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Office Hours: Fridays before class at 4:00 pm and by appointment. Feel free to contact me by e-mail or phone.

Class Meetings: May 17, 5:00 pm – 10:00 pm; May 18, 9:00 am - 6:00 pm; June 1, 9:00 am – 6:00 pm; June 14, 5:00 pm - 10:00 pm; June 29, 5:00 pm – 10:00 pm; July 12, 5:00 – 10:00 PM; (Exam Week TBA)

Meeting Space: Founder’s Hall, Room TBD

OVERVIEW

Consulting roles abound in contemporary organizations. Some individuals, inside and outside organizations, are formally designated consultants. Others, in a wide variety of alternative roles, need consulting skills to work effectively in fast changing environments where influence and authority are mostly diffuse and informal.

We will explore a theory and practice of collaborative consulting, drawing heavily upon over 50 years of perspectives, ethics, skills and techniques of an action research approach to organization development and change. Using the classroom as a learning laboratory, supplemented with on-line lectures, the focus is on learning the overall process of consulting including entry, contracting, data collection, feedback, intervention and evaluation. Students explore the requirements and dynamics of the overall process and the micro interactions that each phase of the process entails.

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.

While the skills and concepts learned in this course are valuable for all types of consulting, the focus will be on consultation to work relationships and processes in task groups and organizations, and on the interactions that take place between the client and the client system and within the client system as a result of the consultant’s behavior with the client.

A note about the learning context. This is a summer session course offered in an executive format (Fridays, Saturdays). Past experience is that many students (specifically in the ODKM program) are also taking another course simultaneously. There has been an effort to coordinate (as much as possible) class schedules and assignments to help students to best manage their learning in both classes. However, students need to anticipate “crunch periods” if taking other courses.

This course will also include some blended learning components, namely short on-line video lectures. If you are viewing this syllabus as part of your consideration for whether to take the course, you can get a sense of the course by viewing the introductory video at https://www.youtube.com/watch?v=-zp0Kp2q3tQ.
COURSE REQUIREMENTS AND EVALUATION

We will utilize a combination of readings, in-class experiential learning, out-of-class assignments, and individual papers and team presentations. Students meet for extended times on Fridays and Saturdays in the Executive format. The course has a significant experiential component. Attendance and participation in all class and team activities is important to the learning and will be expected. (Note: According to ODKM policy students cannot miss more than one class and still receive a passing credit for the course.)

Aside from the occasional challenge of compressing experience into bounded time, this course works very nicely in the executive format. There is also a group work component that involves some out-of-class work.

It is important that assignments be completed prior to class meetings. These assignments consist of core readings and on-line video lectures. These assignments provide conceptual foundation for the practice of OD consulting and support for course related experiential learning.

COURSE READING

Required
Block, Peter (2011) Flawless consulting: A guide to getting your expertise used (third edition). San Francisco: Jossey-Bass (There may be a number of used copies on Amazon. Also, You may find an inexpensive second edition, I’ve looked over both and the material relating to our class work, which is the classic stuff, is not very different between the two volumes, with the exception of a change in chapter order here and there. Of course, you can now get rentals from the GMU bookstore or download digital copies. I recommend a version you can save as you will find this possibly the most useful book regarding the consulting process, period. ISBN 978-0-470-62074-8

Nevis, Edwin C. (1997) Organizational consulting: A gestalt approach. Cambridge, MA: GIC Press (paper edition) A classic and the only one of its kind. A powerful approach to use of self in consulting. (This book is occasionally out of print. I have found available copies on Amazon.com and Barnes and Noble . The book is well worth digging for in used condition or otherwise. If you can’t find a copy, selected pages have been posted on E-reserves for the course.) ISBN 0-88163-249-X

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

Recommended

Five books will greatly add to your learning.. All are worthy of becoming long- term additions to your bookshelf. They have been placed on library reserve for your use. Edgar Schein has done the classic work in the collaborative consulting process. The Cummings and Worley text is the primary OD textbook in the field and a great reference to have on your bookshelf. It is, however, very expensive. A recent edition of the text has been requested for reserve in the Arlington library. The NTL Handbook of Organization Development and Change(2nd ed.) is a very nice set of readings that, in addition to covering some basics of OD, is very good at describing contemporary concepts and practice.

