

**EADU 8200**  
**Organization Development and Change**  
University of Georgia  
Fall, 2004  
Gwinnett University Center

**Contacting the Instructor:**

Laura L. Bierema  
Department of Adult Education  
850 College Station Road  
405 River's Crossing  
Athens, GA 30602

Office Hours: By appointment

706.542.6174 (voice)  
706.542.4024 (fax)  
[bierema@uga.edu](mailto:bierema@uga.edu)

**I. Purpose**

The purpose of this course is to provide an immersion in the individual, collective and system dynamics of change. We will explore organizational change and development theory, methods, and practices in a variety of settings according to a framework that considers the OD Consultant, the Stakeholder, the Context, and the Intervention. We will focus on the role of the OD practitioner as both a consultant and change agent and explore interventions used to mindfully lead and manage organization change in a variety of settings. Everyone is expected to contribute to the creation of a learning community to safely explore the theoretical and practical issues of OD and change. A learning community is defined below:

*The word "community" has old roots, going back to the Indo-European base mei, meaning "change" or "exchange." Apparently this joined with another root, kom, meaning "with" to produce and Indo-European word kommen: shared by all. Thus, a learning community is a "change or exchange shared by all." (The Fifth Discipline Fieldbook, Senge et al, 1993, p. 509).*

A key measure of our effectiveness as OD consultants will be our ability to foster a true community of learning in the F2F and www environments.

**II. Goals. In general, this course strives to help you:**

- Understand the issues, theories, and practices related to organization development and change.
- Develop a philosophy of consulting and planned change.
- Understand and apply action technologies to addressing organization problems in a variety of settings.
- Build a repertoire of OD skills.
- Develop skill as a mindful, critical practitioner.
- Understand OD from a range of perspectives including: the Practitioner, the Stakeholder, the Context, and the Intervention.

### III. Objectives. Specifically, upon completion of the course you should be able to:

1. Define organization development (OD) in terms of its main objectives and characteristics.
2. Describe the historical roots and theoretical underpinnings of OD.
3. Explain the purposes and major theories of OD.
4. Understand and apply organization change and transformation strategies on individual, team, and organizational levels.
5. Identify the skills and roles of organization change agents versus consultants.
6. Explain and critique OD theories, models, and practices.
7. Differentiate roles characteristic to internal versus external consultants.
8. Practice dialogical communication and action technologies.
9. Identify the components of organizational culture and explain how they both affect and are affected by OD interventions.
10. Define readiness for change, and identify concerns related to change and variables impacting the adoption of innovation.
11. Describe major organization change interventions, and identify OD interventions in practice.
12. Determine the most appropriate interventions to use based on organizational context and individual consulting skill.
13. Apply action technologies model in a real organization and derive a diagnosis and recommended action plan.
14. Understand and embody the notion that "you are the instrument!" and realize your strengths and opportunities as such.
15. Identify ethical dilemmas in OD consultation and describe strategies for addressing them.
16. Identify the requirements for the development of an intentional learning community.
17. Function effectively as a virtual team member.
18. **Develop virtual facilitation skills.**

### IV. Course Policies

#### A. Methodology. The Course Will Be Organized And Facilitated In The Following Ways:

1. One goal of this course is to create a learning community where *everyone* can safely explore the theory and practice of OD. This does not mean that we tiptoe around the issues, but rather go hard on the issues and easy on each other. We will strive to create and enhance a learning community in both the class and www formats and expect everyone to support a constructively challenging learning community.
2. Although this is not a web-based course, a website has been created for your reference and use in WebCT. You are expected to actively and thoughtfully participate in the asynchronous discussions on the website, and to complete the online assignments when the class is meeting on the www. Failure to participate in WebCT sessions will be considered an absence.

