members of the community, parents and volunteers to actively participate in special events as well as the planning and application of new strategies.

The Positive Model Theory of Change

Contrary to the Action Research and Lewin's model, the Positive Model does not focus on a problem or on how to solve these problems through a process of change. This model focuses on what the organization is doing efficiently and effectively, by concentrating on growth and building progress upon what it is working. In the social sciences, when seeking planned change, the positive model is also referred to as "positive organizational scholarship," applying positive dynamics, and promoting extraordinary results, claims Cameron, Dutton and Quinn, (2003). However, some studies in financial industries and health care, keep the real impact of positive organizational scholarship controversial, argues Cameron, Mora, Leutscher & Calarco, (2011), stating that more empirical evidence is needed to prove the effectiveness of the planned change for the organization. Additionally, the positive model has been also applied to planned change as a process called appreciative inquiry (AI), explained by Cooperrider, & Whitney, (2001) as the search of the best in people, organizations and the world around us, with the purpose of elevate and improve the positive aspects of each one of them in the present and the potential future. Whitney & Trosten-Bloom (2010) also suggest that appreciative inquiry carries the power for potential developments from members of the organization

that otherwise would not engage in the process of planned change. AI at the same time encourages positive reactions from the members of organizations, allowing their involvement and participation in the process of change and creativity within the organization. This process ignites members to align themselves with the vision and mission of the organization, turning this development into a social constructionism, says Berger, Luckmann & Zifonun, (2007).

Therefore, the process of AI as a positive model theory for planned change, involves five phases: Initiate the Inquiry, Inquire into Best Practices, Discover the Themes, Envision a Preferred Future and Design and Deliver Ways to Create the Future. These five steps allow and invite all members of the organization to be an important part of the planned change with a positive expectation and always considering the ultimate short and long term potential of individuals and the organization as a whole.

But what companies utilize this theory and how can we know it works? Buckingham & Coffman (1999) argue that an organization where team members are positively led and managed while being encouraged to grow constantly, will perform better in many aspects, including employee retention and customer satisfaction, resulting in profitable outcomes. For instance, Lankford-Sysco, says Buckingham & Coffman (1999), a food distribution giant, proved to succeed when employees were told on daily and weekly basis how important they were, what was expected from them, and challenged to find better ways to improve the organization in a positive manner.

This example along with many others, caused that for the first time in research history, Gallup, a company that provides data-driven news, ran a Meta-analysis taking the challenge of proving the link between employee satisfaction and business performance

across many different companies, according to Clifton & Harter (2003). Investing in strengths in opposition to focusing in weaknesses, proved to be efficient for more than 105,000 employees from 2,500 companies after 12 questions were asked about the strength of the workplace. All companies that scored high on areas related to positive change, development of strengths and individual talents, were also the most successful in productivity, profitability, customer satisfaction and employee retention, declares Buckingham & Coffman (1999). The impact of this study is still current, to the point that if you google “ what is Gallup”, the first option that appears on the screen is <http://q12survey.gallup.com>, from a study that started over fifteen years ago.

In other words, the evolution of employee engagement over the last century for successful organizations, argues Welch (2011), has more to do with a positive model of constant change that involves all participants of the organization, from leaders to managers and the newest member of the team. This process has more to do with positive communication, encouragement and openness to change and growth than just focusing in the pathological aspects of any human and organizational behavior.

At Forest Lake Academy, there is a tradition of excellence and accomplishments that we are trying to keep and improve. These positive and rich factors helped the Physical Education and Athletic Department’s reputation to be strong and recognized around the country, but mostly only for basketball. We continue to improve this very important part of our program, while expanding to other sports like volleyball, golf, soccer and new practices for the teaching of Physical Education, Fitness and Health.

After considering all three models of planned change theories, they share the phases where a preliminary diagnosis occurs, followed by the intervention and the

closing stage of evaluation, while pursuing change and improvement. Lewin's theory however differs from the other two theories of planned change since it considers the process of change as more important than the specific activities particular of Organization Development, says Cummings & Worley (2009). Also, Lewin's theory and the Action Research theory contemplate problems that need a solution in contrast to the Positive Model Theory that mainly focuses on the aspects of the organization that are currently successful.