Cummings, Thomas G. and Worley, Christopher G. (2014) Organization development and change. (10th Ed.) Stanford, CT: Cengage Learning (This very latest edition may not be available on reserve. The latest available in the library or from my personal collection will be on reserve. Very comprehensive summary of OD in the broadest scope, but very costly.) ISBN – 10:1-133-19045-6


**Additional Readings (Use this list as a resource. All required readings are on reserve. I’ve tried to create a list of (important) references that you can use in the future as you develop your academic and practice capabilities in Organization Development. It’s an incomplete list and pretty much oriented to what may now be viewed as “classics”. Feel free to suggest additional items to me and/or to the class. Look through the titles for possible resources for your team presentation and aspects of consulting that you are drawn to. Note: Access the library electronic reserves through the Blackboard listing for this course. Look in the Contents module. )**

**Action Research**


**Comprehensive Treatments of OD as a Practice**


**The Consulting Process (OD and Management Consulting – they’re different)**

Blake, Robert and Mouton, Jane Srygley *Consultation* (1976) Reading, MA: Addison-Wesley


Shafer, Robert (1997) *High impact consulting: How clients and consultants can leverage rapid results into long-term gains* San Francisco: Jossey-Bass


**Intervening in Organizations**


Olson, Edwin and Eoyang, Glenda *Facilitating organizational change: Lessons from complexity science* San Francisco: Jossey-Bass/Pfeiffer


Schein, Edgar (2009) *Helping how to offer, give and receive help: Understanding effective dynamics in one-to-one, group, and organizational relationships* San Francisco: Berrett-Koehler


Organization Theory


Perspectives on Change: Concepts, and Practice


Use of Self in Consulting

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

Values and Ethics in OD

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

Haslebo, Gitte and Haslebo, Maja Loua (2012) *Practicing relational ethics in organizations* Chagrin Falls, Ohio: Taos Institute Publications

Articles

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

ON-LINE LECTURES

Presentations of key concepts in consulting and Organization Development are available for streaming on-line prior to classes. Please take time to view these prior to each class as they will be relevant to the content of the upcoming class(es). These lectures contain basic content for the process around which the course is designed. Please note the first on-line lecture is to be viewed prior to the first class.

Class Learning Venues

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

1. **Team Presentation**: Due as scheduled in class

Your team will develop and present a 30 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 your team will need to work together outside of class as well. Your team will focus on one of a number of consulting or Organization Development related 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 necessarily be used as your presentation. This Power Point file will be made available to your classmates for their reference and learning. Your power point presentation should include a resource list for the use of class members. The power point file is due after at the end of our last class and should be transmitted to ttschudy@practitioner.net.

All team members should participate in the presentation and its preparation. The *product* of this work is meant to be a significant contribution to class learning. And, the *process* of this work throughout the term is the central focus for experiential learning about consultation.

2. **Team Consultation**: Carried out throughout the semester

This is the key experiential learning component of the course. Your team will consult to another team (not the one which consults to you) through a consultation cycle. You will be given time to conduct this consultation during class meetings. Your task will be two-fold: (a) consultation to the client team for the purpose of helping them work effectively together to produce a quality presentation and (b) providing an in-class consultation learning laboratory for your team and yourself. This laboratory learning experience will provide opportunities for you, your team members and your clients to engage in focused learning about the consultation process. In these “laboratory” learning experiences you will have the opportunity to experiment with consulting competencies and to learn from your successes and “not so successful” moments. Your team, and you, will have opportunities to actively learn from the 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 that will be used in your individual paper, which will be submitted at the end of the term. *You are encouraged to keep a journal of personally important incidents and learning from your
team consulting experience. This will be an important resource in your learning and writing your paper.

Assessments and Grades:

1. **Team Presentation**: 25% of final grade (All team members receive the same grade.)

   The presentation will be graded on the following as reflected in the presentation and Power Point file:
   - the quality of research conducted to develop the presentation
   - the quality of thinking about consultation as it relates to the topic
   - the effectiveness of the presentation in communicating understanding of the topic
   - class learning apparent in the presentation
   - the quality and relevance of the resources identified

2. **Individual Writing Assignment**: 65% of final grade. Prepare and submit a paper on the topic “Consulting and Me”. Due July 21, 11:59 PM. (Note: You are encouraged to begin your paper early in the class, making notes or writing drafts of parts of it as you go. If you do this, you will find the final work on your paper pretty straight forward, much less time-consuming, and benefiting from your more developed perspective over time.)

   a) The paper should be 12 - 15 pages long, (Longer papers are welcome if the extra length is well utilized.)

   b) The paper should include (Note: This assignment is in review and may change slightly in the final syllabus.)

   - Key assumptions that you (personally) now make about organizational change and consulting (you should speak to both) and their theory/conceptual connections/roots in the literature about consulting, change and organizations. Your discussion should include a description of why you see these assumptions as important from a practice standpoint and for you personally and how they are different and/or similar to those you had at the beginning of the course.
   - 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, in your consulting roles and how your class experiences have continued to shape them.
   - A description of at least two aspects of your consulting style that are unique to you and how they help and hinder you in consulting situations.
   - An assessment of your current consulting competencies and those competencies that 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.)
Think about yourself 30 years from now, given what you have learned about yourself in this class and your program. What would you hope others would say about your personal work legacy?

