

Integrative Paper: Organization Development Applied to TEACH 123

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Organization development (OD) is a professional field of social action, as well as scientific analysis that can be used in a variety of settings with the intention of forming all-inclusive change programs (Cummings & Worley, 2024). The word “development” promotes values of self-actualization, potential, and growth. Within an organization, OD supports self-regulation, problem-solving and adaptability. This approach is meant to help organizations develop the knowledge and skills to solve their own problems and to change and improve themselves. Pairing the OD approach with an education organization brings to light the similarities shared between the two in that each presents itself with good intentions. By implementing the OD process, TEACH 123 will learn how both internal and external systems can work together to improve their overall strategies, structures, and processes. However, developing an approach that fosters social interaction and environmental adaptability to support member well-being and sustainability will help TEACH 123 overcome current challenges related to staff retention. Looking ahead, I will apply the “use of self” to each of the cycles of the OD process while further exploring the current challenge TEACH 123 is facing regarding staff retention.

Getting to Know TEACH 123

TEACH 123 is a public, non-profit organization that provides educational and community-based services to its surrounding communities. There are various State statutes, policies and processes that TEACH 123 must adhere to in order to operate successfully. In 2019, TEACH 123 developed and implemented an updated strategic plan that fosters fundamental learning, critical thinking, community engagement, character, communication, and teamwork (White Bear Lake Area Schools, n.d.). However, leaders face various challenges in meeting this

strategic plan due to declining enrollment and high staff turnover. These challenges require leaders to make fiscal adjustments for the organization to remain fiscally responsible with taxpayer dollars. Factors contributing to these challenges stem from both external and internal systems. External systems include community engagement, government regulations, and external stakeholders such as students, parents, and community members. Internal systems include the organization's strategic plan, its mission, vision and values, and internal stakeholders such as teachers, staff and administrators.

Use of Self

As an OD consultant for TEACH 123, I must understand the current challenges the organization is facing, and how best to align my "use of self" with Teach 123's needs (Jamieson et al., 2011). The purpose of this work includes helping others state clear intentions and choice without personal preference and with adequate awareness. Incorporating the "use of self" approach is reflective through effective communication and social interactions, while modeling personal strengths and behavioral preferences. Integrating a whole-self approach as a consultant will help me to remove any masks that may hide my true self, leading to acceptance and using myself more authentically as an agent of change (Jamieson et al., 2010). Intentions behind this method include promoting leaders and change agents of TEACH 123 to enhance a stronger and healthier culture for external and internal members, as well as raise self-awareness around actions. Seeing, knowing and doing play an integral part throughout the process of organization development. I must be self-aware and reflective of my own actions, conversations, and the tools and resources I provide as an OD consultant. While promoting self-awareness, I must also remember to focus on my own self-care as well. Neglecting self-care can lead to personal experiences of stress, loss of sleep, poor eating habits and lack of attention. To give TEACH 123

the best service, I need to take the time to pause, reflect and admit to my own struggles along the way.

Organizational Development and Change Theories

There are a variety of OD change theories available for consultants and organizational members to work with when looking to make impactful changes that improve the organization (Cummings & Worley, 2024). Change theories available for consultants to use throughout the OD process include the three-step change model, the action research model, the appreciate inquiry model (AI), and the transtheoretical model of change (TTM). Each model offers different approaches to accommodate current circumstances organizations may face during their time of OD. Regardless of what direction the consultant and leaders agree to go in, change theories designs champion change, making the impossible possible (Kotter, 2007).