General Model of Planned Change

These similarities and differences generate a framework for a General Model of Planned Change as mentioned by Cummings & Worley (2009). This model connects members of the organization with practitioners to participate in the process of OD through multiple activities and phases. The process is not a linear constant experience for both: the members of the organization and the practitioners involved. In other words, an organization will go through four major planned change activities, based on Cummings & Worley perspective.

The first activity is Entering and Contracting, where information and data is gathered about the problems that need a solution, followed by the design of a contract with managers and members of the organization. This contract or agreement include the engagement and participation of the members in change. Many organization never go beyond this point of initial data gathering and contract design due to resistance to change and disagreements about OD strategies appropriate for the context where change is needed.

The second activity is Diagnosing. In this phase, the gathering, analysis and feedback of data along with collecting stories about positive attributes of the organization through interviews, observations and survey instruments, will give the OD practitioner the data needed to discuss and apply change.

The third activity is Planning and Implementing Change. In this period, OD practitioners and members of the organization decide how to implement the interventions planned to bring change. The appropriate diagnosis previously done, will determine these interventions especially in four major aspects: Human process interventions, Structure and Technology interventions, Human Resources interventions and Strategic management interventions related to external and internal processes to implement the planned change.

The fourth activity is Evaluating and Institutionalizing Change, involving the effects of the intervention seeking to persist and continue with the positive accomplishments of planned change. The appropriate feedback will also determine if some aspects of the strategies need modifications, change or suspension.

Different Types of Planned Change

After analyzing the general model of planned change, we arrived at the reality that in actual practice the different phases or activities not always follow the same order as stated in that model. Cummings & Worley (2009) consider that the magnitude of organizational change, along with the uniqueness in the expectations of clients and domestic or international settings, call for other options slightly different to the general model of planned change.

In other words, the Magnitude of Change in the past was mainly through incremental modifications, stopping the interaction between OD practitioners and members of the organization once the problems diagnosed through the collected data and observations were apparently resolved, without continuing with a process of change where all levels of the organization were involved and expected to change. Therefore, in recent years, OD has been utilizing Fundamental change, where the aim is to tackle the complexity of the need of constant improvement, managing the transition from past trends to current market requirements and competitive factors.

Moreover, another planned change model modification, relates to the Degree of Organization and how clients are structured as a system. Over-organized systems where bureaucracy, rigidity and apathy are perceived daily based on leadership styles from the top, may block the communication and feedback among all levels of the organization. The OD practitioner for this type of organizations has historically aim to change the behaviors, increasing the communication and participation of members of the organization, resulting in conflict resolution for the majority of the problems needing intervention. Under-organized systems will utilize the OD practitioner to clarify leadership roles, communication between management and employees and specify the roles in each department.

The third alternative to the general model of planned change, approaches the differences between Domestic and International Settings. Europe and North America have been applying OD strategies for decades, but now other parts of the world are adopting them too. Cultural values, market differences and norms may result in drastic challenges for OD to take place. In the United States, tolerance for ambiguity, equality

among people, individuality and goal driven actions are cultural values that guide the OD practitioner during the planned change process, says Cummings & Worley (2009). However, in other contexts, the local settings require modifications of this approach, especially for the diagnosis phase, where in bureaucratic cultures many times only require the senior executives and top management levels to voice their opinion about what the problems are, where and how change should happen, and who should be in charge of the planned change process, not necessarily from external sources. This international characteristics can be extremely stressful for any OD Practitioner, who will have to get immerse in the local culture of the organization they are seeking to help to understand why and how change can be brought to improve performance, production and success.

Critique of Planned Change

Notwithstanding their improvement and recent enhancement, the models of planned change have critics who pointed out several problems. One of them is the traditional Conceptualization of Planned Change, argues Porras & Robertson (1992), since based on their perspective, a behavioral change is needed from each member of the organization in order to obtain the desired goals of planned change. That information is not requested nor available in the general model of planned change. Also, there is no data search on behalf of the organizations about other important steps in the diagnosis, implementation and evaluation of the change process that will assure future and further improvement.

