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Organizational Foundations And Educational Organizational Development Models

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ABSTRACT

These are the organizational foundations that need to be developed in this disruptive era. In an effort to deal with these conditions, it is necessary to make efforts to harmonize and develop the organization in order to be able to overcome the things that are expected to arise and occur. With an ideal and strong organizational foundation and foundation, the organization will be able to adapt and keep up with the times, especially in the world of education. It is also necessary to develop appropriate organizational models that are able to answer the challenges of the world of education in the present and in the future. the methodology used in this research is to use qualitative methods with a literature review approach. The implementation of education in Indonesia is under two ministries, namely the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) and the Ministry of Religion (Kemenag). Which in fact often causes social jealousy, especially in terms of attention, assistance, and budget. Some of the policies from the Ministry of Education and Culture and the Ministry of Religion that are still unbalanced or not aligned and become problems include the Establishment of Schools (Kemendikbudristek) and Madrasah (Kemenag), Curriculum, and Inequality in the Education Budget of the Ministry of Education and Culture and the Ministry of Religion

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INTRODUCTION

In the modern era, organizations occupy a strategic and very important position. The urgency of the organization in achieving its goals because the organization is an effective tool and container in achieving the goals of its members. Organization for Salamadian is a forum for a group of people who work together rationally and systematically which are led or controlled to achieve certain goals by utilizing the resources in it.

One of the existence of organizations is being able to carry out certain tasks that are not possible for individuals to carry out independently. Bernard (1956: 23-37) states that the obstacles faced by individuals in carrying out the things they want to do are two things, namely biological abilities (resistance and individual body abilities) and physical factors from the environment they face. According to Chys Argyris (1964: 35), an organization is formed by people to achieve the goals that can be best achieved collectively. (J. Winardi. 2006. *Toeri Organization and Organizing*. Jakarta: Raja Grafindo Persada, page 2).

Thus, the urgency of the organization in the current and future developments is indispensable in achieving common goals, including in the world of education. In this disruptive and complex era and the rapid development of the world of education, it is necessary to have a reliable organization with intelligent organizational leaders and able to bring the organization as a means to achieve goals, especially in the world of education.

In terms of organization and leadership abilities, the larger the scale of the organization, the more complex the problems faced by the management of the organization, which of course requires leadership abilities (Febrianty, et al. 2020: 1). Organizational leaders are like captains who must be able to predict where the wind is blowing, understand the slow and fast changes in the wind and life, and be able to determine the goals to be achieved, as well as organizational staff/management staff who are able to support and work together in a symbiotic mutualism, creating conditions for mutual cooperation and have a sense of belonging so that the organization that is run becomes meaningful and successful in achieving its goals. No less important is to create an atmosphere of mutual support, esprit de corp, the spirit of working together and helping each other in achieving organizational goals.

These are the organizational foundations that need to be developed in this disruptive era. In an effort to deal with these conditions, it is necessary to make efforts to harmonize and develop the organization in order to be able to overcome the things that are expected to arise and occur. With an ideal and strong organizational foundation and foundation, the organization will be able to adapt and keep up with the times, especially in the world of education. It is also necessary to develop appropriate organizational models that are able to answer the challenges of the world of education in the present and in the future.

METHODOLOGY

the methodology used in this research is to use qualitative methods with a literature review approach from various sources which are then compiled so that readers get comprehensive information from the research discussion.

RESULTS AND DISCUSSION

A. Foundations of Organizational Development

Values or language, to be precise, values are a guideline or guideline that underlies how a person or an organization thinks, makes decisions, behaves and acts. There was a fire incident that recently occurred in a residential area in Jakarta. Of the many people who gathered to witness the flames of the red sijago, there was a man who happened to be passing by at the location and witnessed the screams of the victim, a little girl trapped on the top floor. The 'onlookers' were mostly 'silent' but the man who turned out to be not a resident of the location immediately ran and broke down the door of the house and penetrated the blazing fire to retrieve the little boy. This heroic story ends happily because this cyprriot managed to save the life of a small child even though the fire left scars on his burning hair and peeling skin along his body and face. What prompted and made this cyprriot dare to take such a big risk that even his life was at stake while saving a little girl who had absolutely nothing to do with family or friends? Values. It's the little things that make a big difference in the attitude and actions of the man we'll call Slamet. For Slamet, saving the lives of people who are in danger is an action that must be taken. The feeling of compassion and emotion to see the little girl's hands reaching for the window and her heartbreaking screams had ignited her enthusiasm to immediately act into the house that was being raged by Sijagomerah and immediately provide help to this helpless creature. For him, saving other people's lives at such a critical time was an expression of his deepest conscience. Her fear of the risk she was going to face was melted away by her instincts and her desire to save the boy's life. For some people who prefer to take a 'silent' position, they may think that Slamet's actions can be described as reckless, pretentious, crazy or even stupid. What is clear from a reporter's interview with Slamet is that he is apparently 'sane' and does not have any abnormality with his demeanor or speech.

