



SECTION 2

DOCUMENT FOLDER

28 APRIL 2010

- 1: HISTORY OF OD**
- 2: THE EVOLUTION OF ORGANISATION STUDY**
- 3: I AM AN OD PRACTITIONER**
- 4: FOUR THEORETICAL ROOTS OF OD**
- 5: DESIGN PRINCIPLES OF CHANGE INTERVENTION THAT ENGAGED PEOPLE**
- 6: ENGAGEMENT ANALYSIS**

By
Dr L Mee-Yan Cheung-Judge
Director
Quality & Equality

Quality & Equality Ltd
Organisation Development,
Consultancy and Training Services
PO Box 256, Headington,
Oxford OX3 9FJ United Kingdom
Tel: +44 (0) 1865 744618
E-Mail: info@quality-equality.com
<http://www.quality-equality.com>

US Political Context	1940s WWII		1950s WWII Recovery		1960s Civil Rights Vietnam War		1970s Women Movement		1980s Rise of Global Competition Rise of Japanese Manufacturing		2000
	1910-1930s	1930s-1950s	1950s-1960s	1960s-1970s	1980s-1990s						
OD Key Contributors Theories / Founders	- Frederick Taylor (1911) Scientific Management - Tavistock Clinic (1920) Family Therapy; Treatment of Battle Neurosis - Mary Follett (1926) Participative Leadership; Joint Problem Solving by Labour and Management - Kurt Lewin & Ron Lippitt (1938) study democracy in Boys' Club - Hawthorne Studies (1938) – group norms can increase & restrict production; it is more powerful than economic incentive - Weber and Gulick – Machine theorists	- The Connecticut Race – relations Workshop (1946) leads to the invention of the T Group & the founding of NTL (National Training Laboratory) (1947) - Lewin – Action Research, coined unfreezing, movement, freezing - Eric Trist studies coal-mining communities in Haighmoor (1947) – self organised team and beginning of work design experimentation - Bion at Tavistock – Group Theory Dependency; fight/flight, pairing - Maslow - Hierarchy of Human Need - Motivation Drivers - Ludwig Von Bertalanffy – Principles of System Theory - Horney, Fromm, Freud – Development and Growth is Critical for individual	- Emery & Trist (Tavistock) Socio-Tech Systems - McGregor – the Human Side of Enterprise – "Theory X & Y" - Ed Schein Studies "Brainwashing" in Korea (1954) - Bales developed a system for analysing the interaction process in a group – emergence of TASK and SOCIAL leaders – insights on structure and roles within groups - Tannenbaum – founded Team Building at the US Naval Ordnance Test Station in China Lake, California (1952-53) - Bennis - Phases of Group Development - Lippitt - Planned Change - Schutz – US Navy Interpersonal Orientation (FireB) - Chris Argyris – "Personality & Organisation" (1957)	- Hertzberg – Job Enrichment Thinking - Lawler – Reward System - Blake & Mouton developed the "Grid System" (1962) - McGregor published The Human use of Human Beings - Beckhard – "Confrontational Meetings" – brings together several levels of individuals to work on problem - Chris Argyris – focused on how authenticity is the key to finding oneself and building effective relationships "Espoused Theory" "Theory in Use" - Likert – Survey Feedback to study group & organisation - Schein – "Process Consultation" - Lawrence & Horsch – dynamic interplay between organisation & environment - Linda Ackerman Anderson coined the "Change Management" field	- Burke-Litwin – Model of Organisational Development & Change - Galbraith – Matrix Organisations - Weisbord – Future Search - Dannemiller – Large Scale Events - Bunker & Allan – Large Group Intervention - Hammer-Champy – Process Re-engineering - Senge – Learning Organisation - Axelrod – Conference Model - Argyris – Double-Loop Learning - Jacobs – Real-time Strategic Change - Owen – Open Space - Wheatley – Leadership of New Science (using Living System to understand Organisation as a system)	- Daniel Goleman– Emotional Intelligence - Watkins, Mohr, Cooperider, Whitney – Appreciative Inquiry as a big system change methodology - Storytelling - Emergence Change - World Café - Seely & Duguid – the Social Life of Information - Davenport & Prusak – Knowledge Transmission & Transfer - Jacono & Kling – Computerisation - Movements: The Rise of the Internet & the Distant Forms of Work - Linda Ackerman - Anderson Organisation Transformation					
	Application	- First Corporate People from Avamco / Esso at T Groups (early 1950s) - Training supervisors in Interpersonal Needs in Plants - McGregor leaves Antioch & creates the "Organisational Studies" department at MIT - Norwegian WWII resistance fighters developed "self-organising" teams	- First NTL – influenced "Organisation Development" work by Robert Blake & Herb Shepard at Esso's Bayway Refinery (1958) - Proctor & Gamble's first Technical System plant (socio-tech) at Augusta - GF dog food plant managers, Ketchum & Dulworth seek OD help to sort out the labour-management malaise - New dog food plant approved for Topeka (1969)	- US State Dept organised change-effort tests NTL ideas in DC (1965-67) - Topeka Plant opened in 1971 - Warren Bennis becomes President of University of Cincinnati, OD got into mainstream - New Procter & Gamble plants follow the technician system - Royal Dutch started scenario planning	- The Practice of "Team Building", "Search Conference", "Shared Vision" – continue to thrive - Socio Technical System gives rise to self managed work teams, gives rise to quality movement & process re-engineering (two of the most prevalent management fads of 80s) - Diversity Training as originated at Bethel T Group continues to become an important aspect of inter-group relationships	- Process Re-engineering - Large Group Methods - TQM & QWL - 360 Multi-rater Feedback - Learning Organisation - Cross Functional Team - Organisation Design - Culture Change - Quality Circle - Polarity Management - Sociometric mapping	- Executive Coaching - Work in Virtual Team - Communication & Network Building - Creating Adaptive Organisation - Conference Model - Appreciative Inquiry Summit - Real Time Strategic Planning				
Tools & Methods	- Time & Motion Study	- Socio-Technical Design Data Feedback - Sensitivity Training T Group - Tavistock Workshop - Action Research - Job Redesign - Efficiency Study - Interpersonal Relationship - Self-managed team - Efficiency study	- Team Building activities - Team Roles - Types of Leader – Task & Socio-emotional - Leadership Training became a critical intervention to build effective work conditions - Goal setting/MBO - Process Consultation - Facilitation - Inter-group Dialogue	- Management Development through Sensitivity Training & Relationships - Management Grid - Workshop on Race & Gender - Quality Circles - Competency Model - Multi-rater Feedback - Motivation Tools - Third Party Reconciliation - Change Management - Likert Scale Survey	- Process Re-engineering - Large Group Methods - TQM & QWL - 360 Multi-rater Feedback - Learning Organisation - Cross Functional Team - Organisation Design - Culture Change - Quality Circle - Polarity Management - Sociometric mapping	- Executive Coaching - Work in Virtual Team - Communication & Network Building - Creating Adaptive Organisation - Conference Model - Appreciative Inquiry Summit - Real Time Strategic Planning					

