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**A POTENTIAL TRANSORGANIZATIONAL SYSTEM FOCUSED ON
DISADVANTAGED YOUTH**

**A Research Project
Presented to the Faculty of
The George L. Graziadio
School of Business and Management
Pepperdine University**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Organization Development**

**by
Cynthia Fields
August 2015**

This research project, completed by

CYNTHIA FIELDS

under the guidance of the Faculty Committee and approved by its members, has been submitted to and accepted by the faculty of The George L. Graziadio School of Business and Management in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE
IN ORGANIZATION DEVELOPMENT

Date: August 2015

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Abstract

This qualitative study explored the Identification stage of transorganization development concerning the issue of supporting disadvantaged Richmond youth in the San Francisco Bay Area. Seven participants from four youth-serving organizations in Richmond were recruited using convenience and snowball sampling strategies. Participants were interviewed about the challenges disadvantaged Richmond youth currently face; which organizations may form the membership of a transorganizational system focused on supporting disadvantaged Richmond youth; and what these member organizations' goals, motivations, values, current activities, and outcomes are. Richmond youth were found to face a multifaceted set of challenges affecting all aspects of their lives. A range of nonprofits, for-profits, and public sector organizations were identified as currently operating in the space. The leading goal for their organizations is to help youth to better themselves, and to do so, they deliver a range of services that achieve the aims of awareness building, mental and emotional support, recreation outings and activities, and academic support.

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Chapter 1

Introduction

Gunshots. Police sirens and helicopters. Street pharmacists and drug addicts. Crap shoots and juvenile delinquents. Single mothers and absent fathers. Households of prostitutes and ex-convicts. These sights and sounds form the background for the homes, communities, and lives of many children today, and the developmental impacts of these influences and experiences are far-reaching and sometimes devastating. Sadly, the scene that I have illustrated was and is not uncommon to disadvantaged neighborhoods located in cities throughout northern California.

Although free community programs for at-risk and disadvantaged youth once flourished, years of federal, state, and local governmental budget cuts have left many urban children without services. The organizations that do remain and still provide no or low cost activities to local youth often are few and far between and offer a limited range of programs. The result is that disadvantaged children are left with few options for constructive activities. Many resort to unproductive and destructive behaviors in their absence, thus perpetuating a cycle of poverty, disadvantage, and—in some cases—crime.

However, this need not be the case. Although individual organizations may lack the resources and capabilities to effectively intervene in these children's lives, collectively and collaboratively, they may be able to exert a sufficient impact. In the current conditions of shrinking resources, escalating complexity, and intensifying needs, private, public, and nonprofit organizations increasingly are forming transorganizational networks as a means to pool their resources and capitalize on their strengths in pursuit of a common, valued goal (Mayhew, 2012; Motamedi, 2012). *Transorganizational development* (TD) refers to the planned change effort required to identify and

convene the members of the network and work together in ways to fulfill a mission beyond the capability of any single organization or individual (Boje, 2007). Cummings and Worley (2014) outlined a four-stage process of TD consisting of identification, convention, organization, and evaluation (see Table 1). This study will focus on the first stage of TD, Identification, as it concerns addressing the needs of disadvantaged youth in Richmond, California.

Table 1

Stages of Transorganizational Development

Stage	Guiding Question	Key Focuses
Identification	Who should belong to the transorganizational system?	Relevant skills, knowledge, and resources Key stakeholders
Convention	Should a transorganizational system be created?	Costs and benefits Task perceptions
Organization	How should we organize for task performance?	Communication Leadership Policies and procedures
Evaluation	How is the transorganizational system performing?	Performance outcomes Quality of interaction Member satisfaction

Note. Based on *Organization Development & Change* (10th ed.), by T. G. Cummings & C. G. Worley, 2014, Mason, OH: South-Western Cengage.

Study Purpose

The purpose of this study was to explore what would need to occur in the Identification stage of TD concerning the issue of supporting disadvantaged Richmond youth in the San Francisco Bay Area. Four research questions were explored:

1. What challenges currently face disadvantaged Richmond youth?
2. Which organizations may form the membership of a transorganizational system (TS) focused on supporting disadvantaged Richmond youth?
3. What are the goals, motivations, and values of the potential member organizations?

4. What are the current activities and outcomes of the potential member organizations?

Study Setting

The focus of this study was youth service organizations in Richmond, California. Richmond, California, is a 30.07 square-mile area located within the San Francisco Bay Area (Contra Costa County). Housing units in multi-unit structures compose 36.3% of the residential structures. The median value of owner-occupied housing units is \$270,200. A total of 6,744 firms operate within city limits.

Population statistics. As of 2010, the total population in Richmond was 103,670. The population is nearly evenly split between men (48.7%) and women (51.3%). One quarter of the population is under 18 years old. Although nearly two fifths of the population (39.5%) is Hispanic or Latino, the city is racially diverse: Whites comprise 31.4%, Black or African-Americans comprise 26.6%, and Asians comprise 13.5% of the population.

There are a total of 36,208 households and an average family size of 2.87. There is nearly an equal distribution of homeowners (50.1%) and renters (49.9%). The median household income is \$54,589 and 18.5% of the population lives below the poverty level. As of April 2015, the unemployment rate in Richmond is 5.4%, which is slightly higher than the average for Contra Costa County (4.7%; State of California, 2015).

The number of high school graduates in Richmond (21.89%) is higher than the state average (20.11%), but lower than the national average (27.74%). Richmond's population of associates degree holders (17.67%) is above both the state (7.8%) and national (7.76%) averages. However, there are fewer holders of bachelors (17.67%) and graduate (6.46%) degrees than in the rest of the state and the nation.

Crime rates. There is an overall downward trend in both violent crime and property crime in Richmond. Based on this trend, the crime rate in Richmond for 2015 is expected to be lower than in 2012. However, Richmond's overall crime rates are still substantially higher than state and national crime rates: In 2012, Richmond's violent crime rate was 182.4% higher than the national rate and 158.24% higher than California's rate. Richmond's property crime rate was 65.8% higher than national crime rates and 71.84% higher than California rates. The highest incidents in crime by type were motor vehicle theft (1,866), larceny and theft (1,615), and burglary (1,537).

Challenges facing Richmond youth. A 1997 report developed by the Contra Costa Interfaith Supporting Community Organization (CCISCO) revealed a number of challenges that can negatively impact efforts to address youth violence in Richmond: Massive demographics changes which began to take place in the county and the expanding achievement gap in public schools and a 300% increase in youth homicides and juvenile crime (CCISCO, 2007).

Beginning in 2006, CCISCO youth organizers and leaders held close to 400 one-on-one conversations with Richmond youth that revealed feelings of intense pressure that they face living in the community (CCISCO, 2007). Among those interviewed, 96% were personally acquainted to a homicide victim. Many reported that hearing gunshots throughout the night was common and not alarming, as they were accustomed to such occurrences. Several of the youth identified the following as being problems in their community: failing schools, open-air drug markets, and a lack of both after-school and recreational programs. These accounts align with many realities in the Richmond community. At John F. Kennedy High School, only 20% of graduating seniors meet college eligibility requirements. Richmond High, which is known throughout the Bay

Area for having an onsite daycare center, reported that only 1 out of 4 graduates is college eligible. At the time of the study, Richmond's murder rate was 18.6 murders per 100,000 residents, which was double the rate of nearby Oakland, California. Oakland was ranked as the second most deadly city in the region and most recently has secured a top spot in the national ranking of the deadliest cities.

The report also revealed that 44% of Contra Costa County's youth budget was being allocated towards youth probation and detention related services, while only 6% was being spent on prevention (CCISCO, 2007). In 2003, African American Youth made up 12.7% of the population but represented 47% of youth in detention facilities.

Youth programs. In November 2013, the Ryse Center, a youth service organization in Richmond, presented a report to Richmond's City Council highlighting the results of their Listening Campaign. The campaign engaged youth from Richmond and West Contra Costa County in an inquiry process designed to allow them to share their experiences of trauma, violence, coping, and healing.

In April 2014, the Office of the Mayor, in partnership with the Ryse Center and several other organizations, convened a Youth Summit to learn how the City of Richmond could address their needs. The summit convened youth from various backgrounds and ages who shared varying perspectives. Among other things, the youth presented a request to form a Youth Council with the council's permission. On July 22, 2014, the City Council authorized the establishment of The Richmond Youth Council for the purpose of serving as an advisory function and to allow members to collaborate and provide advice and input on all matters affecting youth (City of Richmond, 2015). The establishment of the Richmond Youth Council demonstrates the city's clear interest in the

welfare and development of youth in the community; it also provides opportunities for educational development, skill building, and civic involvement.

Council members must be between the ages of 14 and 21, serve a 1-year term without compensation, and be appointed by the mayor (with the concurrence of at least three City Council members). Both the chair and vice-chair posts are elected by fellow members. The Richmond Youth Council is mandated to contain a maximum of 18 members, but no less than 7 members. In accordance with the mandate, meetings must occur at least once per month and are open to the public. All meetings are conducted by a chair and vice-chair. These officers work with a staff liaison to prepare meeting agendas.