How can one person grow up to become a Slamet while the other grows into a passive spectator? Values that is what distinguishes the attitude and actions taken by a Slamet. Values are a picture of the dialogue that is always happening within us that determines what is important and what is not. What can and what can't be done. What is right and what is wrong. Values are the deepest basis, reference and driving force for motivation, attitudes and actions. An organizational leader who always boasts of honesty and integrity but enriches himself through corruption, collusion and nepotism can be said to have values that are contrary to what he says. These values cannot be faked because what they think, do and act on will clearly be seen as a reflection of one's values. The values that are embraced and carried out by employees in the organization are the determining factors how the organization collectively has the quality, capacity and capability in making decisions, behaviors and actions of the organization. If we look at government-owned agencies or companies, we can see how the values that are owned and practiced by their leaders are not infrequently an obstacle and a barrier to the progress of the organization. The values of fear of being wrong and not daring to take risks often color the attitudes of employees and management of bureaucrats. This can happen because of the habit over the years through organizational practice. For example, promotions or positions are often

considered as closeness, like or dislike, loyalty to superiors and those who are more 'smart' take a middle position and do not oppose their superiors.

CONCLUSION

The implementation of education in Indonesia is under two ministries, namely the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) and the Ministry of Religion (Kemenag). Which in fact often causes social jealousy, especially in terms of attention, assistance, and budget. Some of the policies from the Ministry of Education and Culture and the Ministry of Religion that are still unbalanced or not aligned and become problems include the Establishment of Schools (Kemendikbudristek) and Madrasah (Kemenag), Curriculum, and Inequality in the Education Budget of the Ministry of Education and Culture and the Ministry of Religion.

In terms of welfare received by teachers under the Ministry of Religion, it is quite apprehensive, where honorary teachers who are within the Ministry of Education and Technology receive a budget allocation from the Regional Government for their monthly allowances, while honorary teachers from the Ministry of Religion do not receive it because the Regional Government only spends its budget for the Ministry which is classified as a vertical agency. Vertical is an apparatus of ministries and/or non-ministerial government institutions that manage Government Affairs which are not handed over to autonomous regions in certain areas in the context of Deconcentration but directly by the Central Government. So that policies, both in terms of the learning process and the budget for the Ministry of Religion, refer to the Central Government, not the Regional Government. The existence of policy dualism in the management of education has been going on for a long time and has triggered the formation of a political path for certain interest groups.

Given that education is something that gets better attention from the Ministry of Education and Culture and the Ministry of Religion, it would be wise if the two ministries ignore sectoral egos to develop education. In the education process, management is needed that is compiled and agreed upon by various layers so that all the goals that are the ideals of the nation are achieved optimally. From the problems that have occurred until now there is no solution, but as education providers, both the Ministry of Education and Culture and the Ministry of Religion must continue to maximize all forms of needs related to education.

Considerations of competence and loyalty to the company may be in the umpteenth order of the considerations I mentioned earlier. As a result of this practice over the next period, a successful model of career advancement is formed. This success model reinforces the opinion, the belief of employees that the main condition for 'rising' is those who are 'good at' winning the hearts of their superiors and loyal to their superiors. In a minority of people who are sometimes called idealists, their personal values may conflict with those of the organization. The values of this organization are not written values or on a placard because this organization has hired a management consultant to help define the organization's values. Organizational values are what the

organization actually does. What employees in this organization witness, believe, believe, do and practice are real values.