2. The Evolution of Organisation Study

Mechanical School
Need for control and predictability
Fayo (1916), Taylor (1911), Urwick (1947)

Bureaucracy School
Emphasis on logic and technical rationality
Weber (1930/47/64)

Human Relation School
Urge interest in group behaviour
Roethlisberger & Dickson (1939), Mayo (1949), Brown (1964)

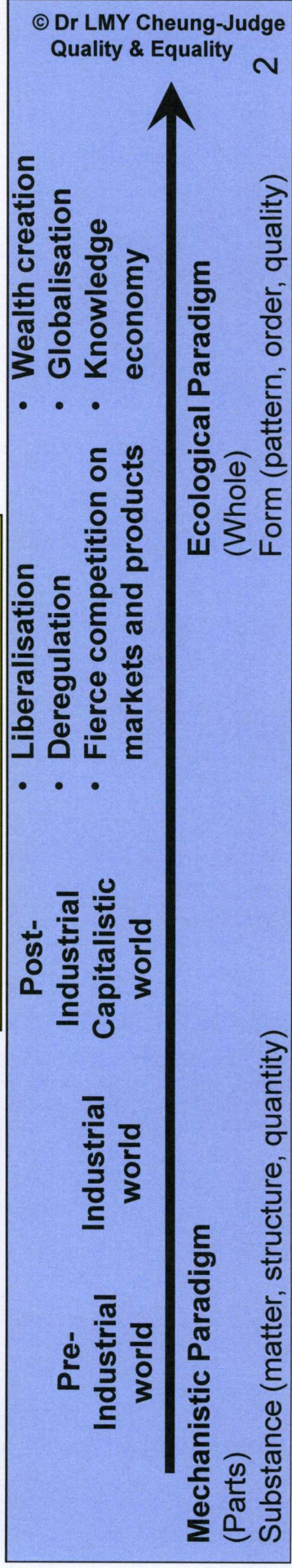
The Behavioural School
Interested in how people behave in organisations rather than how organisations are designed
McGregor (1957/60/66), Liskert (1961), Herzberg (1957), Blake & Morton (1964)

System School (1920s)
See organisation as a socio technical system – concerns focus on inter-relationships and interdependence. They emphasise the view of living organisms as integrative wholes. System maintenance means managing the dynamics of interaction of the various parts and environmental influences on structures and processes
Miller & Rice (1967), Katz & Khan (1966/78)

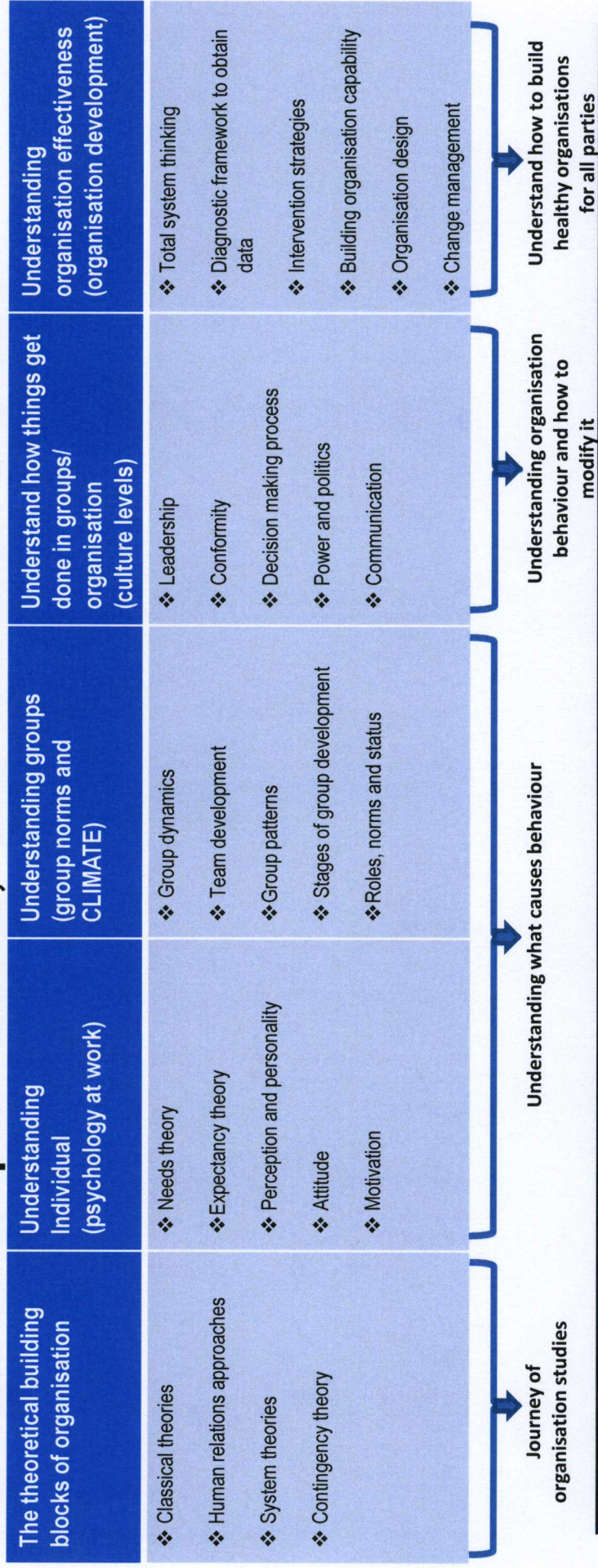
The Contingency School
Emphasises the influence of the environment and the differences in design and function
Burns & Stalk (1961), Woodward (1958/65), Lawrence & Lorsch (1967), Perrow (1970)

