Evaluation of the Pastoral Planning Process of the Catholic Diocese of Rochester Southwest Monroe/Northwest Livingston Planning Group

Norbert Chumu Mutuka
St. John Fisher College

How has open access to Fisher Digital Publications benefited you?

Follow this and additional works at: http://fisherpub.sjfc.edu/education_ETD_masters

Part of the Education Commons

Recommended Citation

Please note that the Recommended Citation provides general citation information and may not be appropriate for your discipline. To receive help in creating a citation based on your discipline, please visit http://libguides.sjfc.edu/citations.

This document is posted at http://fisherpub.sjfc.edu/education_ETD_masters/162 and is brought to you for free and open access by Fisher Digital Publications at St. John Fisher College. For more information, please contact fisherpub@sjfc.edu.
Evaluation of the Pastoral Planning Process of the Catholic Diocese of Rochester Southwest Monroe/Northwest Livingston Planning Group

Abstract
In 1996 the Roman Catholic Diocese of Rochester embarked upon a self assessment planning and re-structuring process, involving all the faith communities. The Diocese undertook this change planning-process because of a number of pressing issues. The number of active priests was declining and has continued to decline. This decline has had significant impact on the parishes’ life and on their organization. A planning process was created that addresses this issue, entitled "Pastoral Planning for the New Millennium" (PPNM). The purpose of this study is to examine whether the PPNM is responsive to the needs the parishes in the Diocese of Rochester are facing. The Data were collected by examining the PPNM document, meeting minutes, and correspondence to the Pastoral Center. This information was generated at the beginning of the Pastoral Planning process. Each parish and faith community went through a needs assessment process and developed a set of major issues and concerns. A Planning Group was formed and charged with determining areas of common need in order to establish categories. These categories would determine where collaborative efforts would be appropriate. The four common needs of the parishes according to this study were found to be 1) Increase revenue, 2) Faith formation programs, 3) Volunteer recruitment and retention, and 4) Leadership development. At least three parishes identified these priority needs. One or two of the four parishes identified the other needs. However, the results of the gap analysis have shown that the final plan did not adequately address the common needs in the parishes. The lack of alignment between the final plan and the common needs of the parish may result in lack of commitment in the implementation of the plan.

Document Type
Thesis

Degree Name
MS in Human Resource Development

Department
Education

First Supervisor
Jane LeClair

Second Supervisor
David Baronov

Third Supervisor
Marilynn Butler

Subject Categories
Education

This thesis is available at Fisher Digital Publications: http://fisherpub.sjfc.edu/education_ETD_masters/162
Evaluation of the Pastoral Planning Process of the
Catholic Diocese of Rochester
Southwest Monroe/Northwest Livingston Planning Group

By
Norbert Chunu Mutuku

Submitted in Partial Fulfillment
Of the
Requirements for the Degree of
Master of Science
A Paper in Human Resources Development

Saint John Fisher College
Graduate Human Resources Development Program
In the School of Adult Education
Rochester, New York

May 2000
Jane LeClair, Ed. D.
Reader
Adjunct Professor
Of
Human Resource Development

David Baronov, Ph. D.
Reader
Assistant Professor
Department of Sociology
Human Service Administration

Marilynn N. Butler, Ph. D.
Advisor
Director / Chair
Graduate Human Resource Development
Program

4/10/00
Date

4/10/00
Date

4/10/00
Date
Acknowledgement

I wish to express my gratitude and appreciation to those who made it possible for me to undertake and complete my graduate studies, especially Archbishop Raphael Ndingi of the Archdiocese of Nairobi, Bishop Colin Davies of the Diocese of Ngong, Kenya, and the Basilian Fathers of St. John Fisher College.

Special thanks to Dr. Marilynn N. Butler, the Director and Chair of the Graduate Human Resource Development Program for her continued guidance and co-operation in my study. My deepest appreciation to Dr. Jeff Small and his family whose friendship, support and assistance has been invaluably indispensable in this project.

My studies were made possible through a scholarship offered by St. John Fisher College, Rochester, U.S.A. To them I am very grateful.
Abstract

In 1996 the Roman Catholic Diocese of Rochester embarked upon a self-assessment planning and re-structuring process, involving all the faith communities. The Diocese undertook this change planning-process because of a number of pressing issues. The number of active priests was declining and has continued to decline. This decline has had significant impact on the parishes’ life and on their organization. A planning process was created that addresses this issue, entitled “Pastoral Planning for the New Millennium” (PPNM). The purpose of this study is to examine whether the PPNM is responsive to the needs the parishes in the Diocese of Rochester are facing.

The Data were collected by examining the PPNM document, meeting minutes, and correspondence to the Pastoral Center. This information was generated at the beginning of the Pastoral Planning process. Each parish and faith community went through a needs assessment process and developed a set of major issues and concerns. A Planning Group was formed and charged with determining areas of common need in order to establish categories. These categories would determine where collaborative efforts would be appropriate.

The four common needs of the parishes according to this study were found to be 1) Increase revenue, 2) Faith formation programs, 3) Volunteer recruitment and retention, and 4) Leadership development. At least three parishes identified these priority needs. One or two of the four parishes identified the other needs. However, the results of the gap analysis have shown that the final plan did not adequately address the common needs in the parishes. The lack of alignment between the final plan and the common needs of the parish may result in lack of commitment in the implementation of the plan.
A further research by survey and interviews could provide more information and bring up more accurate findings on the study.
Contents

Chapter One: Introduction / 1
  Purpose / 2
  Background of Planning in the Church / 2
  Why Should Churches Plan? / 3
  Planning’s Place in the Church / 3
  Organization of the Paper / 4

Chapter Two: Review of Literature / 5
  Strategic Planning / 5
    Strategic Planning Defined / 6
      A Process / 6
      A Vision / 7
      The Goals / 7
      The Implementation / 7
  Organization Development / 8
    Definition of Organization Development / 9
    Characteristics of Organization Development Efforts / 10
    Organization Conditions that Call for Organization Development Efforts / 12
    Organization Development Models / 15
      Planned Change / 15
        Phase 1: Scouting / 16
        Phase 2: Entry / 16
        Phase 3: Diagnosis / 16
        Phase 4: Planning / 16
        Phase 5: Action / 17
        Phase 6: Stabilization and Evaluation / 17
        Phase 7: Termination / 17
      Action Research / 18
        Entry / 19
        Start-up / 19
        Assessment and feedback / 20
        Action Planning / 20
        Intervention / 20
        Evaluation / 20
        Adoption / 21
        Separation / 21
      Stream Organization Model / 21
        Organizing Arrangement / 23
        Social Factors / 23
        Technology / 24
        Physical Setting / 24
Tables and Figures

Tables

Table 1. Description of organizational Components in Stream organization Model / 22
Table 2. Needs identified by the parishes / 39
Table 3. Gap Analysis Results: Identified Parish Needs by Needs Categories / 41

Figures

Figure 1: Planned Change and Lewinian Typology of Change / 18
Figure 2: A Model of Action Research / 19
Figure 3: Steps in Applying Critical Research / 25
Figure 4: Stewhart's PDCA Cycle / 27
Appendix

Appendix: Number of Priests Available for Active Service in Diocese of Rochester / 57
Chapter One

Introduction

The Roman Catholic Diocese of Rochester serves more than 350,000 Catholics in a 12-county area through 161 parishes. Further, it serves a variety of faith communities in schools, colleges and universities, jails, prisons, hospitals, and specialized ministries. These parishes and faith communities manifest God’s spirit of love in the diverse, changing, and vital circumstances of human existence at the threshold of the new millennium.