For some people who are 'not idealistic', the process that occurs is the change of original values into new values. For example, a person who used to be a student when he was still holding on to idealism and often voiced justice, honesty and cleanliness in the end also got carried away and eroded when he became an official. Its values change from fairness to opportunity, from skill to craftiness and cunning, from merit and integrity to loyalty.

If a business organization has a strong intention to make changes towards efficiency and effectiveness and build high flexibility capabilities, then inevitably the organization needs to fundamentally adapt the old model organizational values to the new organizational values that match its needs to change to be flexible, innovative and efficient. Many business organizations spend large sums of money on consultants, hiring them to create organizational blueprints, installing competency based organizations, conducting employee training programs and installing new information technology systems. This sizable investment without being balanced with changes in the values that underlie the beliefs, beliefs, attitudes of its employees will be difficult to realize the expected results. For example, if we have an employee who is often late to the office or when attending meetings, it will be a waste when this employee is sent to a time management course that teaches more about how to set an agenda using a personal organizer or maybe a PDA. The discussion that was tampered with was adding insight, knowledge and skills on how to manage time. But what is left untouched are assumptions, beliefs, beliefs about what is important about punctuality to the employee. If in the employee's heart there is still a belief that being ten minutes late is not a problem because he assumes that other people may not mind being late (because I am too). So it means that what we have to change first are the assumptions, thoughts, beliefs and beliefs of these employees about the importance of being on time.

Where can the company start to change the values in its organization? Changes in organizational values can be carried out in two ways and both must be pursued simultaneously because otherwise changes in values will be lame in practice. The first path is through exemplary values by the leadership ranks. The second path is through the creation of organizational systems and technologies that will guide people inevitably to adapt to changes in new values. The first path requires coaching time of at least three years to reconstruct the values of an organization. But this path is actually the basis for the successful transformation of an organization. Through this path, the leaders are reshaped so that their heart is connected with the interests of the company. In the process of changing this value, it is very likely that there will be a change in personnel because in the stages that are passed it will be clear whether a leader is fit or not for the organization. For example, once a family company made an organizational transformation and one of its programs was to instill new values into a company that adopted the values of innovation, quality, customer satisfaction,

fairness, relationship building, honesty, and brains (competence). In an effort to instill these values, the company then creates a performance appraisal system that can measure the extent to which leaders have implemented these values in their attitudes, actions and behavior towards their employees. After two years, it turns out that there are several top leadership ranks who consistently have behaviors that are contrary to these values, such as not nurturing subordinates and being authoritarian. After going through various stages of coaching and counseling, this leader finally had to be 'released' from his organization. Why was this decision taken? In essence, the authoritarian and insensitive attitude and actions of the leadership towards subordinates have become a thorn in the flesh because in a new organization this kind of attitude will hinder the emergence of employee innovation, fairness, and foster good relations. Companies of the caliber of GE or McKinsey are world-class organizations that use the principle of 'fitting' employees as they enter. The criteria for skills and knowledge are indeed influential, but the final decision to accept and continue working relationships with employees is largely determined by the 'fit' of employee values with company values.

Instilling organizational values is also effective if it is carried out through a "value based leadership" program. This program is run by using a leadership character development approach that adopts values that are in line with what is desired by the company where he works. In the author's experience when helping the transformation of a financial services retail company, the author uses a value-planting program through brain coding and neurolinguistic programming. A gradual meditation and self-examination approach allows leaders to see clearly anything in themselves that is incoherent and unsuitable for 'living' in their organizational environment. Facilitation to make changes is done with the voluntary starting point of each participant. Thus, in the end, we will get a complete profile of who is able to continue to participate in the ship of organizational change and who is forced to stay in port. The results of the value-instilling program using the neurolinguistic programming (NLP) method will be more useful than using formulas that are already available in the market, such as using the 'ten habits' program, which may not necessarily be appropriate for the Indonesian situation and context. Many multinational companies also use a logical approach to instilling values, namely inviting speakers who present the logical side of the benefits of changing and the negative effects of not changing. Using this kind of approach usually the result is 'warm chicken dung' – participants seem to have changed to adopt the new values but only temporarily. When they return to a work habit that is full of deadlines, a busy and time-consuming meeting schedule, the character and behavior that reflects the old values reappear. Impatience, turf battles and strife between divisions returned to life. The methods used by NLP, including using the meditation method, will be able to dampen and maintain the executive rhythm, become clearer in thinking and become more focused in making decisions and acting. New values are even easier to adopt and practice if changes in the way personal interactions have

been made first and executives become more calm and relaxed people in facing the onslaught of everyday problems.