Critics of the Practice of Planned Change and the way it is implemented point out directly to the qualifications and effectiveness of the OD practitioners, since most OD

practitioners may have strong experience and knowledge in some areas but lack of them in others, turning interventions into risky processes that involve human as well as financial resources from organizations. There are also numerous questions about change and its dominoes effect when parts of the organization resist and avoid change even though is well planned, described and applied, causing the planned change to fail.

The Organization Development Practitioners

OD practitioners are those involved in the process of planned change for an organization. They can be internal or external parts of the organization, and includes at least three sets of people, says Cummings & Worley (2009). The three groups are: OD specialists, other professionals who focus in areas related to OD and managers/administrators who have developed competence in OD and apply it to their organizations constantly. Personal knowledge, professional experience along with the academic training are always desired qualifications when seeking change from a practitioner and leadership point of view. These practitioners are expected to successfully conduct diagnosis, with a deep knowledge in behavioral science techniques and change theories, as well as having problem solving and critical thinking outstanding skills. Moreover, the self assessment ability and the capability of seeing things objectively, with a positive imagination, flexibility and honesty in diverse environments, allow these practitioners to be trustworthy agents of change. Also, Cummings & Worley (2009) explain that as a part of the knowledge and skills requirements of OD practitioners, the Foundation and Core Competencies, contain a Learning Theory factor that relates to the Social Cognitive Theory (Bandura, 2011), where change occurs after processing the

information acquired through the diagnosis, interpersonal relations and the environment that fosters behavioral change and crucial interventions.

In other words, the role of the OD practitioner includes the appropriate management and development of the emotional intelligence as a social learning process, where the ability to read and express emotions will lead to significant and positive change. However, some ethical dilemmas occur when the personal view and perceptions affect the way the OD practitioner interprets or manipulates the data from the diagnosis, implementing change through coercion or implicit pressure.

CHAPTER III

THE PROCESS OF ORGANIZATION DEVELOPMENT

Planned change has an origin point in a need of performance improvement, not necessarily based on a lack of success, but on a desire to grow and develop the organization to a higher level of functioning, beneficial for customers and members of the organization, also clients of the process.

Entering and contracting

Entering and contracting are the initiative steps toward that desired goal of change that will involve other phases. A contract must be developed including the expectations of the parties, the time and resources and the rules under which the process will develop, says Cummings & Worley (2009).

Diagnosing Organizations

Diagnosing the organization, the second step in the process of organization development, is the active process in which the practitioner studies the current functioning condition of the system in place. A clear understanding of the nature of the organization's challenges, goals and problems will provide the OD practitioner with the needed elements to conduct an accurate diagnosis. Most organizations have three related parts in this functioning condition, which are inputs, transformations and outputs. These three elements take the human and other resources as they come into the organizations, converts them through social and technological processes and result in the output to be sent to the customer or market. In other words, the ideal diagnosis will provide the information essential to design the appropriate interventions.

Diagnosing Groups and Jobs

As a part of the Seventh-day Adventist church department of Education, the process of diagnosis of our needs for change for Forest Lake Academy and more precisely the Physical Education and Athletic departments, went through several phases. From the Organization level, to the Group level and finally the Individual level of needs, that involve the Physical Education teachers, Athletic Director, coaches, team parents and volunteers. The input, along with the design component that allowed the transformation process, and the final output that included the groups and individuals, allowed our decisions to be made based on an initial diagnosis of urgent need of change, especially when compared to other academies in the area that improved drastically over the last few years.

Collecting and Analyzing Diagnostic Information

The process of collecting information in the diagnosis phase will determine the depth of the intervention. The quality of the information gathered is critical. Building the trust between the practitioner and the participants that will provide the data is the key for accurate responses. Afterwards, the data analysis will identify the areas which need immediate change, growth or in many cases, to continue with what is already working.

We utilized the four major techniques for gathering diagnostic data: students questionnaires, interviews, observations and unobtrusive measures, formed by mostly community members, sponsors, athletic directors from other schools, physical education teachers from other states and countries, parents and other faculty members.

Sampling was not necessary since the amount of questionnaires, interviews, observations and unobtrusive data was sufficient to develop the first steps of change at

Forest Lake Academy. We analyzed the quantitative and qualitative responses in order to apply the changes and suggestions for improvement and in some cases to bring a new activity, coach, sport or stop doing some other activities.