3. You are expected to use the skills of inquiry, dialogue, and action technologies to accomplish our goals and objectives and when discussing issues. Refer to the website for further explanation of dialogue and action learning.
4. Each class session will include a balanced exploration of theory and practice through dialogue, "stories," simulation, reflection, and experiential exercises. Although the primary objective of the course is to help you become versed in OD theory and research, every effort will be made to model effective course design and learning methods in the spirit of effective adult education.
5. You will receive folders as one vehicle for facilitating communication between us during class sessions. You will receive your folder at the beginning of each class session. It will contain new information and returned assignments. You will have the folder to work with **only during class**. At the end of each class the folder is returned to Laura with any assignments and/or comments you have.
6. Everyone will have an opportunity to evaluate each class and provide direct feedback. Every reasonable effort will be made to accommodate your suggestions and resolve concerns. Changes may be negotiated providing they do not compromise the original purpose, goals, and objectives of the course. There will also be a midpoint evaluation to assess our process on a more formal level.
7. You are expected to ask fresh questions and keep our inquiry rigorous and lively.
8. You are expected to be active learners and assume responsibility for learning and discovery, as well as question the intentions of the instructor and colleagues.
9. In the event that you must miss class, it is your responsibility to make arrangements with your colleagues to review the session. Follow-up questions should be directed to Laura.

### **B. Persons With Disabilities**

I am committed to doing whatever is necessary to make this learning experience as fulfilling as possible for people who may have special needs due to a disability, whether visible or invisible. If there is anything I can do—such as providing materials in alternative formats, assuring physical access to class sessions, or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities—please take time to discuss your concerns with me early in the semester so we can work together to make the necessary accommodations for you. Please know that anything you discuss with me in this regard will be held in strictest confidence.

### **C. UGA Academic Honesty**

All students are required to be aware of and abide by UGA's Academic Honesty Policy. **UGA's Honor Code:** "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."

**UGA's Academic Honesty Policy:** All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. Each student is responsible for maintaining the highest standards of honesty and integrity in every phase of her or his academic career. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

## D. Attendance Policy

Because you are adults, the course design is based on the assumption that each of you is a resource person as well as a learner and that each of us has a responsibility to contribute to the group's learning as well as our own. Practically, this means that if you miss a class then all class members have lost your unique contribution. However, I do recognize that all of you have complex lives and other responsibilities intrude on your attendance from time to time. Based on these realities, here is the attendance policy:

- You are expected to attend each class and be prepared by completing the assigned readings and written assignments. This will make for the most effective class for everybody.
- It is expected that you will:
  - Prepare for all class sessions
  - Attend all class sessions
  - Actively participate in all class activities, conversations and assignments
  - Reflect on your experience and learning
  - Participate regularly and substantively on the class website
  - Raise questions and observations about material
  - Share your learning with colleagues
  - Learn and have fun with the course
  - Challenge each other constructively (we all learn from this)
  - Listen to each other
  - Modify these expectations as appropriate
- If you must miss class, please let Laura know in advance so that she can adjust the instructional plan for the day. If a paper is due on the day you miss, you are still responsible for turning in the paper on the due date.
- If you must miss more than two classes or anticipate late arrivals, please do not register for this class. Your absences will be too disruptive, especially for the effective functioning in-class exercises. Your alternatives are:
  1. not to take the course and find a substitute that is acceptable to your advisor,
  2. take it next time it is offered.
- Chronic absences or lateness will negatively impact your final grade.
- The class schedule is as follows:

Class	Date	Format	Class	Date	Format
1	8-16-06	F2F	9	10-11-06	F2F
2	8-23-06	F2F	10	10-18-06	F2F
3	8-30-06	F2F	11	10-25-06	WebCT
4	9-6-06	WebCT	12	11-01-06	F2F
5	9-13-06	F2F	13	11-08-06	WebCT
6	9-20-06	WebCT	14	11-15-06	F2F
7	9-27-06	F2F	15	11-29-06	F2F
8	10-3-06	WebCT			

Note: There will be no class on 11/22 (Thanksgiving Week)

## E. General Writing Guidelines for Assignments

- Double-space type all academically written material (i.e. research papers, literature reviews, etc).
- Use business writing style as needed (when writing is stylized to appeal to stakeholders in the organization you are working with). Business writing is generally single-spaced with an *appropriate* use of headers, bullets and blank space that enhances the communication of your message.
- Follow the *APA Manual, 5th Edition* for style and citation guidelines. A guideline is available on the website.
- Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to men and women) in your writing.
- I will accept either paper or electronic papers; however, if you are submitting electronically you must use the drop box on WebCT. Directions are posted on the class site.
- Do not use slipcover or protector pages on written work. It makes providing written feedback difficult.
- Ensure that the quality of your written work reflects the quality of your paper's content. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs *before* the final paper is submitted.
- Quality written assignments generally meet the following criteria:
  - Includes the title and name of the author at the beginning of the paper.
  - Clearly identifies the question being addressed or the purpose of the paper.
  - Provides an overview of the structure and organization in the introductory section of the paper.
  - Defines key terms, concepts and slogans.
  - Gives examples when they enhance the understanding of the concept being discussed.
  - Applies theory and principles from the assigned readings or elsewhere.
  - Demonstrates the ability to self-reflect and discover core values and beliefs.
  - Considers implications and/or consequences.
  - Provides a strong summary and conclusion.