The second path in inculcating new organizational values is through organizational systems, infrastructure facilities and information management. In order for an organization to be successful in innovating, the market information channel owned by the marketing and sales division must flow directly to the product development department. This information flow process will run when the organization is accustomed to sharing important information and between divisions there is no hiding of information that will only be used as the ultimate weapon in debate meetings between divisions. If the employee's performance appraisal emphasizes on individual achievement without any stars given for achievement because of cooperation or collective achievement, then what will arise is the culture of small kingdoms. Product development will find it difficult to find information from sales, otherwise sales will have difficulty collaborating with the research department and so on. As a result, values such as innovation, which urgently require an atmosphere of cooperation and information disclosure, will be difficult to occur and be realized in an organization like this. Instilling value also does not only occur through the application of result based performance evaluation. Career development is a tool that is usually quite powerful to facilitate employees in adopting new company values. Those who show consistency in attitude development will be a talent pool that is ready for leader regeneration. Training programs can also be prepared so that each new employee will experience an acculturation process of fostering ways of thinking, acting and acting that are based on the company's values.

Considering that our society still lives in a paternalistic culture, the cultivation of values through example will bear fruit more quickly and take root. The attitude of a CEO or top leader who drives the organization will be felt, observed, monitored and finally imitated by his subordinates and all levels of the organization. If we want to see a successful model in Indonesia, there are still not many 'seen'. An organization like HM Sampoerna is an example of a local company that builds its organization to be on par with the global class. Their long journey of cultural transformation and inculcation of new organizational values has begun to be laid on the ground in 1994 and now we can all see how solid and strong the growth of their business and organizational practices is. Meanwhile, we are still often confused by the turmoil of state-owned companies which are often removed and replaced by directors for no apparent reason. As a result, if you become a director of a company with high uncertainty, it will naturally bring up people who take an opportunistic attitude. While in power, when will he enjoy such great authority, who knows tomorrow he will suddenly be removed. Organizational development through the growth of values does require the seriousness of the top leadership. A leader who really wants to advance an organization will not only make cosmetic improvements but also fundamental improvements. This fundamental improvement of the organization will indeed bear fruit after at least three years of improving the organizational system. For company leaders who are really

concerned with long-term progress, this time span is not an obstacle but a challenge for them that the breakthroughs they do will indeed bring the company to become a sustainable growing company.

B. Organizational Development Model in Indonesia

Understanding Organizational Development is a key function of the Knowledge Sector Initiative (KSI) in Indonesia. KSI is a program specifically aimed at achieving various forms of Organizational Development to help develop the quality of public policy. KSI works in the more traditional areas of Organizational Development (in supporting research organizations and advocacy agencies) and in more themed and unexplored areas (in supporting government agencies and intermediary agencies). To date, a number of approaches to improve the Organizational Development of research institutions in Indonesia have been implemented. Thus, this is not a new area of study in Indonesia. Usually, support is provided in three forms: (i) donor support for research projects (including international collaborations, funding for joint research projects between Indonesian and foreign researchers); (ii) personnel assistance to Indonesian research institutes; and (iii) donor support for local research infrastructure. A brief overview of the key issues identified is an important foundation for studies in this area. A number of research institutes have done this. The Social Monitoring and Early Response Unit (SMERU) is one example. Founded in 1998, the SMERU Institute is currently one of the most prominent independent research and policy analysis centers in Indonesia. SMERU's first director's review identified factors that contributed to the institution's success, including a commitment to a clear, enforceable and measurable vision statement, and special attention to ensuring consistent policies on recruitment, compensation, and training.⁵ However, without grants continuing core funding that has been received over the past decade, SMERU must struggle to maintain its independence as a sustainable research institution. Even with financial assistance, SMERU will not be able to pay the salaries of its staff if too many of them hold PhD degrees. In addition, the relationship between core grant grants and other internal Organizational Development efforts is unclear. Although until now funding has certainly helped financial stability, it is not necessarily the expected level of intellectual independence. The following are some strategies for the organizational development model.