Study Significance

The present study was expected to identify youth serving organizations that work directly with youth, organizations that provide sponsorship to youth serving organizations, existing collaborative relationships, and opportunities to form future partnerships. For each of these stakeholders, attempts were made to specifically identify the skills, knowledge, and resources that members offer both individually and collaboratively to disadvantaged youth.

This study also sought to gather information about how the TS may collaborate more effectively to provide increased services, and how it may offer these services to a broader the segment of the Richmond community. Lastly, the study was expected to reveal unaddressed needs of disadvantaged youth that the system may consider developing solutions for in the future.

The insights gained through the present study may be leveraged and carried forward in the successive TD stages of convention, organization, and evaluation. These contributions are vitally important to the City of Richmond, as youth-serving

organizations play a vital role in crime reduction. As a youth leader quoted in CCISCO's (2007) report shared, "If we don't get these programs now, we'll be paying for it in funerals and robberies later" (p. 5).

Additionally, the present study provided empirical data and insights about the application of the TD model (specifically, the Identification stage of the model) in a real-life network. This is important because little research attention has been conducted to date on the application and effectiveness of the TD model. Moreover, the Identification stage is particularly important due to the challenges of determining the appropriate membership of a TS with respect to number of members, their relationships, and their goals, strategies, resourcefulness, and ideologies.

Definitions

Three definitions are central to the present study:

1. Collaboration: "a process through which parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible" (Sowa, 2008, pp. 300-301). From an organizational perspective, collaboration can be defined as "a concrete arrangement between two or more sets of actors that creates something new outside of each organization's existing boundaries" (p. 301).
2. Transorganization development: an intervention "concerned with helping organizations to join into partnerships with other organizations to perform tasks or to solve problems that are too complex for single organizations to resolve. It helps organizations to recognize the need for partnerships and to develop appropriate structures for implementing them" (Clarke, 2005, p. 3).
3. Transorganizational systems: comprised of organizations "that have joined together, explicitly or implicitly, to accomplish common or complementary purposes" (Motamedi, 2012, p. 2). The organizations that are involved "maintain their own goals & identities while pursuing collective goals through formal or informal relations and processes" (p. 2). Functional social systems existing intermediately between single organizations on the one hand and societal systems on the other. These multiorganizational systems can make decisions and perform tasks on behalf of their member organizations, although members maintain their separate organizational identities and goals (Cummings & Worley, 2014).

Researcher Background

Although I grew up in a federally subsidized housing development located in the City of Richmond and witnessed many of the community features described earlier in this chapter, I consider myself to be somewhat of an anomaly. I was one of the fortunate few who grew up in a home with both a mother and a father, both of whom provided positive guidance throughout my adolescence and early adulthood. I credit my existence in a two-parent home as an advantage that helped to steer me on a positive course in life.

In addition to the guidance provided by my parents, I was also fortunate enough to be a part of a community outreach effort spearheaded by a local church. Through my involvement, I was exposed to different cultures and was able to take advantage of the positive outlets provided by the church leaders. Additionally, in elementary school, a number of individuals volunteered their services to help to provide positive outlets for students such as the chorus, fine arts, and team sports. All of these services were free of charge and, therefore, were feasible for children from low-income families who were interested in engaging in productive activities.

Organization of the Study

This chapter provided the background for the study, along with its purpose, setting, and significance. Key definitions were outlined and my background as the researcher also was described. The next chapter provides a review of relevant literature on multiorganizational and transorganizational change.

Chapter 3 outlines the methods used in the present study. The research design is described, along with participant recruitment, data collection, and data analysis procedures. Chapter 4 reports the participant descriptions and the study results related to

each research question. Chapter 5 provides a discussion of the results, including study conclusions, recommendations, limitations, and suggestions for research.

Chapter 2

Literature Review

The purpose of this study was to explore the Identification stage of TD concerning the issue of supporting disadvantaged Richmond youth in the San Francisco Bay Area. This chapter provides a review of relevant literature, including concepts of multiorganizational and transorganizational change, network interventions, collaborative service delivery, TSs, and planned change. The gaps in existing research also will be noted.

Multiorganizational and Transorganizational Change

Multiorganizational change programs are becoming more prevalent in organization development as organizations extend their boundaries to keep pace with highly complex and rapidly changing environments (Cummings & Worley, 2014). More and more frequently, organizations are choosing to link together with other organization by developing transorganizational strategies. These strategies can provide additional resources for large-scale research and development; spread the risks of innovation; allow for diverse expertise being brought to bear to complex problems and tasks; make information or technology available to learn and develop new capabilities; position the organization to achieve economies of scale or scope; and gain access to new, especially international, marketplace.

When organizations form multiorganizational linkages, they must transcend the perspective of a single organization and address the needs and concerns of all involved organizations (Cummings & Worley, 2014). This represents a fundamental shift in strategic orientation because the strategies, goals, structures, and processes of two or more organizations become interdependent and must be coordinated and aligned. This

raises the scope and complexity of change processes; it increases the changes that conflict and misunderstanding will occur.

Transorganizational change calls for organization development practitioners to move to a higher level of diagnosis and intervention that straddles the boundaries of different organizations, attends to their unique and often conflicting needs, and brings structure to what is frequently an underorganized and highly uncertain process (Cummings & Worley, 2014). Transorganizational change interventions fall into three categories: (a) mergers and acquisitions, (b) strategic alliances, and (c) network interventions. Relevant to the present study are network interventions, which Cummings and Worley (2014) explain “are concerned with helping a group or system of organizations engage in relationships to perform or to solve problems that are too complex and multifaceted for a single organization to resolve” (p. 560).

Network Interventions

Network interventions help organizations join together for a common purpose. These approaches are rapidly being leveraged in today’s highly competitive, global environment (Cummings & Worley, 2014). In the public sector, partnerships between government and business provide the resources and initiative to undertake complex urban renewal projects. Networks of business, labor, government, education, finance, community organizations, and economic development agencies can help coordinate services, promote economies, and avoid costly overlap and redundancy. Managing the development of multiorganization networks involves two types of change: (a) creating the initial network and (b) managing change within an established network.

Collaborative Service Delivery

“From the early attempts of the federal government in the 1960s and 1970s to promote “service integration” between federal programs and local-level providers, the question of how to improve the delivery of human services and reduce fragmentation and duplication of services has concerned scholars and policy makers” (Sowa, 2008, p. 300). “Currently, much of government’s work is being carried out through complex and indirect administrative approaches, leading to third-party entities playing an increasingly significant role in the design, management and execution of policy responsibilities” (Mayhew, 2012, p. 110). Policy makers and practitioners have come to the realization that some of society’s multifaceted problems are much too complex to be handled by a single organization (Mayhew, 2012). Scholars have become increasingly interested in the implications of, and impacts associated with, the use of collaborative mechanisms to deliver public services (Sowa, 2008). “Underlying the push towards collaborations is the belief that by working together human service organizations can integrate their services, producing more effective and efficient delivery and addressing the needs of multi-problem clients in a more comprehensive manner” (Mayhew, 2012, p. 110).

According to Sowa (2008), the following four aspects are viable components of interorganizational relationships:

1. Cooperation—reflected in “personal relationships between management and staff in different organizations, characterized by informality and a lack of formal structure” (p. 301).
2. Coordination—where “multiple organizations that work together to coordinate their services, yet remain fundamentally independent from each other” (p. 301).
3. Collaboration—“where organizations share resources, staff, and rewards” (p. 302).

4. Service integration—“where multiple organizations work together to provide a new package of services to their mutual clients” (p. 302).

Accordingly, Sowa (2008) states:

an interagency collaboration requires more than simply some form of communication between agencies; an interagency collaboration requires that agencies share resources of both the tangible variety (i.e., staff or funding) and of the intangible variety (i.e., professional knowledge). The continuous sharing of these resources institutionalizes the relationship between the organizations, moving the relationship from simple cooperation or coordination into a formalized structure, an interagency collaboration. In addition, an interagency collaboration should produce some form of rewards for the organizations involved in the collaboration, the reward perhaps being the public value referenced. (p. 302)

“Collaboration is a central component of most strategies to address social issues and the literature relating to the concept accepts that a variety of organizational relationships may arise” (Mayhew, 2012, p. 110). Mayhew further states, “when considering human service delivery, it is important to keep in mind that most systems incorporate public and private organizations” (p. 112). According to Mayhew, in order for the joint production of services to be done effectively and efficiently, a number of dissimilar organizations should be involved.