## F. Grading Criteria and Standards:

### Criteria on which your papers are graded:

- Did you address the question(s)?
- Did you incorporate the readings/course principles in answering the question(s)? Failure to do so will result in a lowered grade since this course is focused on your mastery of theory and research.
- Did you include an APA—correct bibliography?
- Did you formulate your response in an organized, logical fashion?
- Did you incorporate the "4Rs"?
  1. Rigorous
  2. Robust
  3. Relevant
  4. Referenced

Grading standards (UGA converted to +/- grading in Summer 2006. For further information see <http://www.bulletin.uga.edu/PlusMinusGradingFAQ.html>)

Grade	Points
A	93.0 to 100
A-	90.0 to 92.9
B+	87.0 to 89.9
B	84.0 to 86.9
B-	80.0 to 83.9
C+	77.0 to 79.9
C	74.0 to 76.9
C-	70.0 to 73.9
D+	67.0 to 69.9
D	64.0 to 66.9
D-	60.0 to 63.9
F	59 ↓
I	My policy is not to give a grade of "I" (incomplete), except in the rare case of a medical emergency. You should turn in whatever you have written by and your grade will be based on that document.

## V. Course Assignments

### A. Books and Readings Required

1. Cummings, T. G., and Worley, C. G. (2005). Organization development and change. Mason, OH: Thompson Southwestern. ISBN: 0324260601

#### Recommended:

2. Bait and Switch: The (Futile) Pursuit of the American Dream (Hardcover) by Barbara Ehrenreich ISBN: 0805076069
3. Nickel and Dimed: On (Not) Getting By in America (Paperback) by Barbara Ehrenreich ISBN: 0805063897
4. Readings available through online reserve or distributed in class.

### B. Summary of Course Learning Opportunities, Due Dates, and Points

This course will involve a variety of individual and group projects, papers, mini-lectures, small and large group discussions, and individual readings. Overall course requirements are as follows:

- Active participation in class discussions and activities
- Completion of the assigned readings by the due date
- Completion of the learning activities related to the course objectives

Learning Opportunities	Due Date	Possible Points	Actual Points
1. Dialogues on OD and Change	Ongoing	10	
2. Critique of OD model or practice	10-11-06	10	
3. Action Technologies Project	10-25-06	20	
4. OD Book Club	11-01-06	15	
5. OCP: Organization Change Project Paper	11-08-06	20	
OCP Presentation	11-15-06	10	
6. Portfolio (Philosophy and Tools)	11-29-06	15	
<b>Total Points</b>		<b>100</b>	

## C. Description of Course Learning Opportunities

### 1. Dialogues on OD and Change (10% of Grade, due: ongoing)

Learning about and experiencing various OD interventions is important to developing skill as an OD consultant. We will use dialogical communication on an ongoing basis to build our understanding of OD and Change concepts. At various times during the semester, small groups will be responsible for providing a summary of the readings to serve as a springboard for our dialogue. These dialogues will correspond with the readings for the week. We will also use specific readings or case studies during the weeks the class meets online. Refer to the class schedule for a listing of topics.

#### Guidelines for Case Studies:

- Each class member will be assigned to a small group for the case assignments at the beginning of the semester.
- Small groups will be responsible for discussing the assigned case studies.
- Each small group member will have the opportunity to be a facilitator and/or a synthesizer for one of the assigned case studies. The facilitator will monitor the discussion of case study questions and ensure that the group is applying chapter concepts to analyze each case. Synthesizers are responsible for summarizing and posting the group's conclusions for each question.
- **Facilitators must:**
  - Ensure that the group is following the steps and general guidelines for case study analyses (found on page 10 in the syllabus)
  - Facilitate small group discussion
  - Assign one group member to be the synthesizer
- **Synthesizers must:**
  - Summarize discussions for each question
  - Post case study conclusions
- **Participants must:**
  - Read the case study
  - Apply the assigned chapters for the theme session (as well as prior weeks)
  - Draft a short brief on the assigned case
  - Discuss the case with your online group
  - Respond to the cases addressed by other online groups

### General guidelines for Case Analyses:

*Your case analyses should support your answers/recommendations.* When asked to actually answer a question and/or make a recommendation, you need to make your judgment based on your reading of the case, and clearly state a conclusion. Then, use facts to support your argument.