In 1996 the Diocese embarked upon a self-assessment planning and restructuring process involving all the Faith Communities. What sparked this process were a number of pressing issues facing the Diocese. The number of active priests was declining and has continued to decline (see Appendix). This decline has had a significant impact on parishes’ life and on their organization. The diocese has responded with a number of solutions, chiefly among them an increasing use of religious women and lay people to meet the pastoral needs of the parishes and faith communities. However, their solutions have not solved all the problems. A planning process was created that addresses the issue within the context of current church policy, entitled “Pastoral Planning for the New Millennium” (PPNM). The process is a thorough ongoing and dynamic process for change that continues to evolve. This planning process is now past the mid-point of its projected three-year duration and is in need of an evaluation. This evaluation must assess the progress and accuracy of the implementation process.
Purpose

The purpose of this study is to evaluate the PPNM process of the Catholic Diocese of Rochester. Specifically, the study aims to answer the following question: “Is the final plan responsive to the needs identified at the parish level?”

Background of Planning in the Church

Planning as part of the management process is crucial to the success of any organization. This activity is especially true for the church, although little research has been done on the relationship of planning to successful church ministry. In 1992, Burns examined this issue and uncovered four findings:

1. Churches larger than 250 members are more inclined to engage in written long-range planning;

2. Most churches had been using long-range planning for less than three years and achieved attendance increases of 100 percent, twice the growth rate experienced by churches not using long-range planning;

3. Ministry effectiveness was increased by the presence of written yearly and long-range plans;

4. The lack of a written plan hindered the ability of the church or pastor to be effective in ministering to the community.

Most churches that have been involved in planning have focused on short-term rather than long-term planning. Although this is better than not planning at all, it also means that each year’s plan is not related to anything long-term in nature and usually fails to move the organization to where it wants to be in the future.
Why Should Churches Plan?

One of the major roles of leadership is to motivate change within organizations through the setting of a vision (Brickley, Smith & Zimmerman, 1997). Vision and planning are complementary processes. Vision shapes an organizational planning process while planning process helps to carry out the vision. Planning has many advantages. It helps church or ministry administrators to adapt to changing environments, takes advantage of opportunities created by change, reaches agreement on major issues, and places responsibility more precisely. Planning also gives a sense of direction to staff members as well as providing a basis for gaining their commitment.

A church can benefit from planning process because this systematic continuing process allows it to:

1. Assess the church’s internal strengths and weaknesses and external opportunities and threats.
2. Establish goals, objectives, priorities, and strategies to be completed within specified time.
3. Achieve greater staff and member commitment and teamwork aimed at meeting challenges and solving problems presented by changing conditions.
4. Master its resources to meet these changes through anticipation and preparation (Migliore, Stevens & Loudon, 1994).

Planning’s Place in the Church

All bishops and pastors engage in planning to some degree. The larger the diocese and parish becomes, the more the primary planning activities become associated with groups of people as opposed to individuals. Many dioceses and parishes develop a
planning committee. The committee has three basic areas of responsibility. First, it assists the pastor in developing goals, priorities and strategies for the church. A second major responsibility of the committee is to coordinate the planning of different levels and units with the church. Finally, the committee acts as an organizational resource for pastors who lack expertise in planning.

Organization of the Paper

This study offers a five-part discussion. The remainder of this paper consists of four chapters. Chapter Two presents a review of literature related to strategic planning and organization development. Chapter Three describes the methodology used to conduct the study. Here, Carey’s (1987) Conceptual Analysis Model will be detailed. Chapter Four presents the results of the content analysis and subsequent discussion of the findings. Chapter Five gives a conclusion of what the results mean and recommendations for further research based on the findings in this chapter.
Chapter Two

Review of Literature

The purpose of this research project is to evaluate the Pastoral Planning for the New Millennium (PPNM) process of the Roman Catholic Diocese of Rochester. The study aims to answer one question: "Is the final plan responsive to the needs identified at the parish level?" Providing the framework of this study, this chapter reviews literature that addresses three specific areas: 1) strategic planning, 2) organization development, and 3) evaluation. Understanding the relevance of these areas to the Pastoral Planning Process of the Roman Catholic Diocese of Rochester is critical. As an organization development intervention, this process was implemented to meet the pastoral needs of the diocese. A review of related literature about strategic planning, organization development, and evaluation provides essential background information.

Strategic Planning

According to Harold Krantz and Cyril O'Donnell (1972), planning is "deciding in advance what to do, how to do it, when to do it, and to where we want to go" (p. 21). It makes it possible for things to occur which would not otherwise happen. Although the exact future can seldom be predicted and factors beyond control may interfere with the best-laid plans, without planning, events are left to chance. Planning is an intellectual process, the conscious determination of courses of action, the basing of decisions on purpose, facts, and considered estimates. In the words of Aaron Wildavsky, "Planning may seem as the ability to control the future consequences of present actions. The more consequences one controls, the more one has succeeded in planning" (1971, p. 101).
Planning is a form of causality (Krontz & O'Donnell, 1972). Its purpose is to make the future different from what it would have been without this intervention. Planning therefore necessitates a causal theory connecting the planned actions with the desired future results. Planning also requires to act on the theory. It requires power. To change the future one must be able to get people to act differently than they otherwise would (Klildavsky, 1971).

A strategy is a skillful use of a plan or a scheme used to attain a goal (Chaffee, 1985). According to Hofer and Schendel (1978), a strategy is an action plan that defines how an organization will use its resources to gain competitive advantage in the environment.

This portion of the paper combines these terms and presents a definition of strategic planning as it is understood in business and industry. This definition explains four specific concepts associated with strategic planning. These concepts serve as a framework for understanding this term.

**Strategic Planning Defined**

William Bean defines strategic planning as “a process of determining the long-term vision and goals of an enterprise and how to fulfill them” (1993, p. 127). This definition is simple but packed with important concepts. Each concept is worthy of explanation. These concepts include 1) a process, 2) a vision, 3) the goals, and 4) the implementation.

**A Process**

According to Steiner (1997), Strategic Planning is a process that begins with the setting of organization aims, defines strategies and policies to achieve them, and develops detailed plans to make sure that the strategies are implemented so as to achieve the ends
sought. It is a process of deciding in advance what kind of planning effort is to be undertaken, when it is to be done, who is going to do it, and what will be done with the results. Strategic planning is systematic in the sense that it is organized and conducted on the basis of an understood regularity.

A Vision

Bean (1993) writes, "It is difficult, risky and ill-advised to establish specific goals without first establishing the organizational context in which those goals will exist and determining the long-term vision of the enterprise" (p. 13). In the Old Testament, a proverb aptly states that “without a vision, the people perish or run wild” (Proverbs 29:18). Further, it is written, “and the Lord said to me: write the vision, make it plain upon tablets so he may run who reads it." (Habakkuk 2:2). Therefore the more lucid the vision, the more clear the context in which the organization can set major strategic goals.

The Goals

With the process in place and the vision identified, the goals that are identified will be major, significant and specific. These goals are the actual strategic levers to be pulled synchronously to achieve the desired strategic leverage (Bean 1993). These goals are the big opportunities that usually go unaddressed when an organization’s leadership is overly focused on day-to-day operation.

The Implementation

The last and the most practical element of strategic planning is the “how to fulfill” part, which is often forgotten and overlooked. Better than average organizations set and articulate visions, and stronger organizations set and elucidate clear goals. The best organizations fulfill their goals by disciplined implementation (Bean, 1993). It is necessary for managers to take many actions before the plan can be implemented. For
instance, the key tasks and sequences of steps to be performed to implement plans must be
determined and communicated. Those responsible for specific tasks must be
identified, and they must have a thorough understanding of what they are supposed to do.
There must be assurance that resources, both physical and human, are available or will be
at hand when needed to facilitate implementation of plans. Motivation and incentive
systems must be set up. The entire management information systems must be designed to
make sure that all leaders have the knowledge needed to assess whether individual
performance is in line with plans or if not, what should be done about the matter.
Training programs to improve leaders and worker capability in making and implementing
plans should be designed (Steiner, 1997).

This review of related literature presented in this section of the paper provides
background information for the conduct of this study. The next section provides
information on Organization Development. This information will provide an
understanding of the Planning process as an intervention that aims at generating change
in the Diocese of Rochester.