Transorganizational Systems

Cummings is credited with being the first to define a transorganization system as “a group of organizations that are joined together for a common purpose” (Worley & Parker, 2011, p. 189). Worley and Parker further state that “the terms ‘joined together’ and ‘common purpose’ cannot be defined too literally. All that is required for TS to exist is that a set of organizations have some awareness that they share an issue or problem” (p. 189). The notion of organizations being joined together is a common frame of thought amongst other authors as well. Motamedi and Wasilewski (2000) offer the following definition of a TS:

Transorganizational systems comprise organizations that have joined together, explicitly or implicitly, to accomplish common or complementary purposes. . . . TS members maintain their own individual goals and identities while pursuing collective goals through formal or informal relations and processes. They attempt to resolve problems that an individual single organization cannot solve alone. (p. 2)

They further state:

TS are frequently created in response to internal or external changes and TS members are likely to attempt to influence the direction or magnitude of change to their advantage. They may cooperate or compete with one another to promote, divert, avoid, or resist change. (p. 2)

Although each TS is unique, literature suggests that there are at least two dimensions that help to categorize the magnitude and nature of such interdependent relationships. Motamedi and Wasilewski (2000) note, “the first dimension may be represented by the extent (i.e., directness) of relatedness (intensity and frequency of interaction), whereas the second dimension may be represented by the extent of coordination, of TS members and activities” (p. 2). These two dimensions provide information for understanding four types of TS (see Figure 1).

Coordination High Low	Type I	Type II
	Type III	Type IV
	High	Low
	Relatedness	

Note. Based on “Transorganization Development: Developing Relations Among Organizations,” (pp. 57-67), by K Motamedi, 1984, in D. D. Warrick (Ed.), *Contemporary Organization Development*, New York, NY: Scott Foresman.

Figure 1

Typology of Transorganizational Systems

In Type I TS (high relatedness and high coordination), relationships are direct and coordinated, typically through centralized distribution of resources and hierarchies of policies, agreements, laws, regulations, or mandates (Motamedi, 2012). A central organizational body or network might emerge to regulate the direct interactions of members according to plans, protocol, established authority, set patterns of resource allocation (budgeting), and rules. An example of a Type I TS is the World Trade Organization that regulates the trade policies among member nations. The World Trade Organization determines the rules and procedures that the members are to follow. If and when members fail to conform, the World Trade Organization is authorized to discipline offenders, which can include removal of all or part of their membership privileges.

In Type II TS, the TS involves organizations that interrelate indirectly through intermediaries who coordinate their transactions (Motamedi, 2012). In Type III TS, the TS have direct relationships, but are not highly coordinated. Relations among multinational enterprises doing business with one another fall into this category. These organizations freely interact to achieve individualistic, but complementary purposes without established coordinating bodies. The Organization for Petroleum Exporting Countries (OPEC) is a Type II TS. Although OPEC serves as the central representative body for its members, countries do not directly interact amongst each other. Instead, individual countries rely upon intermediaries, such as foreign oil companies and shipping organizations for schedule and delivery information. In addition to coordinating activities, OPEC's role is to regulate pricing, oil output levels and members' monetary receipts.

Type III TSs are not highly coordinated; yet, they have direct relationships (Motamedi, 2012). In this instance, members interact freely for the purpose of achieving

individual but complementary purposes absent a coordinating body. This type of relationship is common between multinational enterprises. The global personal computer industry is an example of a Type III TS. According to Motamedi, Type II TS members “attempt to manage change, growth and maintain a dynamic equilibrium through mutual adjustment involving trade, publications, education, and a host of vertical and horizontal TS activities” (p. 4).

Type IV TSs consist of indirect relationships that are loosely connected and low in coordination (Motamedi, 2012). TS members may implicitly pursue commonly held individual purposes. For example, safety and protection may be a regional or national priority; however, TS members may not jointly plan and pursue goals relating to their concerns. Mostly recently, organizations have formed Type IV TSs related to global issues such as human rights and reducing environmental pollution and toxic waste.

The literature suggests that regardless of type, most TSs tend to be underorganized (Worley & Parker, 2011). Often, potential member organizations fail to see the benefits of formal collaborations with other organizations. Additionally, organizations are often concerned with maintaining their autonomy. Identifying potential partners can also be a troubling experience. Most U.S. companies have a preference for working alone, as opposed to joining forces with other organizations. In instances where organizations do choose to join forces, it is quite common for them to experience problems managing their relationships. Typically, members are more familiar with hierarchical forms of control and thus experience difficulty managing lateral relations among independent organizations. Difficulties also tend to arise with regard to managing different levels of commitment and motivation as well with sustaining membership over time. Because of these complexities, creating and managing TSs can be difficult.

As a collective, the performance of any type of TS is dependent upon a complex set of variables and processes (Motamedi, 2012). In order for TS efforts for planned change to be successful, appropriate strategies and interventions must be selected in each TS type.

Planned Change

Motamedi (2012) states there are two types of planned change: organization development and TD. According to Motamedi, TS planned change is a conscious, deliberate, and collaborative effort to build and improve the operations of TS in a global setting. Although organization development is a dominant planned change strategy for improving operations in organizations, organization development is frequently directed at single organizations with developed purposes, structures, and processes which are often organized and bureaucratic. The application of organization development strategy in TS is limited and is not appropriate to all four types of TS. The kinds of developmental issues facing TS can be expected to vary depending on the present and future preferred levels of TS interdependence and coordination. The form of planned change necessary will vary accordingly.

According to Motamedi (2012), under-organization in loosely connected TS is associated with several issues. These include difficulty with identifying the client, pursuing the process of entry, contracting, collecting and analyzing data, giving feedback and making a diagnosis, committing to a course of action and intervening in the system, and evaluating and recycling of the developmental efforts. Successful planned change in the under-organized TS requires knowledge, skills, competencies, and resources beyond organization development. TD is such an alternative strategy and has the potential to bring about effective planned change in Types II, III, and IV TS.

Transorganization Development

Quite often, efforts of partnership and collaboration between organizations are fraught with challenges that become so difficult that endeavors either never get off the ground, yield less than stellar outcomes, or dissolve prematurely. The TD model, comprised of four stages, is designed to help improve collaboration across networks (Clarke, 2005). Clarke explains,

The intervention is based on addressing the organizational dynamics often encountered within interorganizational configurations, arising chiefly as a result of the absence of typical organizational control and coordinating mechanisms, often exacerbated by the different ways of working, philosophies, and histories of partner organizations. (p. 31)

Cummings and Worley (2014) assert that through careful implementation of their TD model, interorganizational relationships can in fact become more collaborative and in effect more successful.

According to Motamedi (2012), TD efforts are typically employed for three specific purposes:

1. To improve collective performance of TS in the broader global environment beyond any organizations and national boundaries.
2. To increase TS members' satisfaction and goal fulfillment.
3. To accomplish the previous two purposes through generation and utilization of relevant and valid knowledge and the involvement of professional TD practitioners.

TD comprises the application of planned change beyond single organizations and is not a straightforward extension of organization development-oriented change (Motamedi, 2012). The change agent (person or organization) responsible for implementing TD strategies might be a TS member or an outside entity contacted by a single, multiple, or collective of TS members. Successful TD efforts follow the

Cummings and Worley (2014) model of four essential processes: Identification, Convention, Organization, and Evaluation.

Identification stage. The first step in TD involves the identification of both existing and potential members who have a desire to join and an interest in influencing TS outcomes (Motamedi, 2012). Potential members of the TS are initially identified as being important in terms of addressing a particular issue or problem (Clarke, 2005). In under-organized TSs with ambiguous purposes, the criteria for membership are frequently vague (Motamedi, 2012). As a result, the identification process might be subjective and arbitrary. Care must be taken to not exclude potentially relevant members; however, there may be costs to including peripheral members. The challenge is the increased size of the membership and increased confusion at the early stages of forming TS. In this stage, TS members' relationships are determined and mapped; their ideologies, goals, aspirations, strategies, and actions determined; and their abilities, resourcefulness, significant contributions and threats, and informal influence verified. These activities help identify and classify TS membership in accordance with similarity and diversity of goals, ideologies, abilities, competencies, resources, intensity of relations, coordinating roles, and other factors.

The most frequently cited success factor for inter-organizational relationships is having an appropriate cross-section of members (Huxham & Vangen, 2000). Thus, determining who is involved in the collaboration is of significant importance for gaining advantage. Of great importance is identifying the stakeholders and how they should be involved. Huxham and Vangen refer to the definition of 'stakeholder' as is provided by David Chrislip and Carl Larson in their 1994 book *Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference*. With regards to collaboration,

“stakeholder” refers to the people who are affected, the people whose perspectives or knowledge are needed to develop good solutions or strategies, and the people who have the power and resources to block or implement solutions or strategies. Furthermore, members of a collaborative group should represent each segment of the community that their activities will effect (Huxham & Vangen, 2000).

According to Mayhew (2012),

in a multi-tier human service delivery system that is initiated by government and includes a multitude of organizations from the public and private sectors, the interorganizational relationships formed will fall along a continuum ranging from principal/agent to collaborative. The appropriate nature of the relationship will depend on the goals of the organizations entering into the relationship. (p. 114)

Convention stage. Partner organizations are brought together to explore motivations, expectations, and their perceptions of the joint task. Effectively doing this requires the skills of a convener or facilitator who structures and manages the intervention in order to help member organizations engage in problem solving, airing of differences, and arriving at some form of consensus about how to proceed (Clarke, 2005).