*Stick closely to the facts of the case,* but don't waste space by providing us a summary of the case facts. You can assume that we have read the case, and you need not provide us with this type of introduction. But it is important to use the relevant case facts in buttressing your argument. In attempting to persuade, your paper shouldn't ignore case data that contradicts your position. These cases are written for discussion, and present many different facets of a given situation. You need to explain why you feel the way you do by citing other facts in spite of contradictory evidence. If you must make a recommendation, be specific and anticipate its consequences. For instance, some writers might suggest that Person A needs to become more participative. What does this mean? Always recommend a concrete, detailed action plan, based on case data and discuss its pros and cons.

*Realize that what you suggest has consequences,* and discuss the positive and negative implications of your recommendations. In addition, you should brainstorm potential unintended consequences whenever possible.

Assignment #1 Grading Rubric			
Area	Points	Actual	Comments
F2F participation	5		
WebCT participation	5		
<b>Total</b>	<b>10</b>		

---

### 2. Critique of OD Model or Practice (10% of grade, due: October 11, 2006)

As an OD practitioner, you have an ethical and moral obligation to practice with responsibility and do no harm. Some types of interventions may be damaging depending on their intent, usage and the context in which they are being used. The purpose of this assignment is to critique an OD model or practice. You may select a real-life example of an application, or critique a model or practice in the abstract. The final product should be a paper according to these guidelines:

- Introduction and description of the model or practice
- History of the model or practice (origination, use)
- Critique
  - Plusses of the model/practice
  - Shortcomings of the model/practice
  - Misuses or potential misuses of the model/practice
  - Recommendations for use of the model of practice
  - Citations of relevant literature

Assignment #2 Grading Rubric			
Area	Points	Actual	Comments
Organization and Presentation	2		
Describe the model/practice	2		
Critique	2		
Recommendations	2		
Links to the literature	2		
<b>Total</b>	<b>10</b>		

### 3. Action Technologies Project (ATP)

(15% of Grade; proposal due: 9-13-06; final due: 10-25-06)

Action technologies, specifically action learning, action research, and action science, are hallmarks of OD practice. For a comprehensive overview see:

Brooks, A., & Watkins, K. (1994). A new era for action technologies: A look at the issues. In Brooks, A. & Watkins, K. (Eds.), *The emerging power of action inquiry technologies: Vol. 63. New directions for adult and continuing education*. San Francisco, CA : Jossey-Bass Publishers.

The purpose of this assignment is to identify a personal or professional project and address it using one of these tools. These technologies will be introduced early in the semester and applied throughout the course to give you practice at using them.

#### General Directions:

1. Read the action technologies articles (these will be on the WebCT site).
2. Identify a technology you wish to use in conjunction with a personal or professional issue that you would like to examine and is doable over the semester.
3. Submit a written proposal for your project by: September 13, 2006
4. Your final paper should include:
  - a. A description of the issue, action technology selected, and rationale.
  - b. A description of your intervention.
  - c. An analysis of your intervention, including citations of relevant literature.
  - d. Key learning points regarding using this type of intervention in OD practice, including relevant citations.

**Note: These papers will be completely confidential**

Assignment #3 Grading Rubric			
Area	Points	Actual	Comments
Organization and Presentation	3		
Description of issue/intervention	3		
Analysis	3		
Learning points	3		
Links to the literature	3		
<b>Total</b>	<b>15</b>		

---

#### 4. OD Book Club (15% of grade; due 11-01-06)

The purpose of this assignment is to engage with OD topics in popular literature. Small groups will read the same book and engage in a discussion about the book during class. The two books listed below are recommended, however, other approved books may be selected with my approval.