Organization Development

Rapid changing environments demand that organizations generate equally quick
responses in order to survive and prosper. Organizational change is typically triggered by
relevant environmental shift (Patterson, 1999), which once sensed by the organization,
leads to an intentionally generated response. The Roman Catholic Diocese of Rochester
undertook a change process that was sparked by a number of pressing issues. The
number of active priests was declining and has continued to decline. This decline has had
a significant impact on parishes’ life and on their organization. The Diocese’s response
is “planned organizational change” (Porras & Silvers, 1991). Organization Development (OD) often occurs in response to modest mismatches with the environment and produces relatively moderate adjustments in those segments of the organization not congruent with the environment.

The following section presents the definition of OD, characteristics of OD efforts, condition that call for OD efforts, and OD models.

**Definition of Organization Development**

Organization development is defined as:

A set of behavioral science theories, values, strategies, and techniques aimed at the planned change of organizational work settings with the intention of generating change in the individual organizational members, leading to behavioral change and thus creating a better fit between the organization’s capabilities and its current environmental demands, or promoting changes that help the organization to better fit predicted future environment (Porras & Silver, 1991, p. 53).

An OD program involves a systematic diagnosis of the organization, the development of a strategic plan for improvement, and the mobilization of resources to carry out the effort (McIntire, 1999). This OD effect is related to a total organization change such as a change in the culture or the reward systems or the total leadership strategy (work settings) leading to behavioral change. The top management of the system must have a commitment to and knowledge about the goals of the program and must actively participate in the management of the effort (Beckhard, 1969). OD is intended to increase the health and effectiveness of the organization. In Beckhard’s view (1969), the healthy organization manages in terms of established goals. In other words, the
organization is properly designed and decisions are made at the appropriate level. Also, there is emphasis on helping each person grow and develop. Planned interventions are the strategies an organization develops using behavioral sciences' knowledge to help better understand its current method of work, its norms and values, and to help examine alternative methods of relating, rewarding its members, or working.

Examining the characteristics of the OD efforts provides a greater understanding of this issue.

**Characteristics of Organization Development Efforts**

According to Huse (1975), most successful organization development efforts have eight characteristics:

1. There is a planned program involving the whole system. There may be tactical efforts, which work with subparts of the organization, but the system to be changed is a total relative autonomous organization.

2. The top of the organization is aware of and committed to the program and to the management of it.

3. The OD effort is related to the organization’s mission. The organization development effort is not a program to improve effectiveness in the abstract; rather it is an effort to improve effectiveness aimed specifically at creating organization conditions that will improve the organization’s ability to achieve its mission goals.

4. The OD effort is a long-term effort. Two or three years are required for any large organization’s change to take effect and be maintained.

5. The OD activities are action-oriented. The type of intervention and activities in which organization members participate are aimed at changing something
after the activity. In this respect, OD activities are different from many other training efforts where the activity itself, such as a training course or a management workshop, is designed to produce increased knowledge, skill or understanding, which the individual is then supposed to transfer to the operating situation. In OD efforts the group builds in connection and follow-up activities that are aimed toward action programs.

6. The OD efforts focus on changing attitudes and behaviors although processes, ways of work, etc., do undergo change in organization, development programs, the major target of change is the attitude, behavior and performance of people in the organization.

7. OD efforts usually rely on some form of experience based learning activities. The reason for this is that, if a goal is to change attitudes or behavior, a particular type of learning situation is required for such change to occur. One does not learn to play golf or drive a car by getting increased knowledge about how to play golf or drive a car. Nor can one change one’s managerial style or strategy through reviewing input of new knowledge alone. It is necessary to examine present behavior, experiment with alternatives, and begin to practice modified ways, if change is to occur.

8. OD efforts work primarily with groups. An underlying assumption is that groups and teams are the basic units of organization health and effectiveness (pp.125 -126).

Examining the conditions that call for OD efforts will provide an understanding of the need of an OD intervention in the Diocese of Rochester.
Organization Conditions that Call for Organization Development Efforts

An essential condition of any effective change program is somebody in a strategic position really feels the need for change. Ten types of conditions or needs have supplied the impetus for the organization development programs:

1. The need to change a managerial strategy (Beckhard, 1969). Many managers of small and large enterprises are today re-examining the basic strategies by which the organization is operating. They are attempting to modify their total managerial strategy including the communication patterns, of decision-making, reward system, etc.

2. The need to make the organization climate more consistent with both individual needs and the changing needs of the environment (Beckhard, 1969). If a manager or enough people in the middle of the hierarchy feel a need to change, the organization is in a ready state for some planned-change effort to meet it.

3. The need to change cultural norms (Beckhard, 1969). Many managers are learning that they are really managing a culture with its own values, ground rules, norms, and power structure (Hirschman, 1998). Culture is critical to guiding behaviors in the organization (Rothwell, Sullivan, and McLean, 1995). If there is a felt need that the culture needs to be changed in order to be more consistent with competitive demands or the environment, this is another condition where an organization development program is appropriate. This OD effort requires a long period with a variety of strategies and
interventions in order for people to accept the new set of conditions and ways of behavior (Cumming and Huse, 1989).

4. The need to change structure and roles (Rothwell, Sullivan & McLean, 1995). Structure is the way in which an organization divides tasks into departments or groups and coordinates them for overall task achievement. Awareness by key management that the structure and roles are not properly organized may lead to an OD effort.

5. The need to improve inter-group collaboration (Boone, 1999). One of the major expenditures of dysfunctional energy in organizations is the large amount of inappropriate competition between groups. When this becomes noticeable, the top managers initiate efforts to develop a program for increasing inter-group collaboration.

6. The need to open up the communication system (Blake & Mouton, 1986). When managers become aware of significant gaps in communication or lack of adequate information for making decisions, they may feel the need for action to improve the situation. Blake and Mouton (1986) report studies of several hundred executives in which the number one barrier to corporate excellence is communications problems, in terms of not only the communication structure but also the quality of the communication.

7. The need for better planning (Rothwell & Kazanas, 1994). One of the major corollaries of the increasing complexity of business and the changing demands of the environment is that planning function, which used to be centralized in the top management office, now must be done by a number of people
throughout the organization. Most people who are in roles requiring this skill have little formal training in it. Therefore their planning practices are frequently crude and not too effective. An awareness of this condition by management may lead to an OD effort to improve planning and goal setting.

8. The need for coping with problems of merger (Roberts, 1999). In today's world, it is common for companies to merge, for divisions of organization to merge, and for parishes to merge. In every merger situation, there is the surviving partner and the merged partner. The human problems concerned with such a process are tremendous and may be very destructive to organization health. Awareness of this problem as a result of the merger may lead the management to induce a planned program for coping with the problem.

9. Need for change in motivation of the work force (Van der Wall, 1999). In some large companies, there are planned efforts to change the way work is organized and the way jobs are defined. On job enlargement and job enrichment and the application of these in many organizations are evidence of the need. Shared reward systems are examples of specific company-wide efforts to change the motivation of a workforce.

10. Need for adaptation to a new environment (Hirshman, 1998). If a company moves to a new type of product due to a merger or an acquisition, it may have to develop an entirely different marketing strategy. It may be necessary to develop an organization-wide effort to examine the changed environment,
assess its consequences, and determine ways of coping with the new conditions.

Examining the OD models in this study will provide a framework for understanding of the process the Catholic Diocese of Rochester employed to achieve its set goals in the change process.

Organization Development Models

Organization change means moving from an old way of doing things to a new one that will bring positive outcomes (Kanter, Stern & Jick, 1992). Any change disrupts the work environment. In order for an organization to continue to function during the disruption, it is essential to plan the change carefully and to align the three elements that make up an organization: the product or service, the human factor, and the culture (Simon & Lebow, 1997).

There are many OD change models in existences that are used to bring about this change. Sashkin, Morris and Horst (1973) highlight two models that are significant in terms of theory and application of behavioral science approaches to the change process. These models are Planned Change and Action Research. Other models are Stream Organization by Porras, Critical Research, and Stewhart’s PDCA Cycle.