The Convention process creates an opportunity for members to interact, share concerns, reach consensus on the nature of problems, and formulate strategies to resolve or deal with problems (Motamedi, 2012). The primary purpose is to enable members to share ideas and information regarding (a) the current state of needs, potential opportunities, and threats; (b) the future desired outcomes; and (c) methods for bringing about change. Motivation to interact derives from actual and perceived levels of common purpose, commitment to share concerns and problem solving, dependency on resources, or external mandate.

Clarke (2005) references Kaplan in describing this process as corresponding to the diagnosis component within traditional organization development interventions. Such

activities can be described as modified search conferences, which enable stakeholder organizations to discover shared values, goals, expectations, and ambitions that will facilitate joint task achievement.

There are a number of practical convention problems that require attention of TD change agents. First, the identity and role of the organization (or organizations) that initiates the convention process will have impact on the outcome (Motamedi, 2012). Second, the size of convention is another issue of concern. Motamedi asserts that 30 to 35 members are a sufficient size to represent the range of interest of most in any search conference. The convention to be effective and efficient faces the challenge of creating a proportionally equal representation of TS organizations and providing accurate member data and dialogue. The aim is to reach a balance between size and fair representation. Third, the outcome of the convention process is much influenced by kinds of interventions used and their impact on the unique needs of TS members. The convention design must facilitate surfacing of TS members' needs, assumptions, and solutions. Care must be taken to minimize undesirable side effects. Unnecessary confusion, unproductive behavior, and domination of the process by a few members should be minimized. The impact of the convention design on members' contributions must be seriously considered. Neither a rigid design nor a loose and unfocused design is helpful. Efforts must be made to develop a balanced design that enhances members' contributions and the effective outcome.

Organization stage. The Organization phase involves the development of strategy, planning of actions, design of relationships, and determination of procedures and protocols. It is comprised of structuring and developing mechanisms and processes that both enhance and regulate members' performances. It directs TS members' efforts to

accomplish desired ends (Motamedi, 2012). Tasks during this stage include mobilizing partner organizations for task performance; establishing rules and procedures regarding decision-making; determining accountability for particular activities or task achievement; and identifying the roles, responsibilities, resources, and requirements from member organizations and the partnership (Clarke, 2005). It is desirable to develop designs that allow members to pursue individualistic goals while contributing effectively to TS collective purposes. Care must be taken to encourage diversity and innovation while dealing with dysfunctional dynamics. Organic designs tend to prevent TS over-organization and bureaucratization and increase the effective performance. To prevent and eliminate undesirable consequences, TD change and TS outcomes need to be periodically evaluated (Motamedi, 2012).

Evaluation stage. The purpose of the Evaluation process is to monitor and assess the impact of TD change and to make timely corrections to minimize negative unintended or dysfunctional consequences (Motamedi, 2012). The process might include data collection before, after, and frequently during the TD change effort. This phase focuses on generating process and outcome data regarding the extent to which partnership objectives have been achieved. These data are then fed back to stakeholders (Clarke, 2005). According to Motamedi (2012), three sets of TS variables deserve attention:

1. The global environmental receptivity of TS outcomes determines the level of TS collective performance and its desirability in the environment.
2. Members' need fulfillment, which measures the TS's internal effectiveness.
3. The availability of input resources from the global environment, which indicates TS resource dependencies and control of the environment.

Results of the analysis are used in further diagnosis, identification, convention, reorganization, and TD (Motamedi, 2012).

Complexity, Ambiguity and Dynamics

The primary purpose of partnerships between organizations is collaborative advantage, meaning the achievement of outcomes jointly that could not have been achieved alone. However, because inter-organizational arrangements can be difficult to manage, they often fail to meet expectations (Huxham & Vangen, 2000). Rather than achieving collaborative advantage, they often sink into a state of collaborative inertia in which productivity is much slower than might be expected. Some of the factors that lead to this inertia are the difficulties of negotiating joint purpose due to diverse organizational and individual aims; communicating because of language and cultural differences; developing joint modes of operation given varying internal procedures; managing perceived power imbalances and building trust; managing accountability; and the sheer logistics of working in remote locations.

Identifying the appropriate stakeholders for any given inter-organizational arrangement can prove to be difficult. Additionally, stakeholders are not always simultaneously concerned about the same problem. Huxham and Vangen (2000) note that, in their experience, “many of those involved centrally in collaborations are unable even to specify who the members are. This is not a matter of member or record keeping; the collaborations quite simply have an ill-defined membership” (pp. 774-775). Huxham and Vangen argue that this lack of clarity is caused by ambiguity over the status of members opposed to their relationships and/or source of representativeness.

Huxham and Vangen (2000) conducted a 3-year long action research study involving a Youth Empowerment Working Group of the Empowering Communities Partnership. Figure 2 illustrates the lack of membership clarity experienced in this inter-organizational arrangement.

<p>Ambiguity</p> <p><i>Ambiguity in membership and status</i></p> <p>Members' perceptions of who else is a member vary</p> <p>Members' perceptions of each other's status in the collaboration vary</p> <p><i>Ambiguity in representativeness</i></p> <p>Members are confused over the degree to which an individual representative is representing an organization</p> <p>Members are confused over which organization, organizations, or other constituency is being represented</p>
<p>Complexity</p> <p><i>Complexity in structure</i></p> <p>There can be complex hierarchies of collaboration</p> <p>Individuals and organizations are often members of multiple partnerships with overlapping membership</p> <p>Departments of an organization may become involved in partnerships independently of each other</p> <p>Collaborations often have complex structures involving partnership staff, executive committees, working groups and so on</p>
<p>Dynamics</p> <p><i>Shifting memberships</i></p> <p>Government policies and other forces cause demise and reforming of organizations</p> <p>Individual representatives come and go or change their role within their organizations</p> <p><i>Shifting purpose</i></p> <p>Government policies and other forces lead to refocusing of collaborative purpose (and hence of membership)</p> <p>Mismatches in member's agendas lead to continual negotiations of purpose (and hence the possibility of changing membership)</p> <p>Learning from past activity and completing agenda items also leads to continual Negotiation</p> <p><i>The pace of change</i></p> <p>Change can take place frequently, rapidly and sometimes imperceptibly</p>

Note. Based on "Ambiguity, Complexity and Dynamics in the Membership of Collaboration," by C. Huxham and S. Vangen, 2000, *Human Relations*, 53 (6), p. 778.

Figure 2

Case Study: Summary of Dimensions of Ambiguity and Complexity

Huxham and Vangen's (2000) research included interviews with seven people, each of whom were asked to name the other members of the collaborative group.

Surprisingly, none of these individuals mentioned all seven of those who were being interviewed. The interviews revealed that most of the subjects did not attend meetings on a regular basis, others only joined occasionally, some were only involved on specific occasions, and even more were simply listed on a mailing list. Consequently, each member of the group had their own interpretation of who the members were.

Research Gaps

The two change processes of (a) creating an initial network and (b) managing change within an established network change processes are complex and not well understood (Cummings & Worley, 2014). First, the initial creation of networks involves understanding the relationship among the participating organizations and their roles in the system, as well as the identifying the implications and consequences of organizations leaving the network, changing roles, or increasing their influence.

Second, change within existing networks must account for the relationships among the member organizations as a whole. The multiple and complex relationships involved in networks produce emergent phenomena that cannot be fully explained by simply knowing the parts. Each organization in the network has goals that are partly related to the good of the network and partly focused on self-interest. How the network reacts over time is even more difficult to capture and is part of the emerging science of complexity.

TD is committed to improving collaboration in networks. Its premise is based upon early research about successful collaborations coupled with input from an organization development practitioner base. According to Clarke (2005), the amount of empirical research regarding the effectiveness of this intervention is minimal. As a result, few empirical studies have appeared in the literature that have specifically sought to test

the effects of TD. The next chapter describes the methods that were used in the present study to explore the readiness for the Identification stage of TD concerning the issue of supporting disadvantaged Richmond youth in the San Francisco Bay Area.

Chapter 3

Methods

The purpose of this study was to explore the readiness for the Identification stage of TD concerning the issue of supporting disadvantaged Richmond youth in the San Francisco Bay Area. Four research questions were explored:

1. What challenges currently face disadvantaged Richmond youth?
2. Which organizations may form the membership of a TS focused on supporting disadvantaged Richmond youth?
3. What are the goals, motivations, and values of the potential member organizations?
4. What are the current activities and outcomes of the potential member organizations?

This chapter describes the methods that were used in the study. The research design is described first. Next, procedures related to sampling and data collection and analysis are discussed.

Research Design

The study used a qualitative research interviewing design. Qualitative research seeks “to understand a given research problem or topic from the perspectives of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations” (Kvale, 1996, p. 1). Qualitative data also allows the researcher to provide complex textual and personalized descriptions of participants’ experiences, behaviors, beliefs, opinions, emotions, and relationships.

Qualitative research methods allow for flexibility in data collection, supporting spontaneous and adaptive interactions between the researcher and study participants (Creswell, 2014). Open-ended questions evokes unconstrained responses that often are

meaningful and culturally salient to the participants, unanticipated by the researcher, and rich and explanatory in nature (Kvale, 1996). Through interviews, researchers also may probe participants for additional insights.