Bait and Switch: The (Futile) Pursuit of the American Dream (Hardcover)  
by Barbara Ehrenreich ISBN: 0805076069

Nickel and Dimed: On (Not) Getting By in America (Paperback)  
by Barbara Ehrenreich ISBN: 0805063897

The assignment requirements are as follows:

1. Read the book
2. Write a brief reaction paper (individual)
3. Provide a brief summary of the book (group)
4. Share in dialogue about the book

Assignment #4 Grading Rubric			
Area	Points	Actual	Comments
Reaction paper	7		
Dialogue	8		
<b>Total</b>	<b>15</b>		

---

#### 5. Organizational Change Project

**(30% of grade; proposal due 9-13-06; paper due 11-08-06; presentation due 11-15-06)**

This is a group project designed for groups of 3-5 to develop organization change, diagnosis, and intervention skills. This exercise also provides an opportunity for you to practice group observation, process, and facilitation skills. See the "Organization Project Guidelines" attachment for more detail about the project.

You will need to find an organization that will:

1. Give you written permission to study it
2. Provide you at least one sponsor who can assist you throughout the project and commit to attending your final presentation (or hosting your group at their organization for a presentation)
3. Allow you to conduct a thorough data analysis (surveys, interviews, etc.)

Note: The faculty can help you find an organization if your group does not have any possibilities.

## 5A. Paper #1: Project Proposal [Due 9-06-06; 3-5 pages] \*\*

Each group must choose their organization by the due date of the first group project report. This report will clarify the context of the project as you know it to be at this time, and:

1. Describe the organization
2. Outline your plans for
  - Research
  - Contracting
  - Communicating with the organization
3. Identify roles of each team member
4. Outline or include a Gantt Chart of major project milestones for the project including
5. Assignment due dates and proposed client meeting dates
6. Rules for confidentiality

\*\*This will serve as a draft for your final report. B. Final Paper: (Due 11-08-06)

### 5b. The Final Paper

The final paper will report on all aspects of the project, building on the short papers described above. It should be succinct and professional, geared towards your sponsor and the organization (not Laura). It is not necessary to use APA formatting guidelines for this project, except for citations and references. Rather it should be written to appeal to your organizational sponsor/stakeholders. Specifically it will include (you must include tabs for each # below):

1. Executive Summary
2. Context
3. Description of the organization
4. Description of the presenting problems that will drove the diagnosis and intervention
5. Additional context that will helped your group's understanding. (see above)
6. Outline or Gantt Chart of major project milestones for the project, including assignment due dates and proposed client meeting dates. Please include planned and actual, with some narrative about project implementation.
7. Detailing of how you researched, communicated with, and contracted with the organization
8. Rules for confidentiality
9. Methods of data collection
10. Data analysis procedures
11. Findings
12. Conclusions based on data (including supporting data as appropriate)
13. Recommendations for intervention(s)
14. Description of the intervention and probable outcomes anticipated
15. Who is to be involved, with rationale
16. Timelines
17. Budget estimates (as best possible)
18. How the intervention will be evaluated
19. Plan for mitigating any unintended or negative outcomes.

20. Appendix (include as needed)

21. References (as used in the preparation of your final group project)

\*\*Please do not put the pages of your report in slipcover/protector pages so that we can provide you direct feedback throughout the report.

**C. Presentation (Due 11-15-06; 10 % of grade)**

Findings from your study will be presented to the class during one of the last two class meetings. The presentations will be no longer than 30 minutes, including time for questions and discussion. Treat this as an opportunity to practice the tenets of good presentations and adult education.

It is required that your organizational sponsor attend your group's final presentation to react to the presentation, or that your group go to the organization and present it to him/her/them. However, if you must present at their worksite, we would also like you to present to the class as a whole prior to the organization's presentation.