This section of the paper will discuss each change model, explaining the steps followed in the implementation of an OD intervention.

Planned Change

Lippitt, Watson, and Westley (1958) were among the first to develop strategies for planned change. Later Frohman and Sashkin (1970) modified and redefined the strategy, but the basic concept of planned change as a dynamic seven-step process remains. This planned change has seven phases: scouting, entry, diagnosis, planning,
action, stabilization and evaluation, and termination. Each phase will be briefly described in the following sections.

**Phase 1: Scouting.** In this stage, neither the change agent nor the client system is committed to the other. The client system is exploring the need for help, sometimes with stimulation by the change agent. Both are exploring the potential relationship. The most important issues here are whether or not the two can or should work together and the choice of an appropriate, formal entry into the client system.

**Phase 2: Entry.** After the entry point has been selected, the client and the consultant develop a contract with each other about the expectations, goals, roles, and methods of those involved in the change effort. This means that both the consultant and client system must be open in sharing their expectations and that they reach at least preliminary agreement as to the contributions both partners will make.

**Phase 3: Diagnosis.** Starting with the perceived problems of the client, the diagnosis involves more clearly identifying the specific improvement goals to be reached. There are four basic elements to the diagnosis:

1. The problem as perceived by the client.
2. The goals of the client.
3. The resources of the client.
4. The resources of the change agent.

The most common methods used for diagnosis are questionnaires, interviews, personal observation, and the organization’s previous performance data.

**Phase 4: Planning.** The planning stage, which follows the diagnosis stage, involves the identification of goals to be achieved and action steps to be taken, together with
possible problems of resistance to change. At this stage, the data gathered during the
diagnostic stage is examined. Alternative possibilities for change are examined, and
change goals or intentions are established. The planning needs to be done cooperatively
with the client system to make certain that the plans are consonant with the needs and
expectations of the client system, and so that mutual commitment may be obtained.

Phase 5: Action. During this stage the intervention strategies considered in the
previous stage are implemented. If the first four steps have been done well, this step
should go smoothly. Failure usually results from improper diagnosis, failure to involve a
key person or group, or failure to anticipate the consequences of the proposed action.

Phase 6: Stabilization and Evaluation. In this phase, the change is stabilized and the
results of the change are evaluated. Evaluation should be conducted to determine not
only if the change has been successful, but also whether the change project is to be
terminated or returned to the planning stage for further action planning.

Phase 7: Termination. For both internal and external change agents, termination may
mean leaving the system, or it may mean stopping one project and beginning another one.
The helping relationship may itself end, or the change agent may return to the scouting
stage to explore the possibility of another change effort. Figure 1 shows the original
Lewinian notion of unfreezing, change and re-freezing superimposed on the more refined
model of planned change.
Action Research

Action research is the foundation for most OD interventions. It is both a model and a process (Rothwell, Sullivan, & McLean, 1995). French and Bell (1990) define action research as a process in the following manner:

The process of systematically collecting research data about an ongoing system relative to some objective, goal, or need of that system; feeding this data back into the system; taking actions by altering selected variables within the system, based on the data and on hypotheses; and evaluating the results of actions by collecting more data (p. 99).

As a process, action research is a cycle in which research is followed by change activities, the results of which are fed into further research. There are eight steps in any OD intervention based on those in action research. The steps are as follows: 1) Entry, 2)

Figure 2 illustrates a model of action research as described by Rothwell, Sullivan and McLean (1995). Each step will be briefly explained.

![A Model of Action Research (Rothwell et al. 1995)](image)

**Entry.** During this first step, a consultant identifies an organization or parts of an organization that needs help and desired change. The need for change becomes apparent and a problem is discovered. A consultant is approached for help by someone or by a group of people in the organization with specific problems. The consultant investigates the background of the organization examining its size, type of business, key decision-makers, etc. The consultant explains the services he or she can perform.

**Start-up.** In this second step, the consultant enters the organization and lays the groundwork for the change effort by determining, in broad terms, what change is desired,
when it is desired, who desires it, who opposes, what reasons account for the desired change, and what reasons exist for opposing the change. The consultant becomes familiar with the organization's culture through discussions with key decision-makers and others in the organization.

**Assessment and Feedback.** This step is best understood as a process of collecting information about a problem and helping members of the client organization identify its cause. This step is very crucial because if it is handled improperly the result of the change effort will be a waste of time and organizational resources. The consultant gives decision-makers and those having a stake in the change process feedback about the information collected.

**Action Planning.** The fourth step is a process of developing a corrective plan. The consultant works with the client to brainstorm options. Action planning should be highly participative and often requires interaction with people at many different organizational levels.

**Intervention.** The fifth step involves the implementation of the action plan and is the step in which the desired change is effected. During the intervention step, the consultant sets out to make sure that there are early highly visible successes in the intervention to increase support for the change effort.

**Evaluation.** Two evaluation methods are needed at the sixth step: one to assess the progress of the intervention as it occurs (formative) and another to assess the overall results of the intervention (summative). Formative evaluation keeps the intervention on track by allowing for continual improvement and feedback during the change effort. Summative evaluation occurs near the point at which the consultant is preparing to
disengage from involvement and allow the change to continue through the support of appointed members in the client organization.

**Adoption.** Adoption is defined as the process of stabilizing change. During this stage, the consultant works to establish a continual improvement effort within an organization, secures commitment from top managers and other stakeholders to continue the change effort. This step is the true test of any change effort because change must be transplanted and institutionalized into the organization’s culture.

**Separation.** The eighth and final step of an OD intervention separation is associated with the departure of the consultant from the organization setting. During this stage, the consultant provides feedback to the client on the change process by summarizing progress to date. Responsibility for continuing progress is transferred to the client. The consultant clarifies conditions under which he or she may be called back by the client for addition support.

**Stream Organization Model**

The evaluation of the results of the analysis will be examined with Porras’ (1987) Stream Organization Model. This model has been developed specifically for those who wish to change organizations. Organizational change is typically triggered by a relevant environmental shift that once sensed by the organization, leads to an intentionally generated response. This intentional response is “planned organizational change”. Planned change interventions impact two major types of organizational variables: organizational vision and the work setting. Taken together, these create the internal organizational environment in which members of the organization function. Stream Organization Model focus on this internal environment.
There are four organizational components in the Stream Organizational Model:
(a) Organizing arrangements, (b) Social factors, (c) Technology, and (d) Physical setting
(Porras, 1987). These components affect one another in significant ways. Changing one
affects the other. Sometimes, the influences and impacts are distinct and substantial and
at other times the effects are difficult to identify. If one component is going to be
changed and the effects on the others are not considered then the impact of what is done
will be reduced. The components make up the environment for the individual and provide
the signals about what behaviors are appropriate and effective for the system. The key
strategy for changing a system is to design each of the four areas in such a way that all
give the same message to people about their behavior. Table 1 lists the subvariables that
constitute each of these components. Each component will be briefly described in the
following section.