The qualitative research interviewing approach was determined to be appropriate for this study due to the lack of empirical research on implementing the TD model, especially at the identification stage. It is also appropriate in a unique case, when trying to get the participants local experience. This method also allowed the researcher to gain in-depth insights about organizations' collaborations and efforts to serve disadvantaged youth.

Sampling

Sampling pertains to the people, settings and processes decided upon for inclusion in the research (Punch, 2005). For this study, participants were selected in accordance with purposeful selection, also referred to as purposive sampling (Maxwell, 2013). This term refers to a body of participant recruitment strategies that are commonly used in qualitative research and which allow researchers to deliberately select particular settings, persons, and activities they believe would yield the richest and most relevant information. The specific purposive sampling strategies used in this study include convenience and snowball sampling strategies. *Convenience* means that the researcher relied upon personal and professional networks to locate participants. In the case of the present study, the researcher was involved with Richmond Police Action League (RPAL), a youth service organization affiliated with the Richmond Police Department. Therefore, the researcher began by consulting the RPAL website and finding the name and contact information of the director. The researcher called and emailed him to introduce herself and the study, and to request an interview (see Appendix A). Subsequent participants

were identified and contacted by asking the RPAL for additional participants, consistent with a snowball sampling strategy. Each additional participant was asked to recommend other participants, until the desired sample size of seven individuals was reached.

Data Collection

A semi-structured telephone or in-person interview was conducted with each participant. Each interview lasted 45 to 60 minutes and followed the interview protocol in Appendix B. The script consisted of 10 questions. One item (Question 3) answered Research Question 1 regarding the challenges youth face: “What are some of the challenges that the youth in the community are faced with? The ones that you deal with?” Four items (Questions 2, 5, 6, and 7) produced data to answer Research Question 2 regarding the possible membership of the TS. For example, Question 6 asked, “What organizations do you collaborate with?”

Two items (Questions 5 and 7) generated information to answer Research Question 3 regarding member organizations’ goals, motivations, and values. Some participants additionally and spontaneously provided background about their organizations, which also produced data to help answer this research question. Finally, two items (Questions 8 and 9) generated data to answer Research Question 4 regarding the current activities and outcomes of the potential member organizations.

Data Analysis

A qualitative study requires that a procedure for analyzing the data be identified and discussed. Quite often the themes that are identified are used as headings in the findings section of the study. The following procedure was used (Creswell, 2014):

1. Organized and prepared data for analysis by transcribing interviews, scanning the material, typing field notes, cataloging visual materials, and sorting and arranging data by type (i.e., information source).

2. Read the data. This step involved reflecting on the data and its overall meaning. I recorded thoughts as they arose and wrote notes. I also used a sketchbook to record visual data.
3. Coded the data. In this step, I segmented the data by chunks, texts (i.e., sentences, paragraphs), or images and placed them into categories with labels. This step was repeated until the resulting list of codes best reflected the interview data.
4. Validated the analysis. A second rater reviewed the results of the coding and identified any perceived errors. The second rater and researcher discussed areas of discrepancy and agreed upon a resolution. The results in chapter 4 reflect the finalized and validated analysis.

Chapter 4

Results

The purpose of this study was to explore the Identification stage of TD concerning the issue of supporting disadvantaged Richmond youth in the San Francisco Bay Area. Four research questions were explored:

1. What challenges currently face disadvantaged Richmond youth?
2. Which organizations may form the membership of a TS focused on supporting disadvantaged Richmond youth?
3. What are the goals, motivations, and values of the potential member organizations?
4. What are the current activities and outcomes of the potential member organizations?

This chapter reports the results of the study. The qualitative themes that emerged from the interviews are presented and organized by research question in the following sections.

Participant Descriptions

Seven participants were recruited using a combination of convenience and snowball sampling strategies, beginning with the director of RPAL. Participants represented four organizations (see Table 2):

1. RPAL. RPAL is a nonprofit organization that was founded in 1982 to give Richmond children aged 5 to 18 years the opportunity to engage in productive pastimes and stay off the streets (RPAL, 2015). Today, RPAL serves more than 3,000 youth each year through educational, social, and recreational activities. Funding is made possible through grants, donations, and contributions from local businesses and corporations. Police officers, local business leaders, and community volunteers work with the youth at the center. Four participants were drawn from RPAL.
2. YouthWORKS. YouthWORKS provides case-managed services to at-risk and in-risk youth ages 16 to 21 years (City of Richmond, 2015). Services include academic support, transportation assistance, cultural enrichment trips, and life skills and pre-employment training. The intent of the program is to enhance the youth's quality of life and equip them to become self-sufficient,

productive citizens. One participant was drawn from the YouthWORKS organization.

3. California Police Activities League. The California Police Activities League is a 501(c)(3) nonprofit organization that was founded in 1971 by a group of police officers motivated by the aim to create a safer environment by reducing juvenile crime (California Police Activities League, 2015). The organization's primary goal is to help police and sheriff's departments establish and develop police activities league chapters in every community in California, thereby, ensuring that all California youth have the opportunity to participate in a program. Today, more than 300,000 youth throughout the state actively participate in a police activities league. California PAL is well on its way to achieving its goal as it is California's largest juvenile crime prevention program with the active participation of over 300,000 youth. Its programs focus on developing youth's discipline, positive self-image, mutual trust, and respect. One participant was drawn from California PAL.
4. Mechanics Bank. Mechanics Bank is listed among the top 50 corporate philanthropists in its market each year, having made thousands of individual contributions to local nonprofit organizations over the past 100 years (Mechanics Bank, 2015). The majority of the donations issued through the corporate giving program directly support low to moderate income individuals and communities, such as local Boys and Girls Clubs, Junior Achievement, Volunteer Income Tax Assistance, community health clinics, children advocacy organizations, elderly support organizations, and public school programs. One participant, who also serves on RPAL's Board of Directors, was drawn from Mechanics Bank.

Table 2

Participants

Participants	Organization
Larry, Director	Richmond Police Activities League
Carina, Staff	Richmond Police Activities League
Teyona, Staff	Richmond Police Activities League
Alex, Staff	Richmond Police Activities League
Robert, Assistant Vice President and Manager	Mechanics Bank Member of Richmond Police Activities League Board of Directors
Jay, Program Manager	YouthWORKS
Gregg, Executive Director	California Police Activities League

N = 7

The rest of this chapter describes the results that emerged from the study. Results are reported by research question in order.

Challenges Facing Disadvantaged Richmond Youth

Participants were asked to describe the challenges facing Richmond youth (see Table 3). Analysis of participants' responses indicated five types of challenges: problems in the community (n = 7), problems at home (n = 5), lack personal awareness of need and motivation to better themselves (n = 4), peer pressure and bullying (n = 3), and problems at school (n = 2).

Participants described several types of challenges youth face in their communities. The most commonly cited challenge of this nature was exposure to violence (n = 5). Carina explained,

They witness robberies, killings, drug dealings, and all that kind of stuff. . . . Some of them already came with like a rough past and they try to act out. . . . Richmond is known to be a very violent city, but that's all that some of our kids know.

Robert pointed out the effect the daily violence has on youth: "The main thing to me is the gang activity. . . . I think that just day-to-day, trying to stay straight is very hard in today's society for the kids."

Participants also described the types of challenges that youth face in their home (n = 5). Four participants cited the challenge of poverty and economic hardship. Gregg explained,

I think the biggest that they all deal with is that they are the victim of their own environment and the fact that so many of them are single parent homes, you've got mom with two or three kids or more; she's working a job, working two jobs, to try to put food on the table.

Teyona identified the challenges at home similarly: “Single parents [do] not [have] enough resources that they need [such as] food, or maybe it’s clothing that their parents can’t provide.”

Table 3

Challenges Facing Richmond Youth

Challenge	n
Problems in the community	7
Exposure to violence (5)	
Insufficient programs and interventions (3)	
Lack of support from members in the community (2)	
Sex trafficking of girls in community (1)	
Problems at home	5
Poverty and economic hardships (4)	
Troubled homes or lack of supportive, stable home base (3)	
Lack of parental support and good adult role models (2)	
Lack personal awareness of need and motivation to better themselves	4
Peer pressure and bullying	3
Problems at school	2

N = 7

When describing the youth’s challenge of lack of awareness of need and motivation to better themselves, Jay explained a connection to undiagnosed mental health issues:

They have PTSD and don’t realize it because *everyone* has PTSD: they don’t even know that that is the way that they are processing it. . . . They don’t recognize PTSD because that’s the norm. Nobody has PTSD. I did a thing with some young ladies in here the other day and I said, “We work to serve at risk and in risk kids; how many of you think you’re at risk of you know, poverty or a life of crime?” and nobody raises their hand. “Okay let me ask you some other questions. How many of you has had someone in your family or close to you that has been killed? How many know or has a family member that has been incarcerated? How many of you have seen people using drugs?” But they don’t consider themselves at risk; they don’t acknowledge post traumatic stress syndrome. They don’t acknowledge what we would call “acting out,” because that’s how the family dynamic is.