Feeding Back Diagnostic Information

Folkman, (2010) described some indispensable properties and characteristics of effective feedback after collecting and analyzing the data. They are: Relevant, Understandable, Descriptive, Verifiable, Timely, Limited, Significant, Comparative and Unfinalized.

We provided the results of our data collection at Forest Lake Academy with the administration, students, coaches, parents and members of the community. After that we decided to apply the changes that were needed for this school year and will implement others that require a longer period of change, like fundraising for a new soccer field, track, and other needs for the improvement of our Physical Education and Athletics programs. A survey will happen at the end of this school year in the form of a questionnaire to obtain feedback from our students, parents and coaches, in order to determine what went well and what needs further change.

Designing Interventions

Interventions are a set of sequenced planned actions with the sole purpose of helping an organization to improve and increase its effectiveness, says Cummings & Worley (2009). The strategic changes through interventions we are making at Forest Lake Academy are a direct result of the data collected, as well as a philosophical change in the way we approach each student that participates of our Physical Education and Athletics programs. We approach each student based on their learning style, natural skills

and talents and the potential observed through activities, tryouts and recreational competition. There is a human process intervention that involves teachers, coaches, parents and volunteers that are a part of these programs. We had several meetings with members of committees and coaching staff before applying any change approved by the administration of the school. We designed and set goals, performance appraisal and a reward system for each participant, as well for coaches and volunteers. Our needs are very simple, we want to provide a Christ Centered environment for our students to develop their God's given talents and perform at their highest possible level, developing their character for this world and for eternity. These needs are the key factors as we continue to design our Mission and Vision Statements, as well as our new Hand book and other documents.

Leading and Managing Change

Motivation to succeed may be the strongest tool for a leader seeking change, reinforcing the positive and functional aspects of the organization while at the same time igniting the desire in each team member for more efficient options. This is how organizations base the process of developing a Vision of what they want to become today and in the future.

We included the core values and purpose of the organization while aligning the needs of each student and member of the Physical Education and Athletic Department at Forest Lake Academy during the process of creating the Vision and Mission statements, as well as the handbook and policies. The core ideology linked to an envisioned future where success is measured by the level of participation and improvement, and not only wins or loses, motivated several new community members to join our efforts to change

and improve our programs. This construction of political support is not easy, several individuals and organizations do not see Physical Education and Sports as a need.

However, with the help of the development director, the marketing and recruiting director, as well as the Vice principal in charge of Physical Education and Athletics, made the transition possible and successful. Right now we have raised enough funds to allow our Volleyball, Soccer, Golf and Basketball teams to travel around the country and the state of Florida representing the school and developing their skills.

Evaluating and Institutionalizing Organization Development Interventions

Evaluation of the interventions of planned change, provide the feedback needed for organizations to continue or change the outcomes of these interventions. This evaluation can be done not only after the interventions, but during the process of implementation of the change strategies designed after the diagnosis. The results allow the OD practitioner as well as the management team with the plan related to present and future interventions, either short or long term goals. Research will be designed specifically for the needs of the organization and based on the outcome during and after the intervention.

Buchanan, Fitzgerald, Ketley, Gollop, Jones, Lamont and Whitby (2005), argue that when change has been implemented and proved to be effective, the attention should be directed to institutionalizing these changes and making them a part of the organization's functioning operations for a designed period of time.

The role of the leader in this case, says Kumar (2013) is to make sure the changing nature of the organization does not stop with just a few changes, but continues

to grow with a dynamic process of diagnosis, evaluation, intervention, implementation and maintenance of the changes that are effective.

Human Process Interventions; Interpersonal and Group Process Approaches

Interpersonal relations and group dynamics in working environments, demand constant interventions, change, adaptation and improvement. Relationships matter for all members of an organization, as well as the clients expectations of a connection with the provider of a service beyond the quality of the product. The Process Consultation which aims to help relationships at all levels of an organization, makes all members of the team open to improvement in their interpersonal challenges. These challenges become interventions that start at an individual level and transfers its results to the group. Conflict resolution and overcoming the fear of confrontations when disagreement occurs through team building actions, turn organizations challenged by silos and isolation into dynamic and successful parties.