Applying Organization Change Theories to TEACH 123

When applying change theories to TEACH 123, I recommend using the appreciate inquiry model (AI). AI highlights what the organization is doing right (Cummings & Worley, 2024). The purpose of this model is to encourage change through conversations taking place amongst organization members. This leads to a shared vision of positive potentials of what the organization could grow to be. While members of TEACH 123 must adhere to external systems that oversee organization policies and procedures, members have the power to reflect on their own behaviors, values and contributions to the team. The education sector is becoming a toxic place to work in due to overworked and under-appreciated employees (Perna, 2024). By displaying active listening skills, identifying contributions, and promoting collaboration, leaders have the ability to provide employees with a sense of value (Agnello, n.d.). Skills such as these will lead to continued engagement and commitment from the OD consultant and organization

members. Encouraging this type of engagement will help TEACH 123 recognize their strengths, as well as their areas for improvement.

The second theory I recommend using is the transtheoretical model of change (TTM). TTM affects an entire group of people within an organization through individualized, collaborative intercessions that produce extraordinary impacts on the population (Prochaska et al., 2001). Within TTM, various stages of change align with individual approaches and development through the change process. Due to TEACH 123 being a public, non-profit organization, leaders are unable to utilize financial incentives to keep staff from leaving, so they must focus on other approaches such as interpersonal relationships. Forming relationships with others helps leaders gain new perspectives that lead to various alternatives when making decisions (Dowell & Silzer, 2010). The purpose of relationship building across an organization is to learn, develop and refine one's own capabilities. When people collaborate, they bring their own experiences to the group that provide deeper insight into what can help the organization continue to grow.

Implementing Elements from Other Change Theories and Models

While the AI model and TTM support TEACH 123's current needs, there are elements of other models that could assist as well. Cummings and Worley (2024) explain how the action research model emphasizes planned change as a recurring process where initial review regarding the organization provides information as a guide for subsequent action. There is a strong emphasis on organization members and researchers gathering and diagnosing data before deciding on action plans and implementation (Cummings & Worley, 2024). TEACH 123 leaders collaborate with researchers on a regular basis when gathering and diagnosing student data and

the effects curriculum has on success. These experiences can carry over into the OD process, focusing on internal systems such as staff retention.

The three-step change model is another approach with various elements that could help TEACH 123 throughout the OD process. This model provides a three-step framework of unfreezing, moving, and refreezing (Cummings & Worley, 2024). As elements of an organization become destabilized, new behaviors and processes form, leading to solidified organizational change. While TEACH 123 is its own organization, larger entities at both the state and federal level oversee policies, procedures and laws the organization must adhere to. When external systems provide new or updated rules influencing organizational change across TEACH 123, utilizing a structured process such as the three-step change model will help TEACH 123 leaders navigate how best to incorporate change.

Applying Entry, Contracting, and Diagnosing Stages to TEACH 123

Within the TEACH 123 community, relationships intertwine (Perna, 2024). When strained, these relationships begin to deteriorate and impact various groups across the organization. TEACH 123 continues to see the impact staff turnover is having on multiple groups and departments across the organization. As an OD consultant, the first interactions with a client include entering and contracting (Cummings & Worley, 2024). Healthy relationships become established by creating trust through honesty and vulnerability. This will help leaders and other members of TEACH 123 become more engaged in the process. By modeling active listening and trust building skills, the consultant and members will develop a stronger relationship. Reflecting on personal results of “use of self,” creating and sustaining strong relationships is a strong suite. These strengths will not only help to create a strong foundation within the consultant-client

relationship, but will provide supports towards solving TEACH 123's current inability to maintain healthy relationships.

Key Clients and Stakeholders

As a consultant, it is important to identify organization members who will serve as the key clients and stakeholders (Cummings & Worley, 2024). These key members have the ability to directly impact the change issue. Upon meeting with TEACH 123, key clients and stakeholders will include the Superintendent, Assistant Superintendents, Director of Human Resources, remaining cabinet members, Principals, and remaining district leaders who have staff reporting to them. Throughout this process, these various members need to be active participants if the organization wants to improve staff retention and build talent from within. Focusing on this key issue is a domino effect, impacting other internal and external stakeholders such as teachers, other organization staff, students, families and other community members.