Table 1

Description of Organizational Components in the Stream Organization Model

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Goals</td>
<td>A. Culture</td>
<td>A. Tools, Equipment, and Machinery</td>
<td></td>
</tr>
<tr>
<td>B. Strategies</td>
<td>1. Basic Assumptions</td>
<td>B. Technical Expertise</td>
<td></td>
</tr>
<tr>
<td>C. Formal Structure</td>
<td>2. Values</td>
<td>C. Job Design</td>
<td></td>
</tr>
<tr>
<td>F. Formal Reward Systems</td>
<td>5. Rituals</td>
<td>F. Technical Systems</td>
<td></td>
</tr>
<tr>
<td>1. Evaluation System</td>
<td>6. History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pay Systems</td>
<td>7. Stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Symbols</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Interaction Processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Interpersonal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Intergroup</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Social Patterns and Networks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Problem Solving/Decision Making</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Individual Attributes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Attitudes and Beliefs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Behavioral Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Feelings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Organizing Arrangement

The organizing arrangements stream contains all the parts of the organization that are set up to coordinate formally the behavior of people and the functioning of various parts of the organization. It is the formal side of the organization that usually exists in some sort of written form. It represents a description of the way the organization is supposed to work. The organizing arrangement stream consists of the following components: goals, strategies, formal structure, administrative policies and procedures, administrative systems, and reward systems. These are the most typical targets of planned change efforts. As formal aspects of the system, they send signals about what people in the system are supposed to be doing. Goals tell them what the organization is trying to achieve and define what each individual should be shooting for. Strategies prescribe the way the organization is to go about achieving its goals and broadly circumscribe the behaviors most desired by the organization. Structure tells people the role of their unit and the authority relationships. Policies and procedures tell individual that they can or cannot do certain things in the work setting. Administrative systems provide information, coordinate data, and develop the resources needed to implement strategy. And finally, the reward system assesses and rewards people for their contributions to the success of the system in achieving its goals.

Social Factors. Social factors encompass all things directly related to people in the organization: their characteristics, their patterns and processes of interaction, and their features as larger social groups. This component has traditionally been called informal organization in contrast to the organizing arrangements, which have been considered the formal side. It consists of the following components: culture, interaction processes, social pattern networks, and individual attributes. These four factors describe the human
and informal side of the organization. They are the most difficult to characterize or pin down, yet they heavily influence the three other dimensions of the organization (organizing arrangements, technology, and physical setting). There are no clear-cut formulas that exist for convincingly altering these facets of the organization. Yet the more one is aware of them and the more one can think about them, the more likely it is that one can influence them especially in concert with other changes being made in the organization.

**Technology.** Technology encompasses all the factors that directly enter into the transformation of organizational inputs into organizational outputs. It describes a wide array of variables: 1) tools, equipment and machinery, 2) technical expertise, 3) job design, 4) work flow design, 5) technical systems, and 6) technical policies and procedures. Technology has been the most dominant dimension of organization design. These factors have direct effects on individual organizational member behavior (Porras & Silvers, 1991). The design and content of one’s job has perhaps a more powerful impact on people than any other aspect of the organization. The more dominant and well defined the technology of a system, the more impact it has on individual behavior. Therefore understanding the various components of the technology variables and the ways in which they affect individuals is a prerequisite for successful organizational change.

**Physical Setting.** Physical setting includes the concrete structures and objects of the nonsocial/non-technical part of the environment in which people work. Some of the physical setting factors have a direct impact on specific behaviors in the organization, while others affect attitudes making their relations to behaviors clear. The four main components of the physical setting dimension are the 1) space configuration, 2) physical
ambiance, 3) interior design, and 4) architectural design (Porras & Silvers, 1991). These components must be designed so as to best deal with the environmental demands placed on the organization while, at the same time, create work setting conditions that will best support effective on-the-job behaviors of organizational members.

**Critical Research Model**

Critical research assumes that every organization or group has ideology about how decisions should be made, how resources should be used, how people should be managed, and how the organization should respond to the environment in which it functions. Katz and Kahn (1978) describe ideology as, “generated to provide justification for the organization’s existence and function” (p.101).

1. Describe the Ideology.  
   (How do people believe the organization or group should be functioning?)

2. Identify Situations, Events, or Conditions That Conflict with the Ideology.  
   (What is actually happening?)

3. Identify Individuals or Groups Describing Progressive Change.  
   (Who wants to challenge the ideology and/or actual situations to create an impetus for progressive change?)

4. Confront Proponents of the Ideology with Conflicting Situations, Events, or Conditions.

5. Devise a New Ideology or Action Steps to Correct Inconsistency.

6. Help the Client Establish a Timetable for Change.

7. Implement the Change.

8. Ask the Client to Monitor the Change, Identifying Opportunities for Continuous Improvement as Necessary.

**Figure 3: Steps in Applying Critical Research to OD**
A natural tension develops between what people believe should be happening and what they believe is actually happening. The basic thrust of critical research is to identify this discrepancy. Individual perceptions differ within groups, therefore critical research builds an impetus for change by dramatizing differences between the organization’s ideology about what should be and actual situations contradicting its ideology, thereby underscoring the need for change. Critical research heightens the tension by pointing out consistency; it views conflict between ideology and actual practice as constructive, leading to self-examination and to change. Figure 3 presents the steps in applying the model in an organization.

Stewhart’s PDCA Cycle

Thomas Stewhart developed the Stewhart’s PDCA Cycle in 1924. This change model takes its name from its inventor Stewhart, and from the steps in the change cycle itself namely, plan, do, check, and act. Figure 4 shows the Stewhart’s PDCA Cycle model. The following section presents a brief description of the four steps in the model.

Plan. In this step the following questions are discussed:

- What could be?
- What changes are needed?
- What are the most important results needed?
- Are data available?
- What information is needed?
Do. In this second step small-scale implementation of change is carried out or text to provide data for answers.

Check. In the third step, the effects or test of change are measured and observed.

Act. The following questions are discussed in this last step of the cycle:

- Does data confirm the plan?
- Are other causes operating?
- Are the risks of proceeding to further change necessary and worthwhile?

This mode can be applied in to an OD intervention or to phases within an intervention.

![Figure 4: Stewhart's PDCA Cycle](image)

This review of related literature provides background information for the conduct of this study. The next section provides information on evaluation. This information will justify this study as an evaluation project.

Evaluation

Evaluation is an important component in OD process. The PPNM is an ongoing process and continues to evolve. This process is now past the mid-point of its projected 3-year duration and is in need of an evaluation in order to improve planning and implementation process. The following section presents the definition of evaluation,
advantages of evaluation, types of program evaluation, and purpose of a program evaluation.

**Definition of Evaluation**

According to the Webster Dictionary, evaluation means, “ascertaining the value of something” and “appraising worth carefully.”

“Evaluation is a set of planned, information-gathering and analytical activities undertaken to provide those responsible for the management of change with a satisfactory assessment of the effects and/or progress of the change effort” (Beckhard & Harris, 1977, p. 86).

A commitment to planned evaluation should be made early in the OD process by both the consultant to gather and examine data and to judge the value of an OD intervention or deciding whether to continue it. The target of an OD evaluation may be the total organization or system, the organization’s relationship with the external world and other organizations, individual development, interpersonal development, intrateam and interteam development, or role development (Schmuck & Miles, 1976).

Evaluation can occur during an intervention (formative), at the conclusion of an intervention (summative), or sometime after an intervention (longitudinal). Evaluation may target either the processes in use during the change effort or the outcomes of the change effort (Rothwell & Sredl, 1992).

**Advantages of Evaluation**

1) Improving planning and implementation process. Evaluation can provide a check on the effectiveness of the planning and implementation stages of the organizational development intervention.
ii) Gaining participant support. Evaluation can identify how the intervention might influence participants more positively.

iii) Evaluation sheds light on problems of all kinds, both stemming from lack of individual knowledge and skills and those stemming from other causes.

iv) Evaluation points results of the OD intervention demonstrating how well the process is working.

v) Evaluation stimulates improvement generally, providing feedback that triggers additional plans and actions.

vi) Evaluation provides information which can be used to improve learning, making it more effective in meeting needs, solving past performance problems, and anticipating future opportunities for performance improvement. (Rothwell & Kazanas, 1994)

Program Evaluation

According to Posavac & Carey (1990), program evaluation is “... a collection of methods skills, and sensitivities necessary to determine whether a human service is needed and likely to be used, whether the service is sufficiently intensive to meet the unmet needs identified, whether the service is offered as planned, and whether the service actually does help people in need at a reasonable cost without unacceptable side effects.” (p. 2).

Utilizing research methods and concepts from psychology, sociology, administration and policy sciences, economics, and education, program evaluators seek to contribute to the improvement of programs. There are four types of program evaluations: 1) the
evaluation of need, 2) the evaluation of process, 3) the evaluation of outcome and, 4) the evaluation of efficiency (Posavac & Carey, 1996).