Four participants additionally pointed out that the youth often are not aware that they are in need and further lack the motivation to better themselves. Jay explained that

his work with at-risk youth through his organization has revealed to him that the youth and their parents don't recognize the trauma they have experienced or its aftereffects because posttraumatic stress syndrome is the norm.

When discussing the youth's lack of motivation, Teyona stated: "as far as their schooling and education and things of that such, I can honestly say there are a lot of programs that these kids could take advantage of. Whether or not they want to do it or not is the struggle. That's the struggle."

Potential Member Organizations

Participants were asked who they thought was responsible for providing services to disadvantaged youth (see Table 4). Three of the seven participants had difficulty identifying responsible parties, and the answers that did emerge reflected very low saturation. Two participants each cited nonprofits, local government agencies and public sector organizations, and members of the community. Robert emphasized that although both public sector and nonprofit organizations play a role, a collective effort is needed simply due to the sheer magnitude of the effort:

[In] today's modern world, the cities and the states can't do everything. It depends on nonprofits like [R]PAL, the Y[MCA] . . . and different things that they have here in town. . . . We all look at it as our responsibility.

Table 4

Parties Responsible for Providing Services to Richmond Youth

Responsible Party	n
Nonprofits	2
Local government agencies and public sector organizations	2
Members of the community	2
Not sure	3

N = 7

Gregg similarly emphasized that every citizen should have a role to carry out that involves caring for those in the community:

I think that everybody in the state of California should have a responsibility, like [the idea that it takes] a village [to raise a child] theory. . . . People can't always volunteer their time, but they can always help out in some way or another, by making donations to PAL programs. If you work at a job that has kids, spend more time listening instead of telling. I think that everybody should have some type of a responsibility; we've all lost that sense of community. It's no more different from like, who's responsible for the senior citizens that are getting older and don't have anybody to watch over them and care for them. How many times have you seen older folks hobble along in grocery stores and need help getting stuff of the shelves? It's the same type of theory you know? We all need to be just a little more aware of the people we live around.

Participants were asked with whom they currently collaborate to provide services to disadvantaged youth (see Table 5). Analysis of participants' responses indicated three types of organizations: nonprofits and youth-serving organizations (n = 7), public sector organizations (n = 7), and private sector organizations (n = 5). For example, Alex described his organization's collaboration with the National Junior Tennis Association, a nonprofit organization. He explained, "They're also helping out a lot with the community [by] just bringing a different exposure to a sport like tennis. The main sports are mainly our basketball, football, [and maybe] baseball." Alex also described collaborating with the Richmond Recreation Department, which is a city department that provides sports and other recreational activities. Carina pointed out that Veriflo and Toys R Us had provided needed toys, bikes, and other donations to her organization. Jay described a youth employment program formed with TJ Maxx.

Table 5

Current Collaborative Relationships

Collaborating Organization	N
Nonprofits and youth-serving organizations	7
Public sector organizations	7
Private sector organizations	5

N = 7

Participants' responses were used to map the network of Richmond Youth Services Organizations, using Richmond PAL as the hub. Figure 3 below identifies the specific entities that participants cited as being a part of the TS. A dense network of 19 nonprofit, public sector, and private sector organizations were identified. All of these organizations are potential members of a TS centered on the mission of serving disadvantaged youth in Richmond.

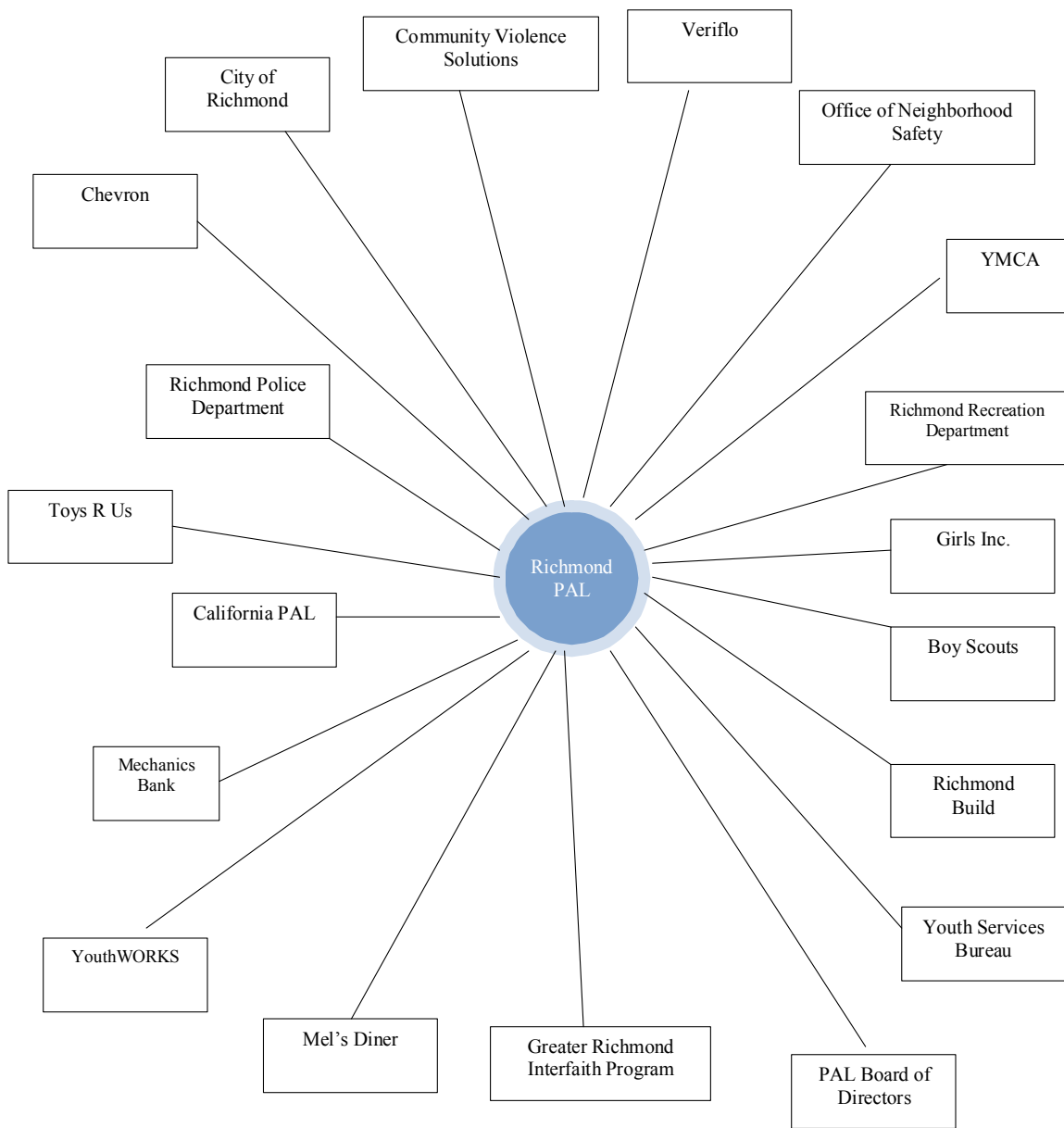
Goals, Motivations, and Values of Potential Member Organizations

Participants were asked about the goals, values, and motivations of the TS participants (see Table 6). Two participants cited organizations' motivation to give back to the community. Robert explained,

A lot of the corporations feel . . . the need to give back to the community, whether it be volunteers from their employees that go out and help out, or with a check, or whatever. Richmond is an amazing situation. . . . I don't know what it is about Richmond, but companies out here feel like they need to give back, and they really do.

Gregg discussed the motivations of police officers that participate in local PAL programs and explained,

They know they can make that difference in a kid's life. . . . It's not easy, it's difficult but you have to have a real passion for working with kids and not everybody is good with that. Some officers have a passion for investigations or being in undercover narcotics or prostitution, but there are a percentage of those officers that have a passion for working with kids.



PAL = Police Action League

Figure 3
Richmond Youth Service Organizations

Table 6

Goals, Motivations, and Values of Potential Member Organizations

Theme	n
Motivation: Give back to the community	2
Service goals	
Help youth to better themselves	5
Better our community	2
Keep kids occupied with activities so they stay out of trouble	2
Program goals	
Expand services and offerings	6
Provide more realistic information about job prospects and career paths	1
Better communication with and support from parents	1
Public policy goals	
Increase funding	4
Remove barriers to youth employment	1
Network goals: Form additional collaborative partnerships	3
Personal goals: Increase knowledge	1
Values	
Provide positivity and encouragement	1
Continuously improve services	1
Allow for all organizations in the network to succeed	1

N = 7

With regard to goals, participants' answers revealed service goals, program goals, public policy goals, network goals, personal goals, and values. Five participants cited a service goal to help youth to better themselves. Gregg shared the success story of a former foster child and PAL member:

We had a girl from the Chico area. She was a foster kid and had probably spent about 9 years in foster care in four different homes. The PAL director brought her to [our] Life After High School [program] although she only had a 0.5 GPA, [Chandra] came to this in the start of her freshman year . . . and she told us later, "I want to go to college. I bet I can do this." So she goes home and starts really applying herself to school and, to make a long story short, she graduated with a 3.85 GPA. She got accepted to Chico State. And now she . . . had a business for a little while.