Chaos and Complexity School
Emphasise the new flexible and responsive organisation operating in a chaotic world where rationality, logic and scientific management are both unreal and inappropriate due to the speed of change, competition and environmental chaos
Capra (1996), Wheatley (1996)

Continuous Organisational Metamorphosis
Emphasises that the organisation must continue to evolve and change shape in order to adapt, survive and thrive
Mary O'Hara-Devereaux (2004)



3. I am an OD practitioner, what do I need to know?



Classical Theories Approach	Human Relations Approach	System Approach	Contingency Approach
▪ The classical approach focused on division of labour, proper lines of command, legitimate power and authority, standardisation, and explicit rules and procedures. ▪ It is a highly rational approach that assumed a maximum of control over the individual worker. Assumption: People need to be controlled.	▪ The organisation was more than just a set of individual man-machine systems. It was a SOCIAL organisation where people had friends, enemies, hopes, fears, and desires that were unaccounted for by the system. ▪ The level of productivity was not determined by some standards set by management but rather by some set of social norms set by the group. ▪ In many cases non-economic rewards were as important as the economic ones. ▪ Workers did not always respond as individuals acting alone. Groups, in fact, made decisions, and these groups and subgroups might not be recognized as part of the formal organisation. Assumption: People are social beings.	Emphasised that we must look at more than sub units or individuals acting in isolation, we must analyzed the inter-dependencies and inter-relationships among the parts in order to gain an accurate view of the whole. Assumption: No man/woman is an island; no system can be understood by its sub units	Built on system philosophy. They point out the complex interaction between the environment, technology structure and human motivation. There are no one best way to design an organisation. Assumption: Complexity exist in the interaction between human, organisation and environment which needs to be managed differently. There is no one best fit formula.

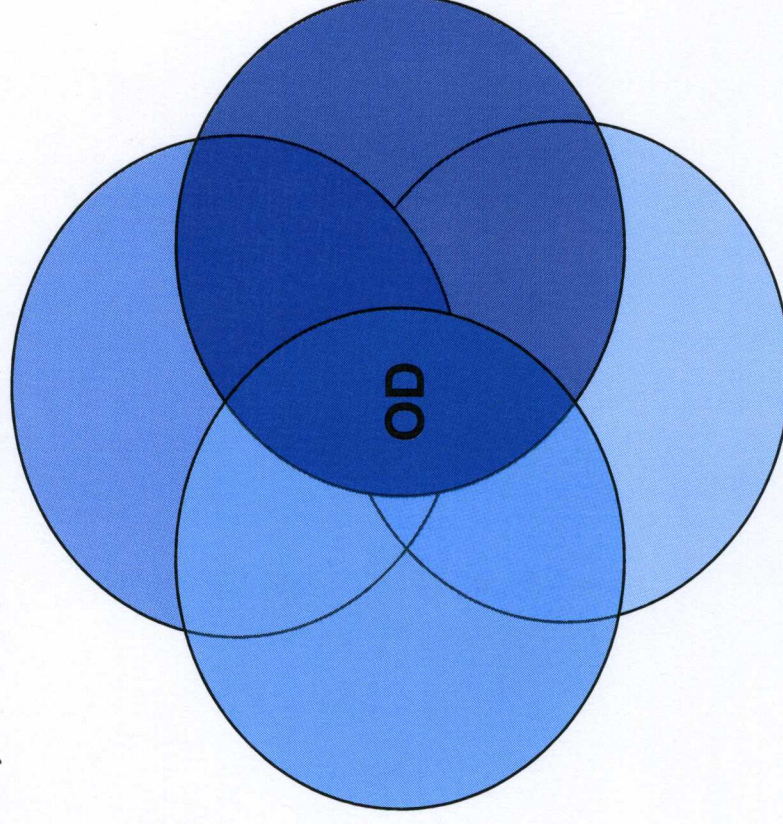
4. Four Roots of OD

Humanistic, Developmental and Positive Orientations

- People are inherently good and are capable of developing themselves in a supportive environment
- Theory Y versus Theory X
- People are capable of making choices and advancing themselves and are not solely controlled by inner drives, external incentives, or fate

