

CONSULTING FOR ORGANIZATION DEVELOPMENT AND CHANGE

PUBP710-X01

SYLLABUS

SUMMER 2008

Professor: Ted Tschudy, Ph.D
4646 Greene Pl NW
Washington, DC 20007
E-mail: ttschudy@practitioner.net
Telephone: 202-965-2746
Fax: 202-342-1356

Office Hours: Fridays before class at 4:00 pm and by appointment

Class Meetings: May 30, 5 – 10 pm; May 31, 9am – 5 pm; June 13, 5 – 10 pm; June 28, 9 am – 5 pm; July 11, 5 – 10 pm; July 12, 9 am – 5 pm.

Meeting Space (unless informed differently): Room TBA (will be in Arlington)

OVERVIEW

Consulting roles abound in contemporary organizations. Some roles, inside and outside the organization, are formally designated as such. Increasingly, others in a wide variety of roles find themselves in need of consulting skills to help individuals, groups and organizations to reach their full potential in fast changing environments.

We will explore a theory and practice of collaborative consulting, drawing heavily upon over 50 years of perspectives, ethics, skills and techniques of action research and organization development. Beyond a mastery of certain skills and techniques, consulting is very much a “use of self”. This course will encourage participants to bring together their understanding of organization behavior and learning, their values, and their particular gifts of personal style to perform more effectively in consulting roles, whether “designated” or more informally evolved in work situations increasingly characterized by lateral, matrixed work relationships.

COURSE REQUIREMENTS AND EVALUATION

We will utilize a combination of readings, in class experiential learning, out-of-class assignments, and individual and team papers. Attendance and participation in all class and team activities is important to the learning and will be expected. This course is taught in ODKM’s executive format, meaning we will meet for extended times on Friday evenings and Saturdays. This course has a significant experiential component. Aside from the occasional challenge of compressing experience into bounded time, this course works very nicely in the executive format. It is essential that assigned readings be completed prior to class meetings, so plan ahead to get them done. The executive format necessarily requires a significant volume of reading for each of the weekends, so please plan ahead prior to our initial class and between classes to get the reading completed on time.

COURSE TEXTS

Required

Block, Peter. (2000). *Flawless consulting: A guide to getting your expertise used (second edition)*. San Francisco: Jossey-Bass.

Nevis, Edwin C. (1998). *Organizational consulting: A gestalt approach*. Cambridge, MA: GIC Press (paper edition)

Plus selected short articles on E-reserve. (See assignments for each class session.)

Recommended

These are two books on process consultation that will greatly add to your learning from our class exercises and applications of your consultation learning. Both are worthy of being long term additions to your bookshelf.

Marshak, Robert. (2006). *Covert processes at work: Managing the five hidden dimensions of organizational change*. San Francisco, CA: Berrett-Koehler.

Schein, Edgar. (1999). *Process consultation revisited: Building the helping relationship*. MA: Addison-Wesley.

Additional Readings (Most on Reserve: All required readings from these are on E-reserve)

Beckhard, Richard and Harris, Reuben T. (1987). *Organizational transitions* (2nd ed.). Reading, MA: Addison-Wesley.

Beckhard, Richard and Pritchard, W. (1992). *Changing the essence: The art of creating fundamental change in organizations*. San Francisco: Jossey-Bass.

Beer, Michael and Hohria, Nitin, Eds. (2000). *Breaking the code of change*. Boston, MA: Harvard Business School Press.

Bellman, Geoffrey M. (1990). *The consultant's calling: Bringing who you are to what you do*. San Francisco: Jossey-Bass.

Blake, Robert and Mouton, Jane Srygley. *Consultation*. Reading, MA: Addison-Wesley.

Bohm, D. (1989). *On dialogue*. Ojai, CA: Ojai Seminars.

Burke, Warner. (2002). *Organization change: Theory and practice*. Thousand Oaks, CA: Sage Publications.

Coghlan, David and Brannick, Teresa. (2005). *Doing Action Research in Your Own Organization*. (2nd ed). London: Sage Publications .