1. Know the School of Organizational Development You Follow

Richter describes two main schools of Organizational Development since the early 1920s. In his analysis, these schools are divided into "clocklike" and "cloudlike" thinking. "Clock-like" thinking is based on the assumption that organizational change can be planned and implemented through controlled interventions that lead to the achievement of clear, predetermined outcomes. Cloud-like thinking sees organizations as complex systems with many interconnected links between elements within the organization and in society at large. As a result, change is a messy process, which does not follow a clear strategic path. Appreciating that can help you recognize when others

think differently, and explore their assumptions. Organizational Development practitioners should be aware of which school they belong to before engaging in activities and be aware that not everyone will assume the same.

2. Don't Forget Invisible Factors

Kaplan provides a comprehensive overview of the Organizational Development context as six interrelated elements: vision, strategy, culture, structure, skills, and resource materials. In his work, Kaplan emphasizes that the challenge for Organizational Development actors is to recognize the existence of invisible elements, in addition to visible elements. Many Organizational Development projects focus on providing more tangible resources: developing skills, improving organizational structures and systems. Kaplan highlights that invisible elements can be overlooked in donor priority lists due to their unobservable nature. Equally important elements of Organizational Development, such as vision, strategy, and cultural values, are often underestimated, but are more difficult to measure. Kaplan also highlights the importance of the complexity of the interconnected links between these elements and the interconnected links with contextual influences. He distinguished between two schools of Organizational Development: Northern and Southern. The Northern Donor or NGO perspective considers capacity as the ability to absorb donor funding, take responsibility for its use, and manage the projects being funded. Southern Perspectives are distinguished as southern organizations that "see themselves to be an important and worthy 'part of civil society', players whose role is to work towards social transformation, recovery, better lives for the marginalized, poverty alleviation, and towards a balance of power dynamics. "

3. Knowing Who to Place at the Strategy Center

In this regard, Rhodes and Antoine identified a shift in the focus of the Organizational Development study to become capacity holders, no longer those who contribute to that capacity. Historically, it has been easier to analyze what exercises or activities an Organizational Development advisor should undertake when working with different organizations seeking to increase their effectiveness. It becomes more complicated when the focus is reversed and the question shifts to understanding how to better diagnose organizational needs, and how in terms of capabilities, organizations grow into groups of individuals. These elements are less observable than the list of training activities to be carried out. It is more time consuming to do and must be adapted to each individual context.

4. Understand the Cultural Differences in Your Environment

Cultural values have an impact on a number of elements of an Organizational Development intervention, including the manner in which change occurs, perceptions of whether change is needed, perceptions of leadership and ownership, perceptions of risk and uncertainty, perceptions of relationships and partnerships, and perceptions of

forms of success. Rhodes and Antoine identified eight key dimensions that must be mapped before undertaking any Organizational Development activity: 1. Power distance 2. Uncertainty avoidance 3. Humanity orientation 4. Individualism collectivism 5. Assertiveness 6. Gender egalitarianism 7. Future orientation 8. Orientation to Performance The list provides a starting point for discussion among people from different cultural contexts working on Organizational Development activities, to help determine what is important in the activity and how different their approaches are. Rhodes and Antoine recommend mapping differences across dimensions on the spectrum (visually "mapping" them) to help clarify various Organizational Development expectations

5. Be Prepared to Adjust to Changes in a Complex Environment

Systems theory and complexity theory are two valuable perspectives that can equip organizational leaders with the necessary knowledge and understanding of how to respond to and adapt to the uncertainty and demands of change in the knowledge sector in Indonesia. It is built on the idea that an organization's ability to manage and withstand change is becoming increasingly important in an environment of intensifying competition and market globalization. Systems theory is a concept that originates from biology, economics, and engineering. This theory examines the principles and laws that can be applied in various systems. The closed systems approach considers the external environment (and the organization's interactions with it) to be unimportant. The open systems approach views the organization's interaction with the external environment as vital to the survival and success of the organization. Systems theory considers input-throughput-output components and interactions, both within their own environment and with the external environment. This means that objectives, people, structures, techniques, and information elements must be closely coordinated and integrated by the governance or management structure to maximize value for the organization. To translate this into a more practical setting, Woods et al. (2010) describe internal changes related to organizational structure, processes, and human resource requirements, while external changes include laws from the government, competitor movements, and consumer demand. A fundamental point in this theory is that all Organizational Development activities are closely related to (and help inform) shifts that occur in the supporting environment. Complexity is defined as a measure of heterogeneity or diversity in internal and environmental factors, such as government departments, consumers, suppliers, socio-politics, and technology.