1. The evaluation of need. This evaluation seeks to identify and measure the level of unmet needs within an organization or community. Assessing of unmet needs is a basic first step before any effective program planning can begin (Rossi & Freeman, 1993)

2. The evaluation of process. This evaluation involves checking on the assumptions made while the program was being planned. The following questions are asked: Do the needs of the organization or community match what was believed during planning? Is the evidence to support the assessment of needs made during the planning stage?

3. The evaluation of outcome. If the study of implementation shows that a program has been implemented well and that people seek its services, an assessment of the program’s outcome may become a focus of an evaluation. The performance of program recipients is evaluated and compared with those not receiving its services.

4. The evaluation of efficiency. Even when evaluators can show that a program has helped participants, they must also deal with the question of costs. A successful program that required a great amount of resources may simply not be a good choice if a similar outcome can be achieved with markedly fewer resources.

Purpose of Program Evaluation

According to Posavac & Carey (1996) the overall purpose of program evaluation is contributing to the provision of quality services to people in need. Program evaluation
contributes to quality services by providing feedback from program activities and outcomes to those who can make changes in programs or who decide which services are to be offered. Without feedback, any activity cannot be carried out effectively (Rothman, 1974).

Conclusion

This chapter reviewed literature that addressed three specific areas related to the PPNM process: Strategic Planning, Organization Development and Evaluation. This literature provides background information framing the PPNM as a strategic planning process the diocese employed to determine its long-term vision and goals, and ways of achieving them. The literature also addressed PPNM as an OD intervention that the diocese is undergoing to meet its pastoral needs. Finally, the literature addressed the importance of evaluation of an organization change process in relation to the PPNM process. Chapter 3 describes the methodology used to guide the evaluation of the PPNM process.
Chapter Three

Methodology

The purpose of this research project is to evaluate the Pastoral Planning for the New Millennium (PPNM) process of the Catholic Diocese of Rochester. This study aims to determine if the final plan is responsive to the needs identified by the parishes. Chapter 3 describes the methodology used to conduct this study. Here, the data collection methods and analysis techniques are provided.

Data Collection

Data were collected by examining the PPNM document, meeting minutes, and correspondence from the Pastoral Center. The PPNM document is the title of the document that contains the planning process and final plans of the Planning Groups in the Catholic Diocese of Rochester. The meeting minutes are the recordings of the discussions that took place in the Planning Group meetings. Correspondence to the Pastoral Center is the information that was send to the Director of Planning of the Diocese from the Planning Group. This information was generated at the beginning of the Pastoral Planning Process. Each parish and faith community went through a needs assessment process identifying strengths and weaknesses, identifying any major capital needs and developing a set of four to five major concerns or issues for the next five years. The following steps were followed to conduct this needs assessment. In step 1, focus groups were formed in each parish consisting of members of the parish council, finance committee, volunteers, and the pastor. Members of these focus groups of the four parishes generated needs lists of identified needs for each of the four parishes. In step 2, all four of the parish need lists were combined to create one list. This list includes the
following capital needs of the four parishes: space, revenue, faith formation programs, volunteers, planning, leadership, formalization of policies and programs, communication, consistent life ethic, women in church, small Christian communities, maintenance of ground and building, youth and young adult programs, spiritual renewal, trained staff, building welcoming community, and teamwork. In step 3, to continue the assessment, a second group known as Southwest/Northwest Livingstone Planning Group was formed consisting of 3-5 representatives from each parish focus group. In step 4, this group was charged with determining areas of common need in order to establish categorical needs list. These categories formed from the combined list would determine where collaborative efforts would be appropriate. Six categories were established: 1) Adult Education, 2) Volunteerism, 3) Young Adult Ministry, 4) Communication, 5) Long-Range Planning, and 6) Building Community.

To analyze these data, analyses were performed consecutively in a two step process. A conceptual analysis of the qualitative data was employed. Within the process of conducting the conceptual analysis, a secondary analysis, internal to the conceptual process was applied— a gap analysis. The gap analysis determined whether or not the categorical needs list is in alignment with the identified needs of the parishes.

Conceptual Analysis

Carley and Dale (1999) describe conceptual analysis as a process whereby a concept is chosen for examination, and the analysis involves quantifying and tallying its presence in a given text. The focus of this analysis is looking at the occurrence of selected terms within the text or texts. In this study, specific words will be used to define the needs at the parish level. These words were documented at the initial planning stage, and the study will look for their occurrence in the final plan.
Conceptual analysis begins with identifying research questions and choosing a sample or samples. Once chosen, the text must be coded into manageable content categories. The process of coding is basically one of reducing the text to categories consisting of a word, set of words, or phrases. The researcher can focus, and code for, specific words or patterns that are indicative of the research questions. The researcher would be interested only in quantifying and examining the presence of the words or phrases with respect to his or her research questions.

The researcher must make the coding choices with respect to the following eight category coding steps indicated by Carley (1992):

1. Decide the level of analysis.
2. Decide how many concepts to code for.
3. Decide whether to code for existence or frequency of a concept.
4. Decide on how to distinguish among concepts.
5. Develop rules for coding the texts.
7. Code the text.
8. Analyze the results.

In this study, the eight-step process will be followed.

Step 1. A set of words, such as space for church, classroom and parking, faith formation programs and so on, will be coded. This set of words are derived from the needs list that was generated by the focus groups in the 4 parishes.
Step 2. A predefined set of concepts will be used. The research question states: “Is the final plan responsive to the priority needs identified at the parish level?” The list of identified needs at parish level will be used to code the text.

Step 3. The needs identified at the parish’s level will be coded in the final plan. No matter how many times a need appears in the final plan, it will be counted only once.

Step 4. Concepts will be coded as the same even when they appear in different forms. The final plan is supposed to be the condensation of the needs identified at the parish level, and different words may be used to address a certain need. The meaning of the words will be taken in context. Words that are similar enough will be coded as being the same thing. For example, “consistent life ethic” and “adult education” will be coded as the same thing because consistent life ethic is an education program for the adults.

Step 5. Concepts and words will be coded the same way, even when they appear in different forms but share the same meaning (see step 4). This rule will insure that the coding of the needs is consistent throughout the final plan in the same way every time.

Step 6. Irrelevant information (information that has nothing to do with the needs identified by the parishes) will be disregarded.

Step 7. The coding will be done by reading through the final plan and manually writing down the occurrences of the needs identified at the parish level.

Step 8. Data will be examined by conducting a gap analysis. Here, conclusions and generalization will be made. This analysis will determine if the second categorical needs list is in alignment with the initial proposed list that was generated at the parish level.
This Chapter discussed the methodology used to conduct this study. The data collection methods and analysis techniques were provided. Chapter 4 reports the results.
Chapter Four

Results

This study is an evaluation of the Pastoral Planning for the New Millennium process of the Catholic Diocese of Rochester. Chapter four focuses on answering the question, “Is the final plan responsive to the needs identified at the parish level?” Data were collected by examining the PPNM document, meeting minutes, and written guidance from the Pastoral Center. This information was generated at the beginning of the pastoral planning process. This chapter begins with a brief review of the study, then the research results will be presented.

Background

PPNM began with each parish undergoing a needs assessment process. Focus groups were formed in each parish that identified strengths and weaknesses, and developed a set of four to five major needs for the next five years. The needs list from all of the four parishes were combined to complete the initial lists. To continue the assessment, a second group was formed, consisting of three to five representatives from the parish focus groups. This group, known as the Southwest Monroe/Northwest Livingston Planning Group, was charged with determining areas of common need where collaborative efforts would be appropriate. Four sub-teams did the work of the planning group in the areas of finance and facility profile, collaborative programming, communication, and configuration. The entire planning group reviewed the work of the sub-teams and made all decisions concerning the final plan. The following categories of needs were established: Adult Education, Volunteerism, Young Adult Ministry, Communication, Long Range Planning, and Building Community. However, it is only
the categories of adult education, volunteerism, and communication that are explicitly addressed in the final plan. The planning group decided to focus on these categories as starting points for their collaborative efforts. The categories of young adult ministry, long-range planning, and community building are not specifically defined in the plan.