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 an accepted graduate level format - APA preferred but not mandatory. 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 as a resource in writing this paper. As mentioned above, you are urged to “write your paper as you go” in the class as university requirements for grade submission limit the time to complete the paper after class.

The individual writing assignment will be graded on the following:

- Treatment of each of the dimensions of the paper described in the assignment above
- Demonstrated self reflection and mindfulness about your class consulting experiences as an individual consultant, a consulting team member and a client.
- Ability to relate in-class consulting experiences and personal learning to relevant concepts and theories relating to consulting (from required and optional class readings and other sources as appropriate).
- Demonstrated understanding of how consulting roles can be utilized in organizations
- Your learning about your use of self.

Note: The grade for the individual writing assignment will not be based on the success of your class consulting engagement, individually or as a group. It will be based on your demonstrated success in learning from this engagement.

3. Class Participation: 10% of final grade

A 10% of grade margin for class participation will generally be assigned as the same grade as the student’s average for the rest of the assignments. In exceptional cases the 10% grade may be applied (up or down) on the quality of class/course participation.

4. Blackboard few sentence reading blurb. Prior to each class meeting, except the first (Fri/Sat weekends count as one) post a few sentences (an insight, favorite learning, reflection, comment) about one thing you got from the readings for that meeting. These will not be graded individually, but will be available to classmates. They will, however, be considered in conjunction with the grade for your final paper. The expectation is that you will produce one blurb per class meeting. Instructions for posting on Blackboard will be made available before class.

4. Notes about and to self. These are notes to be made following each class. They will not be collected or graded. However, they are an important part of the learning experience. A format and simple worksheet will be provided for class members.

5. A Note about attendance: Because of the experiential nature of this course it is important that class members be present at all class sessions. Note the ODKM policy referenced on page 2 of this syllabus.
Schedule and Assigned Readings

Friday, May 17 (5 pm - 10:00 pm)

Class Topics
Introduction to Class
Syllabus
Laboratory Learning
Developing a Learning Community
Organization Development: An Overview
Action Research and the Consulting Process
Team Development

Assigned Videos:
- Tschudy: A Map of OD
- The experiential learning process

Assigned Readings:
Most Important
Tschudy: A Map of OD: The Essence of Organization Development (reserves)
Block: Chapter 1-3
Nevis: Chapters 1 through 3

Important
Coghlan and Brannick: pgs 9 – 20

Saturday, May 18 (9 am – 6 pm)

Class Topics
The Consulting Process
Action Research
Pre-entry, Entry and Contracting
Contracting Process

Assigned Videos:
- Pre-Entry, Entry and Contracting

Assigned Readings
Most Important
Block: Chapters 4 - 6
Nevis: Chapters 4, 5,
Weisbord: “The Organization Development Contract” in French, Bell and Zawacki, pgs 406 - 424

Important
Lippitt, Gordon and Lippitt, Ronald “Consultant Roles” pgs 57-75
Newton Margolis “Notes on the Marginality of the Consultant’s Role”

Saturday, June 1 (5 pm to 10 pm)

Class Topics
Discovery: Data and Data Collection
Resistance: The bad and good news

Assigned Video:
- Data Collection, Process and Analysis

Assigned Readings
Most Important
Block: Chapters 8, 9, 10, 13
Nevis: Chapter 6 Chris Argyris: “Intervention Theory and Method” in French, Bell and Zawacki, pgs 109-112

Important
Nevis: Chapters 9 and 10
Coch, Lester and French, John R “Overcoming resistance to change” Human Resources August, 1948

Friday, June 14 (9 am – 6 pm)

Class Topics
The feedback process, preparation and the meeting
Use of Self in Consultation

Assigned Video:
- Feedback – Preparation and The Meeting

Assigned Readings/Important:
Block: 13, 14, 15
Nadler: “Feeding Back Data” in Feedback and Organization Development, pgs 145 – 165
Coch, Lester and French, John R “Overcoming resistance to change” Human Resources August, 1948

Saturday, June 29 (9:00 am – 6:00 pm)

Class topics
Intervention
Implementation, Evaluation

Assigned Video:
Possible assigned video on intervention

Assigned Reading:
Nevis: 7, 8, Epilogue
Friday, July 12 (5 pm - 10 pm)

Team Presentations (Power Point Due at end of class).
Consultation Issues and Wrap Up – the Evolution of Consulting
What I’ve Learned
Team Closure
Class Closure

Assigned Reading

Accessing the E-Reserves

E-reserves are accessed through the Blackboard site for this course. Look to the Contents module for a listing of E-reserves for the course. Click on the one you want to access and it should download for you.

Note the Statement on special needs and the Schar Policy on Honesty and Plagiarism below:

Statement on special needs of students

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.

Policy on Intellectual Honesty and Plagiarism

Faculty in Schar have zero tolerance for academic dishonesty and will strictly enforce Mason’s honor code.

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)