Robert similarly shared the success story of a former PAL member who had had gang ties in the past:

This kid has straightened his act out real good. Thanks to Larry and PAL, he got a second chance, because he was on his way to jail. He had been in jail before and he was going [again], and then they gave him one last chance, and he took advantage of it. Now he comes back once a year and wears a suit, very polite and everything. This guy was a gang member you know, that type of kid. So he turned his life around thanks to Larry and PAL.

Six of the seven participants expressed a program goal to expand their services and offerings. Robert commented:

I'd just like to . . . do more with the kids, [like in] . . . the summertime, take them to camp outs [or] . . . a ball game, or like in the wintertime, the ice rink or whatever... I would just like to have more outlets.

Larry expressed the desire to create a citywide mentoring program. "We'd like to convince the YMCA, Girls Inc, all the organizations to get on board with having a real one-on-one mentoring program."

The most commonly cited public policy goal was increasing funding (n = 4). Jay explained,

You look at places like San Francisco and Oakland who've got budgets set aside out of their general fund to serve youths, to provide funding for youth servicing organizations. And you look at what youth services were available in Oakland prior to the Oakland fund for children and youth and what are available now the capacity has come up exponentially. That's where we need to be. . . . There has to be a formal policy commitment from the policymakers in the city to support youth services.

Current Activities and Outcomes of Potential Member Organizations

Participants were asked to describe the solutions they currently offer to address the current challenges facing Richmond youth (see Table 7). Analysis of participants' responses indicated six types of offerings: awareness building (n = 7), mental and emotional support (n = 6), recreational outings and activities (n = 6), academic support (n = 6), providing funds and resources (n = 5), and employment programs and job skills training (n = 3). In addition, one participant suggested that the work of RPAL and the

California Police Activities Leagues as well as the concerted efforts of others in the TS was associated with a reduction in crime.

Table 7
Current Offerings

Offering	n
Awareness building	7
Life skills awareness and training (6)	
Exposure to other interests and pastimes (4)	
Company tours (2)	
Relationship building with police officers (2)	
Inspirational role models (1)	
Mental and emotional support	6
Listen and offer compassionate safe haven (5)	
Provide mentoring (5)	
Offer counseling (2)	
Recreational outings and activities	6
Academic support	6
Providing funds and resources	5
Employment programs and job skills training	3
Outcome: Drop in crime	1

$N = 7$

Participants described several types of awareness building offerings. The most commonly cited offering was life skills awareness and training ($n = 6$). Alex stated: “Well we’re trying to get together to help the kids understand that you don’t have to be a violent person, so stopping the violence is one thing that we try to collaborate on.” Gregg shared details about the Life After High School program:

The objective is to bring kids in to let them learn about colleges. So what we try to do is bring these kids onto a campus and let them get the feeling of what it’s like to be on a college [campus]. Give them the “ah” factor of putting them in a classroom that seats 400, enormous theatre style, and has the latest technologies in the classrooms. Let them live in the dormitories, let them eat in the cafeteria get that . . . whole idea, and motivate these kids, because it is their education.

The second most commonly cited type was awareness building offering was exposure to other interests and pastimes, including community service, museum trips and

other cultural activities, music, and gardening (n = 4). Larry shared that PAL members regularly partner with an organization where the youth can serve at a soup kitchen. Gregg added,

The Youth Leadership Council is a formation of high school age, maybe some junior high school kids that form a small group or a group of kids that do community projects. They're giving back to the community instead of taking all the assets out. . . . [They are] doing community projects like . . . going to senior citizen homes and read[ing] to them or listening to their stories or cleaning graffiti, cleaning parks, or picking up trash, or whatever community project they can come up with.

Participants described three types of mental and emotional support they offer.

Five participants emphasized that they listen and offer a compassionate safe haven to youth. Robert explained,

The main thing we offer is a safe haven for the kids. They don't have to be out on the streets, they don't have to worry about gangs and stuff. Nobody is allowed to wear any kind of colors like that once you're within PAL. Once you walk in that building you're safe; nothing's going to happen to you.

Another five participants reported they provide mentoring as a form of mental and emotional support. Alex shared, "I try to develop them, you know, as good human beings. Try to teach them [the] ins and outs of life." Larry pointed out, "We're one of the only organizations that actually have a, a real mentoring program." Teyona added,

Our mentor program is phenomenal. We're actually still in the process of recruiting kids who want to be more involved in programs like the mentoring program. You'd be surprised how long a phone call, and an hour a week will do.

Six participants reported offering recreation outings and activities. Carina detailed some of the offerings of Richmond PAL:

We take them to the Warriors game; some of these kids have never been to basketball games. We take them to baseball games. A year ago, we took them to the snow, and they loved it. We have sports; we have basketball, boxing and all that for boys.

Gregg highlighted one of California PALs offering: “We have a martial arts tournament that we put on. We have one in southern California and one in northern California [where] . . . multiple agencies get together.”

Participants also reported offering academic support (n = 6). Jay explained,

Our academic program is provided by another youth serving organization called Straight Talk on Prison. . . . The STOP program is a husband-and-wife team . . . aimed on how do you provide effective academic services to at-risk and in-risk populations. And they’re the reason we have the outcomes and service making program that we have.

Larry discussed RPAL’s scholarship program:

We’re actually getting ready to pull our scholarship committee together to plan for our scholarship banquet. . . . Last year we went through 150 applications and selected some kids. We have our scholarship reception—we call it our Richmond Young Scholars Banquet—and we talk to those kids about jobs.

Participants also reported providing funds and resources (n = 5). Gregg commented on the role of each PAL program’s board of directors: “Now each PAL program is a non-profit and should have a board of directors. It’s the responsibility of that board of directors to fundraise.”

Robert provided feedback on the relationship between RPAL and Mechanics Bank and explained,

Mechanics Bank has a very long relationship [with RPAL] since PAL started in Richmond. To give you an example, the building that they are in used to be a Mechanics Bank. We gave it to them for free. So the facility that they have is our old building. They own it now.

Participants were asked about the constraints and barriers that impact an organization’s ability to provide services to disadvantaged youth (see Table 8). Analysis of participants’ responses indicated several factors: funding and resources restrictions (n = 6), ill-intentioned and ill-prepared service organizations (n = 2), funding and resource assets (n = 2), and lack of parental and peer encouragement (n = 1).

Table 8***Factors Influencing Delivery of Offerings***

Factor	n
Funding and resource restrictions	6
Difficulties obtaining funding (5)	
Lack resources and training to assist youth with disabilities (2)	
Ill-intentioned and ill-prepared service organizations	2
Funding and resource assets	2
Lack of parental and peer encouragement	1

N = 7

The theme that generated the most response in relation to funding and resources restrictions was difficulties obtaining funding (*n* = 5). Jay shared accounts of three organizations that had to shut down their operations within the previous 4 years due to lack of funding. He explained,

Of those, two of them closed their doors because of their funders. They had money for a program, but their funders restricted the money so they couldn't use it for administration. If you do not have administration, you do not have a program, so they had to close their doors and give the money back.

Two participants additionally pointed out that organizations sometimes move into the youth service space largely driven by public relations goals or with a lack of understanding of the community. Both types of organizations tend to fail; however, participants explained that entrance of these organizations can complicate effective collaboration and attempts to serve youth. Jay explained that these organizations,

parachute people in to provide services to Richmond with no knowledge of the quirks and intricacies of the Richmond youth. I have seen organizations come in like that and try to pull kids from every neighborhood. They will be based in, let's say, Central Iron Triangle and they'll be trying to pull kids from the Southside and North. [If] you're from Richmond, you understand what a basic error in service delivery that is. You're not gonna survive your first year, and we watch them come and we watch them go.

Summary

Seven volunteer participants from across four youth-serving organizations provided data regarding the challenges currently facing disadvantaged Richmond youth; potential members of a TS focused on supporting disadvantaged Richmond youth; the goals, motivations, and values of the potential member organizations; and the current activities and outcomes of the potential member organizations. The next chapter provides a discussion of these results.

Chapter 5

Discussion

The purpose of this study was to explore the Identification stage of TD concerning the issue of supporting disadvantaged Richmond youth in the San Francisco Bay Area. Four research questions were explored:

1. What challenges currently face disadvantaged Richmond youth?
2. Which organizations may form the membership of a TS focused on supporting disadvantaged Richmond youth?
3. What are the goals, motivations, and values of the potential member organizations?
4. What are the current activities and outcomes of the potential member organizations?

This chapter provides a discussion of the study results. Study conclusions are provided first, followed by recommendations, study limitations, and suggestions for additional research.

Conclusions

The study findings were reviewed and conclusions were drawn for each research question. These conclusions are outlined in the following sections.

