Session 3 – Foundations of OD

MODELS AND THEORIES

*Kurt Lewin*
Change is a three-stage process
Stage 1- Unfreezing the old behavior/ situation
Stage 2- Moving to a new level of behaviors
Stage 3- Refreezing the behavior at the new level

*Edgar Schein* modified this theory by specifying psychological mechanisms involved in each stage

Later Ronald Lippitt, Jeanne Watson and Bruce Westley expanded this model into seven-stage model

*Ralph Kilmann* - Five critical leverage points (tracks) for organization change
1. The culture track
2. The management skills track
3. The team-building track
4. The strategy-structure track
5. The reward system track

Track 1 : Enhances trust, communication, information sharing
Track 2 : Provide new ways of coping with complex problems
Track 3 : Infuses new culture and updated management skills
Track 4 : Develops revised strategy plan for organization
Track 5 : Establishes performance based reward system

*Porras & Robertson Model of Organizational Change*
Jerry Porras & Peter Robertson - OD interventions alter features of the work setting causing changes in individuals ‘behaviors, which in turn lead to individual and organizational improvements.

**Models and theories Contd.**

*Work setting factors*
1. Organizing arrangements
   - Social factors
     - Goals, strategies, structure, Physical policies, procedures

2. Physical setting
   - Social Factors
     - Culture, management style, informal networks, individual attributes

3. Technology
   - Physical Settings
     - Space configuration, physical ambiance

4. Technology
   - Machinery, tools, IT, job design
**Systems Theory**
Organizations are open systems in active exchange with their environment - *David A. Nadler*

**Sociotechnical Systems Theory (STS) - Eric Trist**
All organizations comprised of two interdependent systems:
1. Social system
2. Technical system

- To achieve high productivity and employee satisfaction, organizations must optimize both systems.
- Changes in one system affect the other system.

**The Burke-Litwin Model of Organizational Change - Warner Burke**

Change
First order change (Transactional change)
Second order change (Transformational change)

- OD interventions directed towards structure, management practices, and systems (policies & procedures) result in first order change.
- OD interventions directed towards mission and strategy, leadership, and organization culture result in second order change.

**PARTICIPATION & EMPOWERMENT**
- Participation in OD programs is not restricted to elites or top people; it is extended broadly throughout the organization.
- Increased participation and empowerment have always been central goals and fundamental values of OD.
- Participation enhances empowerment and empowerment in turn enhances performance.
- Empowerment is the key to getting people to want to participate in change.

**TEAMS & TEAMWORK**
Characteristics of successful teams:
1. Clear, elevating goal accomplish them.
2. Result driven structure
3. Competent members
4. Unified commitment
5. Collaborative climate
6. Standards of excellence
7. External support and recognition

- Many tasks are so complex that they cannot be performed by individuals; people must work together to
- Putting those empowered individuals into teams creates extraordinary effects on performance.
- Teams create synergy i.e. sum of efforts of team is far greater than sum of individual efforts.
- A number of OD interventions are specifically designed to improve team performance.
  Examples – teambuilding, quality circles etc.

PARALLEL LEARNING STRUCTURES

- Parallel Learning Structures (also known as Communities of Practice) promote innovation and change in large bureaucratic organizations while retaining the advantages of bureaucratic design.
- Groups representing various levels and functions work to open new channels of communication outside of and parallel to the normal, hierarchical structure. Parallel Learning Structures may be a form of Knowledge Management.
- Knowledge Management involves capturing the organizations collective expertise wherever it resides (in databases, on paper, or in people’s heads) and distributing it to the people who need it in a timely and efficient way.
- A parallel learning structure consists of a steering committee and a number of working groups* that study what changes are needed, make recommendations of improvements, and monitor the change efforts.
- (* Idea groups, action groups, implementation groups etc.)
- One or more top executive should be part of steering committee
- Representatives from all parts of the organization

When to use it?

- To develop and implement organization-wide innovations.
- To foster innovation and creativity within a bureaucratic system.
- To support the exchange of knowledge and expertise among performers.
- To capture the organizations collective expertise

Normative-Reductive Strategy of Change

- Norms form the basis for behavior, and change comes through reeducation in which old norms are discarded and replaced by new ones.
- Changes in normative orientations involve changes in:
  - Attitudes
  - Values
  - Skills
  - Relationships
- Norms can be best changed by focusing on the group, not the individual.

**APPLIED BEHAVIORAL SCIENCE**
- OD is an application of behavioral science

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<thead>
<tr>
<th>Pure/ Basic Science</th>
<th>Applied Science</th>
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<tr>
<td>Generating knowledge</td>
<td>Knowledge to Solve practical problems</td>
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- **Practice Theory**: Diagnosing the situation, then selecting and implementing treatments based on diagnosis, and finally evaluating the effects of the treatments.

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**Action Research**

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<th>Types</th>
<th>Description</th>
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<td>Diagnostic</td>
<td>Researcher enters a problem situation, diagnoses it and make recommendations for remedial treatment (recommendations may not be put into effect by client group)</td>
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<tr>
<td>Participant</td>
<td>People who are to take action are involved in the entire process from the beginning (involvement increases the likelihood of carrying out the actions once decided upon)</td>
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<td>Empirical</td>
<td>Researcher keeps the systematic, extensive record of what he/she did and what effects it had (may encounter situations too divergent from one another, which may not permit generalizations)</td>
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<tr>
<td>Experimental</td>
<td>It is controlled research on the relative effectiveness of various techniques (is difficult to do when client wants immediate answers)</td>
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