Implementing a Critical Approach to Organization Development

by Laura L. Bierema

Orig. Ed. 2010  196 pp.    ISBN: 978-1-57524-266-8    $34.25

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.

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