In absence of documentation, the researcher will make conjectures in conducting a gap analysis. The researcher will assume that specific needs of the parishes are addressed in these categories. The researcher will also give a definition of the categories that are not explicitly addressed in the final plan.

Findings

According to the analysis conducted, the following are the needs that are explicitly mentioned in the data examined: increase revenue, faith formation programs, long-term planning, volunteerism, consistent life ethic, inter-parish communication, leadership development, formalization of policies and programs, youth and young adult ministry, team work, spiritual renewal program, trained staff, building welcoming community, maintenance of buildings and grounds, small christian communities, women in church, and space shortage.

In absence of documentation on how the Planning Group developed the six categories in the final plan, the researcher identified the common areas of collaboration by totaling the frequency that the parishes specified a particular need. Table 2 shows the frequency level of each need. The vertical column of the table lists the specific needs that were identified by the four parishes. The horizontal row lists the names of the four parishes involved in this study. These parishes are 1) St. Christopher’s, 2) St. Mary’s, 3) St. Vincent, and 4) the parish of St. Columbus and St. Patrick.
<table>
<thead>
<tr>
<th>Identified Parish Needs</th>
<th>Needs Categories</th>
<th>Frequency Identified</th>
<th>Adult Education</th>
<th>Volunteerism</th>
<th>Young Adult Ministry</th>
<th>Communication</th>
<th>Long range Planning</th>
<th>Building Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>o</td>
</tr>
<tr>
<td>Faith Formation programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>o</td>
</tr>
<tr>
<td>Volunteers recruitment &amp; retention</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long term planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Formalization of policies &amp; programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>o</td>
</tr>
<tr>
<td>Youth &amp; young adult ministry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual programs</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trained staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>Building welcoming community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buildings &amp; grounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small christian communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>Women in Church</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>Consistent life ethic</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interparish communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>Space shortage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nos. 4, 3, 2, 1 = frequency that a need was identified by parishes
X = need addressed in the plan
o = assumed relationship as defined by the researcher
The Vertical column on the right side of the table presents the total number of the needs as specified by the parishes. The symbol ‘X’ indicates the identification of a need by a parish. For example, St. Christopher’s was the only parish that identified space shortage while increased revenue was identified by the four parishes.

Four common needs of the parishes were identified (Table 2): 1) Increase Revenue, 2) Faith Formation, 3) Volunteer Recruitment and Retention, and 4) Leadership Development.

Increase Revenue was a need identified by all four parishes. Faith formation program, volunteer recruitment and retention, and leadership development were identified by three of the four parishes. One or two of the four parishes identified the other needs.

Table 3 reports the results of the gap analysis. The top horizontal row of this table documents the six categories created by the Planning Group in the final plan. These categories are: 1) Adult Education, 2) Volunteerism, 3) Young Adult Ministry, 4) Communication, 5) Long-range Planning, and 6) Building Community. The vertical columns include the specific needs identified and the frequency that the four parishes specified a need. The symbol ‘X’ indicates that the need was explicitly addressed in the final plan, and ‘o’ indicates the assumed relationship of the need and the category as defined by the researcher. For example, ‘X’ in the Adult Education category indicates that the need of Spiritual Renewal Program is explicitly addressed in that category while ‘o’ indicates that the researcher’s assumption that the need of leadership development can be addressed in the same category.
Table 3

**Gap Analysis Results: Identified Parish Needs by Needs Categories**

<table>
<thead>
<tr>
<th>Identified Parish Needs</th>
<th>Needs Categories</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency Identified</td>
<td>Adult Education</td>
</tr>
<tr>
<td>Increase revenue</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Faith Formation programs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Volunteers recruitment &amp; retention</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Leadership development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Long term planning</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Formalization of policies &amp; programs</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Youth &amp; young adult ministry</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Team work</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Spiritual programs</td>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>Trained staff</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Building welcoming community</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Maintenance buildings &amp; grounds</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Small christian communities</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Women in Church</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Consistent life ethic</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Interparish communication</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Space shortage</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Nos. 4, 3, 2, 1 = frequency that a need was identified by parishes
X = need addressed in the plan
o = assumed relationship as defined by the researcher
Adult Education

The final plan does not give a definition of this category. The researcher assumed that Adult Education means providing opportunities for adults parish members to grow in their knowledge and understanding of the faith, often by inviting a speaker to give a talk, followed by a discussion. The gap analysis presented in Table 3 indicates that this category addressed two needs, identified at the parish level: consistence life ethic as a family life program, and spiritual renewal programs. Assumptions were made regarding the relationships of three of the needs and this category: Leadership Development, Women in Church, and Teamwork. These needs can be addressed in adult education workshops for members of each parish.

Volunteerism

The final plan defines Volunteerism as the offering of time and talent by parishioners in the service of the church. The parishioners offer their time and talent by working in hospices and nursing homes, and the professionals offer their expertise to meet the technical needs of the church.

Table 3 indicates that this category addresses the need of Volunteer Recruitment and Retention. This need is actually addressed in the final plan at length. The researcher assumed that five other needs were met in this category:

- Faith formation programs by recruiting more volunteers to teach in the programs.
- Youth and young adults ministry by encouraging them to be volunteers and thereby participating in other church ministry.
- Maintenance of buildings and grounds by volunteers offering their expertise to repair buildings.
- Leadership development by training a volunteer coordinator to recruit volunteers and match the volunteers' talents with the needs of the parishes.

- Teamwork by encouraging the youth and young adults to play a role in community building activities.

Young Adult Ministry

The final plan does not explicitly address the Young Adult Ministry category. Assumptions were made regarding relationship of four needs and this category. The researcher assumed the definition of Young Adult Ministry to be activities aimed at parish members in their late teens, designed to foster growth in faith and integration into the life of the church.

Table 3 indicates that this category can address the following needs at parish level:

- Volunteer recruitment in terms of encouraging the young adult to volunteer in church ministries and activities.

- Leadership development by giving leadership opportunities to the young adults in the ministry of the church and organizing leadership workshops for them.

- Faith formation activities for the youth and young adults by planning for retreat, talks, seminars on faith related issues, works of charity, and participation in the Sunday liturgy.

- Teamwork by planning for youth participation in parish life, such as representatives in parish council and youth ministers on staff.
Communication

The final plan defines communication as an interaction among members and groups of the four parishes by, for example, attending liturgical ceremonies and other activities at a parish other than their own.

Table 3 indicates that this category addresses three needs at parish level: formalization of policies and schedules, inter-parish communication, and building a welcoming community. These needs are actually addressed in the final plan.

Long-Range Planning

The final plan does not explicitly address long-range planning category. However, it is implied in terms of parishes combining their purchasing power and maintenance of building and grounds as natural areas of saving money. Four needs were explicitly addressed: Increase revenue, Faith Formation programs, Long-term Planning, and Maintenance of Buildings and Grounds. Assumptions were made regarding relationship of five needs and this category. The researcher assumed the definition of long-range planning to be a process by which a parish determines how it will enhance the vitality of the faith among its members, as well as an increase in revenue over a long-term period by use of retreats, benediction of the blessed sacrament, spaghetti dinners, fundraising events, and so on.

Table 3 indicates that this category can address the following needs at parish level:

- Faith formation and spiritual renewal programs by planning for collaborative efforts for the Rite of Christian Initiation for Adults and Children, marriage preparation, Stephen ministry, retreats and so on.
- Long-Term Planning by parishes determining the kind of activities and events that will promote the faith of the parishioners, such as retreats and adoration over a long-term period of time.

- Leadership Development by planning for successive workshops on leadership for all the parish council leaders.