Complexity theory focuses on how parts at the micro level in complex systems affect emergent behavior and overall outcomes at the macro level. An important feature of the complexity theory paradigm is the concept of complex adaptive systems (CAS). It is a collection of systems that absorb information from its environment and create a storehouse of knowledge that can aid action. These systems are useful for carrying out Organizational Development efforts in a changing and complex environment. Basically, if you're going into an environment where you have to deal

with change and uncertainty, try to build flexibility from the start to review your engagement strategy and not plan too many concrete activities in your theory of change.

6. You Can Fail, Be Prepared For It

Reports on change management efforts in 2007 indicated that only 10-30% of formally researched interventions were successful.¹⁸ This percentage is very low. However, the authors mention that the managers in charge of these Organizational Development interventions initially had high expectations. Woods et al. (2010) explain that often "performance gaps" are identified by stakeholders at the start of an Organizational Development intervention. That's when staff and managers chart a desire to move from a state of less desire to another. Often this performance gap is wide. This can be one of the causes of the low success rate.

Determining Organizational Readiness Organizational readiness is a relatively new field of Organizational Development, which emerged in the last decade. As the title suggests, it helps determine how ready the organization you will be to engage in collaborating in implementing the Organizational Development program is. Instead of asking binary questions about whether an organization is ready or not, it is better to ask "how ready" is the organization on the readiness spectrum. That way you can systematically determine the extent to which the organization has the right conditions and resources to support the change process. Drawing on theories and literature from the fields of psychology, sociology, anthropology, marketing, and epidemiology, the key authors have compiled a checklist. This is especially relevant not only to protect investments in research organizations that would otherwise be ineffective, but also to protect politically sensitive relationships. Working with government agencies to help determine their policy-making needs and areas that need to be developed is a sensitive and highly political matter. The degree of openness to working with donors in determining needs, which can be very personal and strong, varies. This can mean that determining organizational readiness is very difficult, but ensuring that readiness is even more important.

7. Fundamentals of Organizational Readiness

How prepared is the organization (whether supply-side, intermediary, or demand-side organization) to undertake Organizational Development efforts? Does the organization understand why the change is necessary? Readiness can be defined as "having the right conditions and resources to support the change process; have a clear vision and goals for the desired change; have the motivation and attitude to engage with change and make it work". In any context, Organizational Development activities are about changing the way things are done today. A useful way of looking at readiness is the sides of a triangle. The first side is an assessment of your context and readiness, the second side contains the activities you will undertake (Organization Development interventions), and the third side is how you will manage the change process. The

three support each other and are connected to each other. When one changes, you readjust the other. It is important for practitioners and donors approaching this activity to understand whether the entire system, and all or all of the elements within it, are in place. The change readiness assessment analyzes the preparedness of attitudes, conditions, and resources at all levels of the system.

8. Attitude

An assessment of the political and economic conditions for change can be very useful prior to the implementation of an Organizational Development project, including different visions of the future and commitments to achieve them. This requires mapping whether there is a vision for change, political will, understanding who the barriers are and who are advocates, and whether senior management has committed to sponsoring the change. Sometimes it's not clear to organizational members that a change needs to be made (and not everyone will agree). At the organizational level, it is necessary to understand the political and economic conditions that must change, including the organizational culture and motivation in a particular sector and the networks associated with that sector. At the individual level, there is an attitude assessment of key stakeholders.

9. Condition

There needs to be a review of the rules, structures and systems that need to mandate, support and manage change. This requires mapping the commonality of stakeholder goals against development goals, scope of change, and supporting legislation/politics/strategies. At the organizational level, an assessment of existing laws, policies, structures and systems is required; mandates, governance, structures, and systems that exist in each organization. At the individual level, it is necessary to involve understanding the job description and terms of implementation.

10. Resources

An assessment of the human, physical and financial resources needed to support or facilitate change is necessary. This requires mapping out existing organizational tools, to help plan, implement and monitor change – whether staff have adequate skills, and whether resources will be available for the change itself.