We decided at Forest Lake Academy that we had to pick up our battles when it came to what was important for the school and what we were not going to change in a short term. A system is being developed to assure the appropriate behavior change from parents, students, coaches and other member of the community in order to be able to disagree and confront our differences but always with one goal in mind, which is the improvement and growth in our students through our Physical Education and Sports Programs. After meeting with these groups individually and also sharing Pep Rallies, Tournaments, Trips, worship activities and team building events, new solutions keep arriving on how to make our program better and more efficient.

Human Resource Management Interventions; Performance Management

The goals setting process consists for most organizations in results oriented planning, evaluations, diagnosis and interventions. However, for many organizations, the rewards system is not always related to financial improvement. That is the case of our Athletic Department. Even though we train each student to do their best and play to win, the rewards not always come in the form of a state championship, trophies, medals or other types of awards. Most of the participants of our programs, besides the great competitive level of their teams, develop other qualities that will enhance them for success in life when facing challenges, working in a team or developing solutions for themselves and others.

Developing Talent

Out of all the human resources management interventions, developing talent is the closest example of what an organization in the field of Physical Education and Sports is all about. From managers, coaches, administrators to the individuals that are members of the teams, each part of this equation needs coaching and mentoring. This process involves transferring of knowledge, skills training, development of natural and acquired talents, as well as changes to bad habits learned previously. These training and development interventions determine the outcome of the planned changes, from the leadership group, to the newest and youngest member of the organization and teams that belong to it. Our Athletic Department added new programs, evaluations and ways of supporting coaches and students in order to reach out the community as well as improving the level of participation and commitment from all parts of the organization.

Continuous Change

One of the biggest challenges for an organization is to continue to have an open mind when change occurs. There is a risk of changing too many strategies together, and the identity of a program is in jeopardy of being dissolved. At Forest Lake Academy, this risk was analyzed and a decision was made related to interventions that resulted in coaches and other team members having to change despite their resistance to change. They were offered to change in order to stay as a part of the program. Our current goal is to develop a built-to-change type of organization. Certain sponsors and supporters stopped giving their financial help due to new sports and programs we are starting, but in the other hand, we gained several new ones that brought more to the program not only financially but with the connections we are making for the future.

Organization Development in School Systems

Due to the industrial age and assembly-line concepts, many educational systems in the United States continue to push for a standardize philosophy in every program related to education. This philosophical Industrial-Age trend applied to Physical Education and Athletics, produced programs based on traditions, hierarchical top-down management, a rigid sense of time and accountability based on adherence to a system, says Cummings & Worley (2009). Any suggested change in these systems produce stress, resistance and opposition, especially when new technologies, strategies and data clearly shows the inadequacy of continuing management traditions and habits that do not prepare students for the competitive working environment they live today, argues Wiliam, (2010).

We changed not only the way we are testing our students for Physical Education classes at Forest Lake Academy, but also the skills development process and training in

Athletics, based on the strengths and type of learners we have. This process brought resistance from traditional teachers and coaches who have been teaching and coaching using the same strategies for decades. Now we have an increase in participation for competitive sports as well as recreation activities where students show their improvement and acquired new physical skills. This paradigm shift is causing other problems with traditional activities supported by stakeholders who see Physical Activity and Sports as a waste of time instead of accepting all the research data that shows how students perform better academically when they participate in structured sports programs.

We promote Physical Education and Sports not in order to make a financial gain, like many bigger schools in the area do. The sports we participate in the state of Florida are team sports that develop the character and whole growth of our students beyond athletic accomplishments and winning-losing records. We advocate for a nurturing environment where our Mission and Vision are aligned with the philosophy of our organization, the Seven-Day Adventist Church. Moreover, in accordance with the findings of Blankenstein (2012), and associates from the HOPE (Harnessing Optimism and Potential through Education) Foundation, we share the principles considered indispensable for a successful education for each student.

Some of these principles include a common mission, vision, values and goals, while ensuring achievement for all students in a collaborative team oriented environment. This process of improvement should be continuous, engaging families and the community, while building sustainable leadership for OD applications and assuring students success where failure is not an option, says Blankenstein & Noguera, (2010).