Conducting a Diagnosis and Providing Feedback

Cummings and Worley (2024) describe the diagnostic process as a road map to discovering an organization's current state. The diagnosis process supports consultants in understanding how an organization currently functions when designing change interventions (Cummings & Worley, 2024). Group-level and individual-level diagnosis align with TEACH 123's current challenge. While some TEACH 123 groups are able to retain staff, there are more groups or departments that cannot. Applying the components of group design including goal clarity, task structure, group composition, group functioning, and performance norms, will help leaders work together to address this current challenge. Since there are various leaders trying to navigate through this current challenge, the components of individual-level including skill variety, task identity, task significance, autonomy, and feedback regarding results, will help

leaders focus on their own strengths and opportunities for change. The purpose of these areas is to measure overall job enrichment that offers opportunities for self-direction, learning and individual achievement. TEACH 123's current challenge aligns well with both the group-level and individual-level as the work to create change must focus on leadership behavior and interactions.

Methods Used to Collect and Analyze Diagnostic Information

Cummings and Worley (2024) explain how the process of gathering and analyzing quality information, and utilizing effective approaches when delivering feedback, are crucial components to the success of the change process. When working with TEACH 123, I will use various methods to collect data including interviews, observations and surveys (Cummings & Worley, 2024). The reason to use various methods is because each has its own strengths and weaknesses. While surveys can collect data from a large number of people in a short amount of time, responses become limited and do not offer any opportunities for me to ask questions for clarification or additional data. Interviews will allow me to form relationships with people while asking direct questions that provide clarification regarding organizational challenges. Utilizing observations will provide me with direct contact to organizational behaviors and will allow for flexibility in that I can choose when and what I want to observe. By using various methods to collect data, I will be able to fill in the gaps with one method that the other methods are unable to provide.

As there are various methods to collect data, there are two primary ways to analyze the data including qualitative and quantitative (Cummings & Worley, 2024). I am looking to use force-field analysis and descriptive statistics. Force-field analysis is a qualitative analysis method that requires me to make a list of all things either promoting or resisting change. From there, I

will work with the organization members to rank these items from the most positive forces to the most negative forces. Descriptive statistics include implementing mean, standard deviation and frequency distributions to summarize quantitative data. Using these statistics will provide me with information regarding how members agree or differ on survey measures regarding various features of the organization. It is important to use each statistical measure to provide clear and accurate data.

Client and Stakeholder Involvement

Upon completing data collection and analysis, I will connect with TEACH 123 clients to provide feedback. Cummings and Worley (2024) explain that while it is up to the OD consultant to present the feedback to the organization, it is up to the organization members to take ownership of these results and direct their focus toward change. As a consultant, how I engage with TEACH 123 during this process will influence commitment (Cummings & Worley, 2024). Members will be more engaged if the data reflects the challenges mentioned throughout the data collection. By discussing findings in various meetings or sessions allows members to realize they share in a common challenge and will benefit by working together in addressing it. During these meetings or sessions, I will establish clear boundaries about what is allowable, so members stay focused on the feedback, problem solving and ownership of the data. This approach will help me align my “use of self” with this cycle of the process. It is up to me to apply my group processing skills to manage the feedback process so productive dialog and problem solving takes place.

Planning and Implementing Change

Knowing the organization’s core values and purpose helps a team build a vision reflective of organizational goals (Cummings & Worley, 2024). When designing and implementing an OD intervention, a consultant must incorporate certain criteria including ensuring the intervention

aligns with the needs of the organization, expanding knowledge of envisioned outcomes, and assisting members with growing their skills in managing change. This approach aligns with “use of self” by displaying the desire to observe, learn and provide feedback while working towards change. Throughout the intervention design process, it is crucial to keep diagnostic data in mind by including the outcomes of TEACH 123 members’ concerns and issues. Involving members throughout the design and implementation process will provide them with the tools needed to gain more knowledge and skills when it comes to managing change.