Further consideration

If a program wishes to apply this beyond the three areas of attitude, conditions and resources, there is more information available. More detailed conditions for assessing organizational readiness have been described in detail by Greenhalgh et al. (2004), and the framework looks at conditions that have an impact on organizational readiness to cooperate by listing several findings. These factors can be adopted by a program, almost like a checklist across the organization with which it plans to work, and to assess the possible uptake of the planned intervention through its funding. The

findings of Greenhalgh et al. on Organizational Development best efforts (or “innovation” in government agencies), including:

- a. The degree of innovation varies: Everyone adopts various innovations and then passes it on at different rates to other individuals.
- b. Demonstrating advantages can be profitable: Organizational Development Efforts that have a clear and definite advantage in effectiveness or efficiency are easier to adopt and implement.
- c. Ensure there is a value match: Organizational Development Innovations that are in line with the values, norms and needs of target adopters are more readily adopted.
- d. Complexity has a negative impact: Innovations that key players find simple to use are more easily absorbed.
- e. Assists innovation testing with absorption: Innovations that target users can experiment with on a limited basis, are adopted and assimilated more easily.
- f. Assists observation with absorption: If the benefits of an innovation are visible to adopters, the innovation will be picked up more easily.
- g. Re-invention leads to higher adoption rates: If potential adopters can adapt, refine or modify an innovation to suit their needs, it can be adopted more easily.
- h. Risk leads to reduced uptake: If an innovation carries a high degree of outcome uncertainty, which is considered personally risky, the likelihood of adoption of this innovation is reduced.
- i. Task relevance can be used to strengthen absorption: If an Organizational Development effort is relevant to the performance of the user's goals and if it improves on-the-job performance, it will be easier to adopt. Innovations to increase task relevance increase the chances of successful adoption.
- j. The knowledge needed to use innovation is important: If the knowledge needed to carry out an Organizational Development effort can be codified and transferred from one context to another, it will be easier to adopt.
- k. Augmentation/support helps absorption: If technology is provided as an “additional product”, this innovation is more likely to be absorbed. The literature also mentions eight attributes of a change agent (a person you can identify within an organization or government agency) to carry out the Organizational Development and adoption process.

“Change agents” defined by Woods et al. (2010) as a person or group who will be responsible for changing existing behavior and patterns in a supportive way. This attribute can be useful in identifying the players within the organization working on the activity. The recommended attributes are:

- a. Understanding the long-term meaning: the meaning of Organizational Development activities for the targeted adopters has a strong influence on the decision to adopt.

- b. Concerns during Early Use: adoptions are more likely to succeed if the targeted adopters continue to have access to information and can raise their concerns on a regular basis.
- c. Established User Concerns: adoption is highly likely to be successful if adequate feedback is provided to the targeted adopter regarding the consequences of adoption.
- d. Homophile: Individuals' adoption of Organizational Development activities are more likely to succeed if they have similar socioeconomic, educational, professional and cultural backgrounds
- e. Opinion leaders: some people have a special influence on the beliefs and actions of their colleagues.
- f. Activator: the adoption of an innovation by individuals within an organization is likely to be more successful if key individuals are willing to support the innovation in their social networks.
- g. Absorption Capacity for New Knowledge: an organization that is able to systematically identify, capture, interpret, share, reframe and re-codify new knowledge will be more conducive to Organizational Development efforts – such organizations can link it to their existing knowledge base

CONCLUSION

This paper provides an overview of recent studies on Organizational Development. Drawing on good practice examples, this report distills useful frameworks and recommendations for actors in the sector. This study highlights the vast amount of information available on Organizational Development. Because of the amount of material, it is important to plan from the start the approach to be used by the program. For example, whether his assumptions use “cloud-like” or “clock-like” thinking, or are more similar to Kaplan Greenhalgh's Organizational Development vision, “make it happen” versus “let it happen” will be useful in discussing the Organizational Development approach with different organizations. The Institute for Government framework is especially useful for integrating different types of approaches to form a comprehensive analysis. It includes the Kotter framework and the McKinsey diagnostic tool. Importantly, this framework is adapted to the context, emphasizing the importance of recognizing Organizational Development as a political process. This report is prepared to support staff during carrying out Organizational Development activities

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