Implementing a Critical Approach to Organization Development

by Laura L. Bierema

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The first organization development book:

• Written from a critical feminist perspective
• Specifically for adult educators and human resource development professionals
• Offers a range of critical interventions and strategies
• Provides a Critical Action Research Model

This book provides an introduction to organization development theory and practice for human resource developers and adult educators. Taking a critical approach to analyzing organization development and change, the book addresses the inherent challenges in mitigating competing interests in the process. The book argues that the world is in trouble and prevailing organization practices are creating more debt, exploiting workers, disenfranchising marginalized groups, polluting the world, exploiting natural resources, perpetuating wars, and deepening poverty. The book provides a framework and strategies for those committed to practicing responsible OD that challenges the system, promotes equity, and improves the status quo.

Laura L. Bierema is professor of adult education and human resource development at the University of Georgia, Athens, Georgia. She received her B.A. degree (1986) in Human Relations from Michigan State University, her M.L.I.R. (Masters of Labor & Industrial Relations) (1988) from Michigan State University, and her Ed.D. degree (1994) in adult education from the University of Georgia. Before coming to the University of Georgia, she served on the faculties of Michigan State University and Washtenaw Community College. Prior to her career in academia, Bierema held a number of human resources and organization development positions in the automotive industry.

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MANAGING THE ADULT EDUCATION ORGANIZATION  
by Bradley C. Courtenay & Lorilee R. Sandman  
This book highlights recent concepts derived from research and practice in management and provides cases, examples, and illustrations to describe the application of those concepts in a variety of adult education settings. Emphasis is placed on how to manage an adult education organization that offers a diversity of educational programs for adult.

SUCCESSFUL TRANSFER OF LEARNING  
by Sandra Ratcliff Daffron & Mary Wehby North  
Daffron and North incorporate their findings of the transfer process from case studies of 20 professional groups with theories and models for reaching transfer of learning. In doing so, they find variables that program planners can incorporate in the planning process, in the characteristics and motivation of the learner, the design and delivery of the program, and in the role the organization plays, to create praxis for the professional. The resulting dialogue is a changing context as the professional group changes. Lessons for educators, directly from the field, fill this book. It is an invaluable handbook for successful transfer of learning for educators of adults.

TEACHING ADULTS IN NONFORMAL SETTINGS  
by Edward W. Taylor  
The purpose of this book is to shed light on an area of adult education often overlooked and inadequately understood, that of education that takes place outside the formal system-local nonformal education within North America. Through an intensive investigation of five nonformal educational sites (e.g., museums, state parks, literacy, consumer education) involving teaching observations, interviews with educators and learners this book provides a reconceptualization of nonformal education as is presently understood. It offers a clearer and more responsive framework for making sense of different forms of adult education, a better understanding of effective practice in nonformal settings, and insights into how nonformal education can contribute to the practice of formal education.
Implementing Organizational Project Management: A Practice Guide provides guidance to organizational management, PMO staff, and practitioners on these topics. Organizations with developed project management practices, benefits realization processes, portfolio management practices and program management practices and those with high organizational agility all have significantly better project outcomes than their counterparts who are less advanced in their project management practices. PMI’s 2013 Pulse of the Profession p.11) A practice guide is a new category in the PMI library of standards.

The contingency approach to management (also called the situational approach) assumes that there is no universal answer to such questions because organizations, people, and situations vary and change over time. Thus, the right thing to do depends on a complex variety of critical environmental and internal contingencies.

HISTORICAL OVERVIEW. Classical management theorists such as Henri Fayol and Frederick Taylor identified and emphasized management principles that they believed would make companies more successful. Start by marking Implementing a Critical Approach to Organization Development as Want to Read: Want to Read saving… Want to Read. Currently Reading. Read. We’d love your help. Let us know what’s wrong with this preview of Implementing a Critical Approach to Organization Development by Laura L. Bierema. Problem: It’s the wrong book It’s the wrong edition Other.
Software development organization using an iterative approach for the first time may fall into several traps, such as: The first iteration is too ambitious, unable to focus only on the most important risks. Not completing the iterations, thinking you have mitigated a risk without having tested what you built. We recommend that you plan for someone within the organization to take over the role of the process mentor.

Step 6: Evaluate process implementation. When you have implemented the process and tools in a software-development project, real or pilot, you need to evaluate the effort. There are different approaches for implementing a process. We will give examples of two approaches: the "typical" approach, and the "fast" approach, and. It is specified that application of this approach to the organizational relations and development brings essential effect in the form of growth of productivity of the organization ("any work is carried out by means of the relations") and in satisfactions with the relationships of employees. It is claimed that as soon as business is the dominating institution of modern civilization, creating significant social changes, there is an opportunity to influence these changes through application of the Person-Centered approach to organizational development. A milestone of this group is to impact a critical mass of the world’s businesses. Four Skills of the Person Centered Approach for Organization. Empathic Listening. First in a set of Four Skills of the Person Centered Approach.