Participatory Inquiry

- Dewey: Advocated involving people in the use of the scientific method to develop intelligence, and not just knowledge, about things: (Teacher of Benne* and Bradford*)
- Lewin: Advocated action research as a process to involve people in addressing their own issues in the real world. (Teacher of Lippitt*)
- Democratisation of research and knowledge generation as best way to develop and advance social systems



Client Centred

- Knowledge about the situation and solutions reside in the client system
- Seek to develop the short and long term capacity of the client system
- Consultant is a partner or collaborator with the system bringing applied behavioural science expertise

Process v. Content

- Attention is placed on facilitating a good process of inquiry and choice rather than developing the right answer for the system to implement.
- Expertise is in types of processes or intervention approaches to address different types of development and change issues and opportunities
- OD consultant is more facilitator and coach than expert or director of change and development

5. Design Principles of Change Intervention that Engage People

7 Types of Freedom

- Freedom to voice
- Freedom to be heard
- Freedom to dream
- Freedom to be passionate
- Freedom to co-construct
- Freedom to participate
- Freedom to contribute

Clarify Required during Change

- What is a given or not?
- What can be negotiated or not?
- Clear allocation of parts (involvement – who, what level, parts in influencing what outcome)
- Resource, finance, time, value, parameter
- Deliverables
- How deliverables will affect core services
- Roles – who is doing what?

Group Dynamics

- 90% of group dynamics are around inclusion, control, affection (diversity and inclusion is critical)
- Group membership and group norm has more influence than economic incentives
- Reference group shapes paradigm and mental model
- Group interface is important to keep group from being rigid
- Change leaders need to know how to facilitate and design Big Group Process

Emotions Matter

- People who start the change often feeling fatigued, tired, and cynical
- Positive emotions lead to better health and greater mental agility to make more robust decisions – the emotion elevation
- Broaden-and-build theory
- Upward spiral as change model
- People engagement (willingness and capability) depends on state of emotional texture about the change
- People want to feel positive about things and will be glad if they do
- People feel most emotionally connected when they sense a genuine care and concern from those who instigate change

Change Lessons from Living System Work

Participation is not a choice

"People will support what they help to create." (Weisbord)

Life always reacts to directives, it never obeys them

- Change leaders need to offer their view as an invitation for co-construction.

Reality and Meaning is individually owned

- * We all carry different meanings and interpretations of what's going on - If we actively seek out the great diversity of interpretation that exists, we will learn and work with change more creatively.

To create better health in a living system, connect it to more of itself.

- * The critical task of a change leader is to increase the number, variety and strength of connections within the system - enable it to talk to itself and shape their own destiny.

The Critical Aspect of Dialogue

- Shifting paradigms require a structured way of dialogue and inquiry where empathetic listening will draw people into the journey with you
- Change leaders need to learn ways to access group wisdom – the art of focused conversation
- The art of story telling

Targeted Groups and People

- Never aim for whole organisation
- Clear about stakeholders in each segment
- Segment 1 = Most critical politically
- Segment 2 = Most critical competence
- Segment 3 = Most important at implementation stage
- Think of "tipping point"
- Use opinion formers
- Do straight talking
- Use behavioural contract to agree way forward

Building Future Leaders

- Use change to stretch high potential staff
- Build self-initiated leadership
- Identify future leaders through change

Core characteristics of whole system methods

- Inclusion of stakeholders
- Engagement of multiple perspectives through interactive activities
- Opportunity to influence
- Search for common ground

Levels of System

- Individual
- Two person system
- Group
- Inter group
- Organisation
- Intraorganisation
- Large, multiple systems

Types / Objectives

- Cognitive
- Skill and Activity
- Behaviour Change
- Emotional Reaction
- Psychological Ownership
- Systems and Processes
- Structure

Also pay attention to:

Managing 6 Dimensions of Change (Marshall, 2006)