Cummings, Thomas G. and Worley, Christopher G (2004) *Organization development and change*. (8th ed). Cincinnati, OH: South-Western College Publishing.

Freedman, Arthur M. and Zackrisson, Richard E. (2001). *Finding your way in the consulting jungle: A guidebook for organization development practitioners*. San Francisco: Jossey-Bass/Pfeiffer.

French, Wendell, Bell, Cecil, Jr, and Zawacki, Robert. (1994). *Organization development and transformation: Managing effective change*. Boston, MA: Irwin.

Gallos, Joan V. (Ed). (2006). *Organization development: A Jossey-Bass reader*. San Francisco: Jossey-Bass.

- Gellerman, Willam, Frankel, Mark S and Ladenson, Robert . (1990). *Values and ethics in organization and human systems development: Responding to dilemmas in professional life*. San Francisco: Jossey-Bass.
- Jones, Brenda B. and Brazzel, Michael. (Eds). (2006) *The NTL Handbook of organization development and change: Principles, practices, and perspectives*. San Francisco: Pfeiffer.
- Kotter, John P. (1996). *Leading change*. Boston, MA: Harvard Business School Press.
- Lippitt, Gordon and Lippitt, Ronald. (1986). *The consulting process in action*. (2nd ed.). San Diego, CA: University Associates.
- Marquardt, Michael J. (2004). *Optimizing the power of action learning: Solving problems and building leaders in real time*. Palo Alto, CA: Davies-Black .
- Morgan, Gareth. (1986). *Images of Organization*. Beverly Hills: Sage.
- Nadler, David A. (1977). *Feedback and organization development: Using data based methods*. Reading, MA: Addison-Wesley.
- Olson, Edwin and Eoyang, Glenda. (2001). *Facilitating organizational change: Lessons form complexity science*. San Francisco: Jossey-Bass/Pfeiffer.
- Pinault, Lewis. (2000). *Consulting demons: Inside the unscrupulous world of global corporate consulting*. New York: HarperBusiness.
- Reddy, Brendan. (1994). *Intervention skills: Process consultation for small groups and teams*. San Diego: Pfeiffer and Company.
- Rothwell, William, Sullivan, Roland and McLean, Gary N. (1995). *Practicing organization development: A guide for consultants*. San Francisco: Jossey-Bass.
- Schein, Edgar. (1999). *Process consultation revisited: Building the helping relationship*. Reading, MA: Addison-Wesley.
- Schwarz, Roger. (2002). *The skilled facilitator: A comprehensive resource for consultants, facilitators, managers, trainers, and coaches*. San Francisco: Jossey-Bass.
- Senge, Peter. (1990). *The fifth discipline: The art and practice o the learning organization*. New York: Doubleday Currency.
- Senge, Peter, Kleiner, Art, Robert, Charlotte, Ross, Rick and Smith, Bryan. (1994). *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. New York: Doubleday.
- Shafer, Robert. (1997). *High impact consulting: How clients and consultants can leverage rapid results into long-term gains*. San Francisco: Jossey-Bass.

- Steele, Fritz. (1982). *The role of the internal consultant: Effective role-shaping for staff positions*. Boston, MA: CBI Publishing Company, Inc.
- van der Heijden, Kees. (1996). *Scenarios: The art of strategic conversation*. Chichester, NY: John Wiley and Sons.
- Weinberg, Gerald. (1985). *The secrets of consulting: A guide to giving and getting advice successfully*. New York: Dorset House Publishing.
- Wheatley, Margaret A, (1999), *Leadership and the new science: Discovering order in a chaotic world*, San Francisco, CA: Berrett-Koehler,
- Wickham, Philip A. (1999), *Management consulting*, San Francisco: Financial Times Management.

Articles

- Coch, Lester and French, John R “Overcoming resistance to change” *Human Resources* August, 1948.
- Margulies, Newton “Notes on the Marginality of the Consultant’s Role” in Lee, Robert J. and Freedman, Arthur M. eds. (1984) *Consultation Skills Reading* Arlington, VA:NTL Institute.