- Formalization of Policies and Programs. Long-range planning is guided by policies of the parish. At the end of the planning process, schedules are made for the implementation of the plan.

- Small Christian Communities are stakeholders in the implementation of the plan. There should be plans to develop the communities because it is through its members that the implementation of the plan is effected.

- Trained Staff by sending employees who are willing to work for the parish for a long time for training.

**Building Community**

The final plan does not explicitly address building community as a category. The researcher assumed the definition of "building community" as a process of activities designed to foster community growth among members in the planning group. These activities include education, social events, and volunteerism. Assumptions were made regarding relationship of six needs and this category.

Table 3 indicates that this category can address the following needs at parish level:

- Faith formation programs by developing programs that will build the faith of the people.
- Volunteer recruitment and retention by volunteers' contribution to the growth of the community through their talents and offering of time.

- Leadership development. There is need for good leadership to build a community. Leaders should be developed from the community by planning for leadership workshops.

- Building a welcoming community. Friendliness is important to build a community. Extending friendship to members of other parishes fosters a community growth among the members of the different parishes.

- Teamwork. Voluntary participation by all members in parish activities fosters closeness among the members and hence community growth.

- Inter-parish communication. Communication between the four churches will enable members to feel comfortable attending liturgies or other activities at a parish that is not their own and therefore feel part of a larger community.

Synthesis

Table 2 indicated the frequency levels of the needs of the parishes. The most common needs are Increased Revenue, Faith Formation Programs, Volunteer Recruitment and Retention, and Leadership Development. Table 3 shows that the final plan addresses the need of Increase Revenue by recommending parishes to combine their purchasing power for certain products or services, sharing staff for specific situations, and conducting joint fund raising. The plan discusses this need as an issue in the long range planning of the Planning Group.

Faith Formation Program is not explicitly addressed in the final plan. The program is mentioned in relation to the need for more volunteers to teach in the ever-growing faith formation classes.
Table 3 indicates that Volunteer Recruitment and Retention are explicitly addressed in the final plan. This final plan recommends strategies that could be used to recruit and retain volunteers. The plan implies a need of skilled volunteer coordinators to conduct interviews, match talents and interest with parish needs, and so on. Therefore there is need to develop these coordinators to perform their leadership role effectively.

Leadership Development is not discussed in the plan. The final plan can meet this need by giving leadership opportunities to the young adults to prepare them for future leadership positions, and planning for leadership workshops for the church leaders. This need can also be addressed as an adult education program where speakers are invited to talk about leadership in the church.
Chapter Five

Summary, Conclusions, and Recommendations

This study is an evaluation of the Pastoral Planning for the New Millennium (PPNM) process of the Catholic Diocese of Rochester. The conclusions it reached and the needs it identified at parish level were compared. The purpose of this study was to determine if the final plan is responsive to the needs identified at parish level. Hence, Chapter 5 presents a three-fold conclusion to this study. First, a summary will be given. Here, the findings reported in the review of related literature and the results of this study’s analysis will be cited. Second, conclusions derived from the findings will be discussed. Finally, recommendations for future research concerning the PPNM are proposed.

Summary

In 1996 the Roman Catholic Diocese of Rochester embarked upon a self-assessment planning and re-structuring process, involving all the faith communities. OD research indicates change is typically triggered by a relevant environmental shift which, once sensed by the organization, leads to an intentionally generated response (Patterson, 1999). The Diocese undertook the change planning-process because of a number of pressing issues. The number of active priests was declining and has continued to decline. This decline has had significant impact on the parishes’ life and on their organization. A planning process was created that addresses this issue, entitled “Pastoral Planning for the New Millennium” (PPNM). The purpose of this study was to examine whether the PPNM is responsive to the needs the parishes in the Diocese of Rochester are facing. An
evaluation of this process will provide a valuable perspective of the shape and characteristics of ministry for the new future. The findings of this evaluation will also have an impact in the future.

The data of this study were collected by examining the PPNM document, meeting minutes, and correspondence to the Pastoral Center. This information was generated at the beginning of the Pastoral Planning process. Each parish and faith community went through a need assessment process and developed a set of major issues and concerns. As indicated in the reviewed literature this step, needs assessment is very crucial. If it is handled improperly the results of the change effort will be a waste of time (Rothwell, Sullivan & McLean, 1995). A Planning Group was formed, consisting of 3–5 representatives from each parish focus group. This group was charged with determining areas of common need in order to establish categories. These categories would determine where collaborative efforts would be appropriate. To analyze these data, analyses were performed consecutively in a two-step process. A conceptual analysis was employed. Within the process of conducting the conceptual analysis, a secondary analysis, internal to the conceptual analysis process was applied—a gap analysis. The gap analysis determined whether or not the categorical needs list is in alignment with the original identified needs of the parishes.

Four common needs of the parishes were found to be (Table 3): 1) Increased Revenue, 2) Faith Formation Programs, 3) Volunteer Recruitment and Retention, and 4) Leadership Development. At least three parishes identified these priority needs. One or two of the four parishes identified the other needs. The results of the gap analysis conducted (Table 4) indicates that the PPNM addressed the needs of Increased Revenue,
and Volunteer Recruitment and Retention. Faith Formation Programs are not explicitly addressed but implied in the Long Range-Planning category. However, Leadership Development is not addressed in the plan.

Other needs explicitly addressed in the final plan are Long-Term Planning, Inter-Parish Communication, Consistent Life Ethic, and Formalization of Policies and Programs. Assumptions were made regarding relationships of all the other needs and the categories as presented in Table 3.

Conclusions

Evaluation is important because it provides information that can be used to solve past performance problems and anticipates future opportunities for performance improvement (Rothwell & Kazanas, 1994). The need of a formative evaluation of the Catholic Diocese of Rochester is important at this point when the PPNM is still an ongoing process.

Lippitt, Watson and Westley (1958) emphasize that it is very important for the planning to be consonant with the true needs and expectations of the client system so that mutual commitment may be obtained. Results of this study indicate that the final plan does not adequately address the common needs of the parishes. The lack of alignment between the final plan and the common needs of the parish may result in lack of commitment in the implementation of the plan. The parishes look forward for plans that will enable them to increase revenue, develop and widen faith formation programs, help in recruiting and retaining employees, and developing leadership. Lack of mutual commitment in collaborative efforts by all the parishes is expected if the common needs are not addressed.
There is no documented information that indicates how the Planning Group developed the six categories; 1) Adult Education, 2) Volunteerism, 3) Young Adult Ministry, 4) Communication, 5) Long-Range Planning, and 6) Building Community. It is the researcher’s hypothesis that there was an inaccurate assessment of the needs of the parishes by the planning group. This inaccuracy brought about categories that do not focus adequately on the common needs of the parishes. The planning group may have developed some of these categories because they are easy starting points for collaborating efforts. However, this action puts in danger any further efforts to address the other needs. This action is unfortunate because the commitment of the parishes is higher at the beginning of the process than at a later time. The more responsive the plan is to the common needs, the more the initial commitment and participation of the parishes is to the implementation of PPNM.

Recommendations for Future Studies

The limited goal for this study leaves opportunity for future research. This study examined only one planning group out the 35-planning group in the Diocese of Rochester. The findings of this study cannot be said to be true of all the other planning groups. There is an opportunity to examine the other groups to develop a more general view of the PPNM at diocesan level. Second, this study was entirely a qualitative analysis and in absence of documentation the researcher made conjectures. A further research by survey and interview could provide more information and bring up more accurate findings on the study.

This study specifically focussed on how the needs of the parishes were answered in the final plan. This study could now be extended to find out what impact the
alignment of the final plan and the common needs of the parishes have on implementation.
References


http://proquest.umi.com/pqdtweb


Wildavsky, A. (1971, Summer). Does planning work? Public Interest 101

Appendix

Number of Priests Available for Active Service in Diocese of Rochester

Source: Center for Applied Research in the Apostolate (CARA). Georgetown University and the Official Catholic Directory (Kenedy)