Future Directions in Organization Development

Traditional, Pragmatic and Scholarly are some of the trends suggested by Cummings & Worley (2009) as the options for OD in the future. However, the economical risk of only choosing a single path when change is needed, may bring together the traditional trend of humanistic values focused on process interventions, closer to the pragmatic trend that emphasizes the value of effectiveness and a deep focus on relevant practice. Both trends will be also inclusive with the academic philosophy of prediction, understanding, control and the dynamic search of variables that explain change and effectiveness, allowing OD to accept the short term conflict and resistance in exchange of the long term integration, effectiveness and success for the organization, team members and clients through new trends like the contemporary appreciative inquiry, says Anderson (2014). This trend brings together traditional approaches and seeks to understand organizations as a mystery to be understood instead of a problem to be solved, developing the Mission and Vision of the organization focused on the best option for effectiveness through change.

For Forest Lake Academy, combining these trends resulted in an interesting dilemma when choosing our Mission and Vision statement, as well as when we decided to implement new sports, assessments styles, technological innovative techniques and a more engaging and participative organization. These changes are causing short term resistance and questioning from team members accustomed to traditional practices. However, the results our students are showing at the state as well as the national level of competitive success is opening multiple doors and opportunities our school never had in the past. Our girls varsity volleyball team has won two consecutive national

championships in two different categories at NACA Nationals in Tennessee. Our new Junior Varsity girls volleyball girls team also attracted a record number of more than fifty participants for their try outs, as well as our soccer boys and girls teams with top number of students involved. Basketball, traditionally the only sport played at our school continues to grow, as well as golf and tennis. We have several students also competing at 5ks, half marathons and triathlons as a result of their participation in our Physical Education new strategies in classes like Fitness For Life and Individual Sports. We started using heart rate monitors, smart phones, iPads and other technological teaching tools to engage students and their families in a new movement towards a healthier school, community, state, country and world. We are also partnering up with Florida Hospital and their Creation Health program, which will open research possibilities for years to come. Some of our alumni are currently serving in other countries, and it is our goal to equipped them with the tools needed to lead and mentor others as a result of their exposure to this drastic Organization Development and Change they have experienced at Forest Lake Academy.

The challenges exist, and the process of diagnosis, interventions, evaluations and new changes will continue as a part of our dynamic and constant goal of effectiveness and growth.

CHAPTER IV

CONCLUSIONS AND IMPLICATIONS

When the Mission and Vision Statements Impact Change and Improve Performance

The behavior of members of an organization were found positively influenced by a Mission Statement that promoted commitment and identification, says Bart, Bontis & Taggar (2001). This Mission Statement also improved financial performance and a change in the culture of an organization after applying action plans established as a result of a methodical strategic plan based on a clear mission and vision Statement. If an organization cannot define it's "reason for existing (Mission) or "where it is going" (Vision), how can it align people, processes, products or services towards a successful future? Not having a clearly defined vision and mission restrains opportunities for the organization's success, says Bryson (2011), while resisting the change needed and suggested by the OD practitioner and the strategic planning team.

If an organization desires engaged and productive team members, it should make sure they know how their work contributes to accomplishing the mission (current state) and ultimately to the vision (future state), says Evans (2010) when analyzing the differences between Vision and Mission statements.

It is our goal at Forest Lake Academy to make sure all of our coaches, volunteers, students and visitors understand the values of our organization, expressed in our Vision and mission statements.

Our Vision

“To impact the world as athletes, coaches with the message of Jesus Christ while becoming fit for eternity”.

Our Mission

“To nurture Christian student athletes to develop their critical thinking skills needed to be successful physically, socially, spiritually and academically as a result of learning respect, time management and determination through sports”.