Assessment and Grading

Grading percentages are listed below. Please note that the instructor may utilize up to a 10% “participation factor” to be applied (up or down in “borderline” situations or instances of “extraordinary” contribution or lack thereof) to a student’s grade based on the quality of class/course participation.

Team Projects and Learning

You will do a considerable amount of our work in this course in teams Teams will be a central venue for two learning activities in the course:

1. Team Presentation: (Grade = 25%) Due as scheduled in class

Your team will develop and present a 45 minute presentation to the class on a chosen OD consultation topic. You will form your team early in the term and be given time to meet during class periods, although you will most likely need to work together outside of class as well. Your team will focus on one of a number of topics that are offered for team presentations. Your team will research your topic through library and internet research, interviews of practitioners and clients, and other methods available to your team. Your team will write and submit a team paper/product in the form of a Power Point file, although this file need not be used as your presentation. This Power Point file will be made available to your classmates for their reference and learning.

The team presentation will be expected to speak to (as appropriate to your topic):

- a) A description of the concept, issue, perspective, practice, process that your team has chosen
- b) key conceptual and theory issues associated with the topic.
- c) a description and critique of current applications to organization consulting, organization development and management consulting
- d) relevant knowledge and skills needed by the consultant
- e) unique and/or specific consulting issues that might be associated with the presentation topic
- f) potential ethical issues related to your topic
- g) a resource list for use by class members

All team members are expected to participate in the presentation
 The team is expected to engage the rest of the class in your presentation
 Topics will be determined in the initial class meetings.

2. Team Consultation: (Grade on individual writing assignment for team consultation = 65% - see below for more details on writing assignment.)

Your team will consult to another team (not the one which consults to you) through a complete consultation cycle. You will be given time to conduct this consultation during class meetings. Your task will be two-fold: (a) to help the client team work effectively to produce a quality presentation and (b) provide an in class consultation learning laboratory for your team and yourself. This laboratory experience will provide opportunities for you, your team members and your clients to engage in focused learning about the consultation process. You will have an opportunity to experiment with consulting activities and competencies and to learn from your successes and “not so successful” moments. This will happen at the team and individual system level (although like in all consulting situations it will not be decoupled from larger system impacts). Your team will have opportunities to actively learn from its consulting engagement and reflect on that learning’s relationship to consultation concepts and practices covered in class. Your experience as a member of your consulting team will provide material which will be used in your individual paper to be submitted at the end of the term and you are encouraged to keep a journal of personally important incidents and learning from your team consulting experience.

3. Client Learning. (Grade = 10%) Due as scheduled in class

Your team will serve as a client for consultants from another of the class teams. Your team will work with its consultant team to improve your performance as a presentation team. Your team will be encouraged to collect ongoing notes of your experiences as a client.

In a separate presentation, your team will prepare and present a Power Point presentation of what your team learned about consultation from the client’s role/point of view.

Individual Writing Assignment: Prepare and submit a paper on the topic “Consulting and Me” Due July 25.

- 1) The paper should be 12 - 15 pages long, (Longer papers are welcome *if the extra length is well used.*)
- 2) The paper should include:
 - Key assumptions that you (personally) make about organizational change and consulting (you should speak to both) and their theory/conceptual connections/roots in the literature about organizations, change and consulting. Your discussion should include a description of why you see these assumptions as important from a practice standpoint and for you personally.
 - A description of incidents from your in-class consulting/client experiences that contributed to your learning about consultation and yourself in a consulting role. Articulate your learning from each.
 - The values that you hold, or hope to hold, for your consulting roles.
 - An assessment of your current consulting competencies and competencies which you see yourself needing to develop to further your consulting capabilities.
 - How you might apply your learned consulting competencies. (Note: the assumption is that you do not need to be in designated consulting roles to do this. Talk about the context in which you might apply your learning.)