Context and Characteristics of TEACH 123

Being aware of the various contingencies of the change process is vital for the OD consultant (Cummings & Worley, 2024). Contingencies include regional contexts, organizational issues, and organizational levels. As an internal consultant, there is a preexisting awareness of cultural values and purposes that influence TEACH 123. While TEACH 123 is not a global organization, it has been a part of a community for over 100 years. Community members pride themselves on attending this education institution, and remain in the community, raising future generations in this same environment. It is important to implement this information when developing TEACH 123’s intervention while acknowledging how organizational issues continue to intertwine with one another. This includes strategic issues, technological and structural issues, human resources issues, and human process issues. Addressing an issue in one of these areas may impact others. By thinking systemically, a broader, more coherent approach will occur in designing an effective OD intervention.

Driving and Restraining Forces that Influence Interventions

Aguirre and Alpern (2014) discuss hurdles leaders face with change initiatives including change fatigue, lack of collaboration, and lack of sustainability over time at all organizational

levels. To overcome these hurdles, one of the most crucial components to an organization's success is its culture (Aguirre & Alpern, 2014). When focusing on cultural shifts, it is best to learn where people are coming from and how they are feeling. The energy drawn from people goes into how they interact with others, and the type of work they produce. Creating an environment that fosters positive change, and growth starts from the top and spreads to others throughout the organization. Regardless of current successes or issues, it remains the organization's responsibility to address organizational change when the time comes (Chung et al., 2012). As an OD consultant, discussing these approaches with TEACH 123 leaders will help them to connect with other members as the team works to address staff retention.

Navigating Resistance throughout the Design Process

There are three behavioral dimensions of employee resistance to organizational change including emotional, cognitive, and intentional (Chung et al., 2012). Internal and external systems affect each of these dimensions, leading to an individual's response to organizational change. Those who portray emotional and cognitive resistance display undesirable behaviors such as anguish, forgetfulness and lack of respect. Cummings and Worley (2024) describe the implementation of OD interventions as moving into the unknown. While this can lead to resistance from some participants, there are ways to address these feelings (Cummings & Worley, 2024). Spending time reflecting on the issues at hand, and what has brought us to this point will create a sense of motivation.

As a consultant, skills such as active listening, effective communication and collaboration will help TEACH 123 members work through any resistance to change (Aguirre & Alpern, 2014). Engagement helps to make change more effective, thus reinforcing the purpose for the organization change. Incorporating active planning, change-management structures and learning

processes will help move members of TEACH 123 towards their goal and vision (Cummings & Worley, 2024). Though people may enter the process excited and ready to work, it is up to the OD consultant to keep the momentum going. By providing supports and resources, as well as learning opportunities, members of TEACH 123 will develop and grow new competencies and skills. These approaches will reinforce new behaviors developed throughout the change process.

Intervention Measures

While questionnaires and interviews are a part of TEACH 123's diagnosis process, incorporating obtrusive approaches such as these during the implementation process can sensitize members to the intervention, making it hard to know whether findings are the result of the intervention, measuring methods, or a combination of both (Cummings & Worley, 2024). Rather, it is more beneficial to utilize multiple intervention and outcome variable measures as a means to diminish measurement and intervention interactions. Utilizing unobtrusive measures, such as observing productivity, multiple times can occur without members knowing. Quasi-experimental designs compliment this approach by utilizing longitudinal measurement, compassion unit, and statistical analysis, each using unobtrusive measures throughout the OD process. As a consultant, utilizing questionnaires and interviews sporadically, as well as observing productivity, interactions, employee attendance records and organization records consistently, will help to determine if the intervention process is successful for TEACH 123.