<b>Assignment #5 Grading Rubric: Paper</b>			
<b>Area</b>	<b>Points</b>	<b>Actual</b>	<b>Comments</b>
Organization and Presentation	4		
Synthesis	4		
Practice Recommendations	4		
Challenges/Ethical Issues	4		
Links to Literature	4		
<b>Total</b>	<b>20</b>		

<b>Assignment #5 Grading Rubric: Presentation</b>			
<b>Area</b>	<b>Points</b>	<b>Actual</b>	<b>Comments</b>
Organization and Presentation	2		
Synthesis	2		
Practice Recommendations	2		
Challenges/Ethical Issues	2		
Active Engagement of Learners	2		
<b>Total</b>	<b>10</b>		

## 6. Portfolio (Philosophy, Context, and Tools) (15% of grade; Due 11-29-06)

To further develop the individual skills of reflective practitioners and deepen your understanding of your own learning, you should develop a portfolio. The material in the portfolio should represent your self-directed journey in pursuing information about adult OD and change throughout the semester. This is neither a private diary nor therapy exercise. The following is a description of a UGA alumna, Dr. Vivian Mott on learning portfolios:

*The purpose of a LEARNING AND REFLECTION PORTFOLIO is for you to have an opportunity to discover, collect, think about, and share artifacts which aid you in your learning and personal development. As we begin to think about how we learn, or why we are motivated to persist in school, we frequently find examples in daily life about these processes. For example, when we are learning about the many different ways in which adults learn, we may read about or observe an instructional method or strategy that illustrates a particular point, an advantageous method, or less than beneficial experience. Or, we may reflect on the ways in which we teach or work with adult learners in their own workplace. Something in our homes, workplace, church/synagogue, or community may make us think more seriously about a developmental issue or lesson. We may see a film, read a newspaper article, observe someone, think a thought, interact with someone, or find an object which stands out as an example of our own learning and development, or that of others whom we interact. The more conscious we are about our thinking about the process, the more we benefit, learn, and grow. The portfolio exercise prompts that awareness and is a means to encourage you. Physically, a portfolio may be a binder, a box, collage, journal, computer file, notebook or anything else you choose to collect and store the numerous items in the portfolio. For our purposes in this class, it must be organized and the organization of the portfolio must be made very clear to the instructor. You may include anything you feel is appropriate to your own learning and development and your thinking process about those issues. This might include pictures, poems, cartoons, articles, notes about films, books, experiences, conversations, etc... The more you think about your portfolio, the more readily you'll find examples to include. Most importantly, ENJOY! (Source: Dr. Vivian Mott, UGA AE)*

Portfolios are not limited or restricted to the following types of information:

- Descriptions of the relationship of what you are learning to personal experiences
- Evidence that you are pursuing the topics and issues emerging in the course outside class
- Positive and/or negative reactions to the readings, guest speakers, ideas, etc...
- Evidence that you are reading beyond the requirements
- Evidence of questions that continue to pester you
- Discovery of new themes and connections that alter or readjust old perceptions about learning
- Evidence that you are reflecting on and reacting to ideas of others in the class

- Discuss new insights that changed your point of view about adult learning
- Unique conclusions
- You will present the content of your portfolio during the last week of the semester.

The portfolio should be a creative endeavor, chronicling your developing understanding of yourself as an adult educator. It should include:

1. A creative rendering of your understanding of yourself as an OD practitioner.
2. A reflection paper on what distinguishes you as an OD practitioner. It may include:
  - Reflections on what distinguishes you as an OD practitioner.
  - Descriptions of your experiences, learning, and insights related to how you've learned, changed and grown as an OD practitioner.
  - Your experiences (the good, the bad, the ugly) as an OD practitioner.
  - OD literature that helps explain your practice and/or philosophy.
  - An executive summary of your action technologies project.
  - Advice for other OD practitioners.
5. A one page (single spaced) statement of your philosophy as an OD and Change Practitioner. The philosophy should capture the essence of your beliefs, values and theoretical orientation toward OD.

<b>Assignment #6 Grading Rubric</b>			
<b>Area</b>	<b>Points</b>	<b>Actual</b>	<b>Comments</b>
Organization and Presentation	3		
Synthesis	3		
Practice Recommendations	3		
Challenges/Ethical Issues	3		
Active Engagement of Learners	3		
<b>Total</b>	<b>15</b>		

## Framework for the course:

<b>OD Consultant</b> Competencies Consulting Process Critical Action Research Model	<b>OD Stakeholders</b> Client(s) Employees Customers Community
<b>OD Context</b> Politics Culture Power	<b>OD Intervention</b> Planned Change Action Research Individual-based Strategies Group and Team-based Strategies Organization and Large Scale-based Strategies
<b>To result in an OD practice that is:</b> <ul style="list-style-type: none"><li>• <b>Representative</b></li><li>• <b>Responsible</b></li><li>• <b>Reflective</b></li></ul>	