REFERENCES

- Anderson, D. L. (2014). *Organization development: The process of leading organizational change*. Sage Publications.
- Bandura, A. (2011). Social cognitive theory. *Handbook of social psychological theories*, 349-373.
- Bart, C. K., Bontis, N., & Taggar, S. (2001). A model of the impact of mission statements on firm performance. *Management Decision*, 39(1), 19-35.
- Berger, P. L., Luckmann, T., & Zifonun, D. (2007). *The social construction of reality*. na.
- Blankstein, A. M. (2012). *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*. SAGE.
- Blankstein, A. M., & Noguera, P. A. (2010). Engaging Families to Enhance Student Success. *Leadership for Family and Community Involvement*, 8, 1.
- Brown, D. R., & Harvey, D. F. (2011). *An experiential approach to organization development*. Prentice Hall.
- Bryson, J. M. (2011). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement (Vol. 1)*. John Wiley & Sons.
- Buchanan, D., Fitzgerald, L., Ketley, D., Gollop, R., Jones, J. L., Lamont, S. S., ... & Whitby, E. (2005). No going back: a review of the literature on sustaining organizational change. *International Journal of Management Reviews*, 7(3), 189-205.
- Buckingham, M., & Coffman, C. (1999). *First break all the rules*. Simon & Schuster.
- Cameron, K., Dutton, J., & Quinn, R. E. (Eds.). (2003). *Positive organizational scholarship: Foundations of a new discipline*. Berrett-Koehler Publishers.
- Cameron, K., Mora, C., Leutscher, T., & Calarco, M. (2011). Effects of positive practices on organizational effectiveness. *The Journal of Applied Behavioral Science*, 47(3), 266-308.
- Cherry, K. (2011). Social Learning Theory an Overview of Bandura's Social learning Theory. *The New York Times Company*.(online article).
- Clifton, D. O., & Harter, J. K. (2003). Investing in strengths. *Positive organizational scholarship: Foundations of a new discipline*, 111-121.
- Cooperrider, D. L., & Whitney, D. (2001). A positive revolution in change: Appreciative inquiry. *Public administration and public policy*, 87, 611-630.

- Cummings, T., & Worley, C. (Eds.). (2009). *Organizational development and change* (Ninth ed.). Mason, OH: Soth-Western Centage Learning.
- Evans, J. (2010). Vision and Mission–What’s the difference and why does it matter.
- Folkman, J. R. (2010). *The power of feedback: 35 principles for turning feedback from others into personal and professional change*. John Wiley & Sons.
- Green, L. W., & Kreuter, M. W. (2005). *Health program planning: An educational and ecological approach* (pp. 227-253). New York: McGraw-Hill.
- Kumar, V. (2013). The changing nature of organizations-A view of leadership. *Global Journal of Management and Business Studies*, 3(8), 905-910.
- Lewin, K. (1951). *Field Theory in Social Science: Selected Theoretical Papers*. D. Cartwright (Ed.). Harper & Brothers.
- Lukwu, R. M., & Luján, J. F. G. (2011). Sport commitment and adherence: A social-cognitive analysis.(Compromiso deportivo y adherencia: Un análisis cognitivo social). *RICYDE. Revista Internacional de Ciencias del Deporte*. doi: 10.5232/ricyde, 7(25), 277-286.
- Nutbeam, D., Harris, E., & Wise, W. (2010). *Theory in a nutshell: a practical guide to health promotion theories* (pp. no-no). McGraw-Hill.
- Porras, J. I., & Robertson, P. J. (1992). *Organizational development: Theory, practice, and research*. Consulting Psychologists Press.
- Van Ryn, M., & Heaney, C. A. (1992). What's the use of theory?. *Health Education & Behavior*, 19(3), 315-330.
- Whitney, D. D., & Trosten-Bloom, A. (2010). *The power of appreciative inquiry: A practical guide to positive change*. Berrett-Koehler Publishers.
- Wiliam, D. (2010). Standardized testing and school accountability. *Educational Psychologist*, 45(2), 107-122.
- Welch, M. (2011). The evolution of the employee engagement concept: communication implications. *Corporate Communications: An International Journal*, 16(4), 328-346.
- Wood, R., & Bandura, A. (1989). Social cognitive theory of organizational management. *Academy of Management. The Academy of Management Review*, 14(3), 361. Retrieved from <http://search.proquest.com/docview/210936027?accountid=458>

Zimmerman, B. J., & Schunk, D. H. (2014). Albert Bandura: The Scholar and His. *Educational Psychology: A Century of Contributions: A Project of Division 15 (educational Psychology) of the American Psychological Society*, 431.