- Reasons (rational and analytic logics)
- Politics (Individual and group interests)
- Inspirations (Values-based and visionary aspirations)
- Emotions (Affective and reactive feelings)
- Mindsets (Guiding beliefs and assumptions)
- Psychodynamics (Anxiety-based and unconscious defences)

Appreciative Inquiry

- In every aspect of organisation, something works and what we focus on become reality
- There are multiple realities. The language we use helps to create reality
- People are more confident and comfortable to journey forward (into the unknown) when they are helped to look into the positive past – prides, track record, experiences, knowledge and know-how
- Linking the energy of the positive cores directly to the change agenda, you have traction

6. Engagement Analysis

(Questionnaire goes with the document, Design Principle of Change Intervention that engage people)

Designed by Mee-Yan Cheung Judge January 2009

Step ONE: (Clarity required during Change - dark green box)

- Work through the parameters of this change programme – what is given and what is not?
- What are the deliverables?
- What is the allocation of roles?
- What resources boundary do I need to establish? – timescale, money..etc.

Step TWO: (Targeted Group/People - peach box) (Group Dynamics - yellow box) (Managing 6 Dimensions of Change – light yellow box)

- Who are the key groups of this change? (Who are my Segment 1,2,3?)
- Where are they in terms of capability and readiness for this piece of change?
- What action do I need to take to create a tipping point? Do I have powerful opinion formers that I can solicit help from?
- What direction do I need to shift them? How?
- Which groups do I need to put in contact with which other groups so that they can influence each other's thinking around the change?
- What type of group interface between which types of group do we need to put in place so that the dialogue will help to erase the rigidity of the boundary?
- Which is potentially the most powerful "influencing" group or "resisting group"? What are our available tactics in expanding the influence of the influencing group? And limiting the spread of the resisting group?
- In working with these different groups, which dimensions of change will appeal most to which group – e.g. which group will only listen to logic and reason? Which group will rise if we tap into their inspiration? Which guiding beliefs would we need to dovetail or challenge if we are to get any movement from them? Are there particular power issues that certain groups have that we will need to handle carefully? What are the hidden anxieties some groups have that we will need to work hard to provide safety in order to secure their movement?

Step Three (Transition Matters - dark pink box)

- For the different key groups, what type of transition process might they need to go through? How should I support them so that they can migrate from the ending zone through the neutral zone without getting stuck?
- What actions do I need to take to minimise their trauma of transition?

Step Four (Emotions Matter – light green box) (Appreciative Inquiry - lime green box)

- What sort of emotional state are the various key groups are at? How do I validate their emotion and help them feel there is genuine connection between the leaders and them during the change journey? What processes do I need to set up?
- What should we do to ensure the change can tap into their positive energy – and expand them so that there will be easier mobilisation of these key groups during change?
- What positive realities can we focus on so that people are more comfortable in journeying forward?

Step Five: (7 Types of Freedom - top left blue box) (The Critical Aspect of Dialogue – top right blue box) (Whole Systems – grey box and turquoise box)

- Who are our key stakeholders for this piece of change? Are they the same as the group we listed above in step two?
- What type of change methodology do we need to use in order to encourage them to voice their view, to show them we listen, to engage them to dream, to ignite their passion and give them a role to co construct and contribute?
- Do we need to run real participatory focus group? Do we need to ask individual opinion formers to join the design team....?
- What methodology should we use to help those who will need to support the implementation of the changes be there from the beginning to help us work out the business case for change, the benefit case if the change is successful, generate ideas on how to change, and together rough out the implementation ups and downs....etc?

Step Six (Change Lessons from Living System - big blue box)

- What type of change methodology should we use to ensure true participation is working, especially among the key groups?

- What do we need to do to train up and support the change leaders so that they are not always giving directives, but learn how to invite others to co-construct the change future?
- What activities should I do more to bring in diversity thinking to shape this change process?
- What type of information would we need to offer to the various bits of the organisation so that they will “disturb” each other, connect with each other and play a role to shape their destiny?

Step Seven (Building future leaders - little purple box)

- In considering setting up the change structure, who are the talents that we should use to manage the change – as a real time leadership development programme for them?