Evaluation

Assessing OD intervention efficiencies can be challenging because it is reliant on accurate analysis (Cady & Kim, 2017). However, the sole purpose of the OD process is for members and consultants to evaluate the work as a means to learn and improve the intervention process for the sake of the future of the organization. It is important to understand that the

evaluation process takes a great deal of time and can be expensive. Since TEACH 123 has a closely monitored budget, leaders will have to determine the level of evaluation that will help them work through the OD process while still staying within budget. The recommendation reflects Cady and Kim's (2017) level IV evaluation that includes comparing performance before, during and after implementation, as well as gathering surveys, and conducting meetings highlighting achievements. Implementing "use of self" as an OD consultant means supporting TEACH 123 through the intervention process by utilizing a plan that aligns with their values, purpose and goals (Cummings & Worley, 2024). Consultants cannot force change, however providing guidance that promotes change naturally ensures the OD process works successfully.

Reinforcements

Cummings and Worley (2024) discuss how change itself has grown to be the primary focus of reinforcement. The purpose behind the design of reinforcement is to support and strengthen change and the organization's approach to learning (Cummings & Worley, 2024). There are indicators that reflect the level of change persistence including knowledge, performance, preferences, normative consensus, and value consensus. Whenever one of these indicators is present, previous indicators are present as well. By TEACH 123 members sharing organizational values aimed at improving staff retention, they already have the knowledge and preference to perform work that aligns with effectiveness, engagement and ethical considerations.

Institutionalizing Change Across TEACH 123

There are various approaches, designs and measurements demonstrating how change does not equate to permanency (Cummings & Worley, 2024). Rather, when implemented successfully, change becomes a driver and supporter of organizational learning and growth, thus embedding

the act of change into the organization's cultural values and norms. I recommend two large-scale change interventions that TEACH 123 can utilize as they work to improve their culture and address staff retention. The approach of self-design promotes learning among all members across an organization, providing them with the knowledge and tools needed to continuously redesign it. While there are five stages in the self-design process, each of these steps can merge and interact over time. Stages include clarifying the strategy, laying the foundation, creating design criteria, designing, and implementing and assessing. Organization culture focuses on inclusion, belonging, and sustainability. Each of these areas can greatly impact TEACH 123's ability to address staff retention as it allows for flexibility, creativity and inclusivity.

As an OD consultant, it is important to encourage TEACH 123 leaders to provide their team with a clear vision of shared values and pointing out desired behaviors required when addressing change (Cummings & Worley, 2024). This approach will provide a strong purpose for the change being implemented. Modeling desired behaviors also supports change and commitment. Exercising active listening skills, implementing effective communication, encouraging collaboration and demonstrating vulnerability will establish a leader's willingness to embrace change as a means to grow together. During this process it is important to realize who is in and who is out. If there are key players who are hindering growth and promoting toxicity, TEACH 123 might not be the best place for them anymore. Working towards change is a team effort. Though there will be uncomfortable moments throughout the process, the end goal is to make a change that improves the organization for the better.

While approaches towards staff retention may work today, there is no guarantee they will work tomorrow. Sustainability ebbs and flows overtime, requiring organizations to shift when needed to remain successful (Buchanan et al., 2005). As cultures shift, employees' needs will

shift, thus requiring change. Understanding the need for change and the many moving pieces that factor into the change process will help TEACH 123 be better equipped to handle future challenges. Creating goals, having internal supports and encouraging members to be change champions will foster long-term success, and create healthier cultural norms.

Conclusion

Acting as a change agent for TEACH 123, I must focus on maintaining a supportive community of leaders, employees, and other organizational stakeholders. Utilizing OD and its components appropriately and accurately will assist me with addressing challenges caused by internal and external systems of TEACH 123 (Cummings & Worley, 2024). My intent is to identify system factors contributing to TEACH 123 challenges and support the organization in improving current conditions through change. Modeling and encouraging self-awareness cause individuals to grow out of confining thoughts, biases, blind spots and habits, and into improved intentions and choices (Jamieson et al., 2011). TEACH 123 has a solid organizational foundation founded on good intentions that focus on human well-being and growth. It is up to leaders and stakeholders to align current values with change agents that focus on helping the organization continue to grow and prosper for years to come.

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