Note: Your paper should be graduate quality: double spaced lines and make connections between your discussions of experiential learning and literature references with citations using the APA format. Be sure to edit for correct grammar and citations. A paper that does not meet graduate level expectations in these dimensions will be marked down. You are encouraged to keep a journal of your in-class experiences to use and a resource in writing this paper.

Schedule and Assigned Readings

Assigned Readings for May 30 and May 31

Most Important

Block; Chapter 1- 9

Nevis: Chapters 1 through 5, 8

Tschudy: A Map of OD

Beckhard: "The Change Process" in Organizational Transitions pgs 29-39

Important But Less So

Coghlan and Brannick: pgs 9 – 20

Wickham: "What Exactly is Business Consulting?" in Management Consulting, pgs 51 - 71

Newton Margolis "Notes on the Marginality of the Consultant's Role"

Lippitt, Gordon and Lippitt, Ronald "Consultant Roles" pgs 57-75

Steele: "Internal and External Consulting Roles" in The Role of the Internal Consultant, Pgs 122-133

138

Weisbord: "The Organization Development Contract" in French, Bell and Zawacki, pgs 406 - 424

Coch, Lester and French, John R “Overcoming resistance to change” Human Resources August, 1948

Course Focus May 30, Friday 5 – 10 pm

Introduction to Class

Syllabus

Developing a Learning Community

Management Consulting and Organization Development Consulting

Organization Development: An Overview

Action Research and the Consulting Process

Levels of System

Course Focus May 31, Saturday 9 am – 5 pm

Types of Consulting

Roles of Consultants

The Consulting Process

Change Theories

Consultant Competencies: Orientation; Assessment; Goal Setting

Pre-entry, Entry and Contracting

Resistance: The bad and good news

Team Formation

Assigned Readings for June 13 and 28

Most Important

Block: Chapters 10 -14

Nevis: Chapters 6 and 7

Schein: “Facilitative Process Interventions” in Process Consultation Revisited pgs 146 - 171

Nadler: “Feeding Back Data” in Feedback and Organization Development, pgs 145 – 165

Marshak, pgs 19-34 and 69-85

Course Focus for June 13, Friday 5 – 10 pm

Discovery: Data and Data Collection

Course Focus for June 28, Saturday, 9:00 am to 500 pm

Building a Picture: Data Analysis and Feedback

Assigned Readings for July 11 and 12

Block: Chapter 15-19

Nevis: Chapters 9 and 10

Chris Argyris: “Intervention Theory and Method” in French, Bell and Zawacki, pgs 109- 112

Kotter: “Consolidating Change and Producing More Change” Leading Change, pgs 131-149

Bellman: “Consulting: A Way to Live” in The Consultant’s Calling, pgs 9 – 32

Shepard: “Rules of Thumb for Change Agents” in French, Bell and Zawacki, pgs 400 - 405

Gellermann, Frankel and Landerson: Pgs 157 - 184

July 11, Friday, 5:00 pm to 10:00 pm

Intervention

Implementation, Evaluation and Feedback

July 12, Saturday, 9:00 am to 5:00 pm

Team Presentations

Use of Self in Consultation

Consulting Futures

Ethics

Consultation Issues and Wrap Up

What I've Learned

Team Closure

Accessing the E-Reserves

Go to the GMU.edu Website

Click on Library Resources

Using the dropdown menu on the left side of the page click on E-reserves

Search the electronic reserves under the Professor's name of the class numbers

Use the password supplied by the professor (I will provide this by e-mail)

Plagiarism Policy

Accurately citing all resources that contribute to your work is mandatory. The official policy of the university regarding plagiarism that must be followed is:

SPP Policy on Plagiarism, Revised August 2004

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another's words or ideas presented as one's own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another's work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one's professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the School of Public Policy takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of "F." This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student's transcript. For foreign students who are on a university-sponsored visa (e.g. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPP policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.
(<http://www.gmu.edu/facstaff/handbook/aD.html>)