Challenges facing disadvantaged Richmond youth. Study findings indicated that Richmond youth face a multifaceted set of challenges in their lives that, in some cases, affect them in all areas of their lives, from their homes, to their communities, and schools. They even face pressures among their peers and within themselves. These findings are consistent with reports from CCISCO (2007) that found that youth grapple with violence in their neighborhoods, inadequate preparation for life and further schooling, and lack of programs.

These collected findings from past literature and the present study underscore the importance of creating effective interventions and supportive mechanisms for youth to help them make healthy choices, increase their quality of life, and have an opportunity to become productive citizens. As the present study's participants and past reports (CCISCO, 2007) have pointed out, the cost to support the healthy development of Richmond's youth is slight compared to the human and societal costs and impacts of escalating violence, unemployment, incarceration, and other social issues.

Potential member organizations. The participants reported on many collaborations and activities currently underway to serve at-risk and in-risk Richmond youth. A range of nonprofits, for-profits, and public sector organizations were identified as currently operating in the space. Nevertheless, participants had trouble identifying who, in terms of individuals or organizations, were responsible for intervening in the lives of Richmond youth and helping to assure that they go on to lead productive lives. Moreover, a clearly defined list was not provided by any particular participant.

These results are not surprising, as TS literature suggests that there may be so many people and organizations working to fulfill a particular mission, pointing out that each typically is operating according to its own goals and agendas (Motamedi, 2012). The result of these many disparate activities often is confusion, duplication of effort, and other inefficiencies. The implication of this literature is that there are so many players and so many activities going on that it is difficult to identify and convene potential members. Similarly, although the present study participants voiced a number of collaborations and organizations active in the space, there appeared to be no unified structure or strategy for carrying out the work.

The result of this scenario for the case of Richmond youth likely is that while some youth and some particular youth challenges may be adequately served (or possibly over-served), other youth and other challenges may be underserved. Additionally, there may be a number of missed opportunities for organizational synergies and youth intervention. These results point to important recommendations and directions for continued research, which will be discussed later in this chapter.

Goals, motivations, and values of potential member organizations. Study findings suggested that participants are motivated by a desire to give back and that a leading goal for their organizations is to help youth to better themselves. Most participants would like for their respective organizations to expand their services for youth but lack of funding was the main reason as to why they are unable to do so. The CCISCO (2007) report similarly indicated the need for an expansion of services, based on internal leader feedback and interviews conducted with youth. Furthermore, participants reported that lack of funding has caused some Richmond youth-serving organizations to shut down, leading to a gap in the number of activities that are provided.

These findings are not unexpected, as the shortage of funds commonly hamper many social service organizations. At the same time, findings emphasize the need for a TS to be formed with the aim of serving Richmond youth, as the coordinated and collaborative effort of the various organizations may enable the organizations to achieve far more than they are able to achieve today (Motamedi, 2012).

Current activities and outcomes of potential member organizations. Participants reported performing a range of activities to serve Richmond youth. All seven delivered awareness building programs (e.g., life skills, relationship building, training, community service) designed to equip the youth for life and learning beyond high school,

including obtaining education, breaking the cycle of violence and poverty, and gaining exposure to life and interests outside their neighborhoods. Six of the seven participants also offer mental and emotional support, including listening and offered compassionate safe haven and mentoring. Other activities included recreation outings and activities and academic support. Private sector organizations typically provided funds and other resources. These results are consistent with the findings of the CCISCO (2007) report that outlined a similar variety of activities available. These findings indicate that organizations have made available a wide array of activities to Richmond youth in the effort to help them have better opportunities and outcomes in life. At the same time, it is important to be aware that availability of the offerings does not mean that the youth are taking advantage of them or that the opportunities are having the desired effect. No usage or outcome statistics were gathered as part of this study; this would constitute a suggestion for continued research. Nonetheless, it appears that the Richmond community has a strong foundation for intervention and that a well-organized and coordinated TS may enhance these organizations' abilities to have the desired impact.

Recommendations

The primary recommendation emerging from this study is to continue carrying out the TD model related to the various organizations serving disadvantaged youth in Richmond. The first part of this effort is continuing and completing the Identification stage of the TD model before proceeding on to the successive stages of Convention, Organization, and Evaluation. Doing so would include sharing and discussing the results of the present study with participants, identifying additional players in the field, and having conversations with each of them to gauge their interest; motivations, goals, and values; and activities related to a TS centered on serving disadvantaged Richmond youth.

In addition to striving to form a TS, it is also important to note that there is no replacement for parents and the other adult role models in the lives of Richmond youth. These adults should strive to have as much quality time with the youth as possible and to support the continued education and development of their youth by encouraging them to get involved in programs like PAL, YouthWORKS, and the many valuable offerings available in the community.

Limitations

Two limitations affected the present study:

1. **Sample size and composition.** A leading limitation of the study concerns the sampling procedures. Only seven participants were involved in the study. Moreover, all the participants were adults and represented only four organizations. Therefore, the results cannot be considered representative of the views of all youth-serving organizations in Richmond. Moreover, the youth may have different perceptions about the challenges they face and the interventions they need. Future studies should draw a larger, more representative sample to include youth service workers, youth, and their parents in order to generate as complete an understanding as possible.
2. **Inadequate interviewee preparation.** A second limitation is that only some participants knew of the interview purpose and questions in advance. More complete data regarding what organizations are serving Richmond youth and what activities are going on may have been generated, had all participants been aware of and prepared for the interview before it commenced. In particular, there was a miscommunication with the RPAL director regarding the interview such that he was not prepared for the conversation and adequate time had not been allotted. This limitation could be avoided in future studies if all participants are briefed in advance regarding the purpose of the interview, the questions they will be asked, and what information they should bring.

Suggestions for Additional Research

A key suggestion for additional research is to perform the study again, using a larger and more diverse sample of participants—including youth as well as participants from a range of public sector, private sector, and nonprofit organizations. Without any one of these constituencies, understanding of the TS and its features and needs will be

incomplete. A community action research design may be helpful in this effort, where key individuals in the field are involved as co-researchers, allowing the researcher to expand her access to the various constituencies in the field and to benefit from the additional perspectives, time, and resources of co-researchers. At the same time, it is important to be aware of the need to maintain the perception of neutrality throughout the TD process, to avoid any individuals or organizations getting the sense that certain parties will get preferential attention or treatment compared to another.

Another suggestion for research is to comprehensively evaluate the existing youth programs being offered using Kirkpatrick's (1994) model of curriculum evaluation. This model would evaluate youth's reactions to the programs, whether and what learning is occurring, whether and what behavior change is occurring, and whether and what results are emerging from their involvement in the programs. The data from this type of study would generate valuable insights about how the programs may be modified to achieve maximum impact. For example, several participants noted the lack of programs for girls.

Summary

This qualitative study explored the Identification stage of transorganization development concerning the issue of supporting disadvantaged Richmond youth in the San Francisco Bay Area. Seven participants from four youth-serving organizations in Richmond were recruited using convenience and snowball sampling strategies. Participants were interviewed about the challenges disadvantaged Richmond youth currently face; which organizations may form the membership of a transorganizational system focused on supporting disadvantaged Richmond youth; and what these member organizations' goals, motivations, values, current activities, and outcomes are. Richmond youth were found to face a multifaceted set of challenges affected all aspects of their

lives. A range of nonprofits, for-profits, and public sector organizations were identified as currently operating in the space. The leading goal for their organizations is to help youth to better themselves, and to do so, they deliver a range of services that achieve the aims of awareness building, mental and emotional support, recreation outings and activities, and academic support. Recommendations based on the study findings include continuing the process of Identification before proceeding on to the other stages in the TD model. Suggestions for research are to perform the study again using a larger and more diverse sample of participants and to comprehensively evaluate the existing youth programs being offered.

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Appendix A: Participant Recruitment Letter

From: Fields, Cynthia (student)
 Sent: Friday, January 23, 2015 7:37 PM
 To: Richmond PAL
 Subject: PAL Program - Thesis Research

Hi _____,

My name is Cynthia Fields and I am a graduate student at Pepperdine University. I am currently working on my thesis, which is looking into how organizations collaborate to provide services to disadvantaged youth. While I do not live in the city of Richmond presently, I was born and raised there and would like for my study to focus on the city and its surrounding communities.

My reason for contacting you is to see if members of the PAL program would be willing to participate in my research. Participation would involve interviews that are designed to last 45-60 minutes.

I am hopeful that PAL is interested in supporting my study. If so, would either you and/or someone involved with the program be willing to speak with me one day next week? I am available each evening, Monday - Friday and can also arrange my schedule to accommodate earlier time frames. Weekends work for me as well.

Thank you for your consideration.

Cynthia Fields, MSOD Candidate (2015)
 Pepperdine University
 [Contact information omitted]

From: Fields, Cynthia (student)
 Sent: Friday, February 06, 2015 1:40 PM
 To: Mechanics Bank
 Subject: Thesis Research - Richmond PAL

Hi Soror,
 Thanks for responding to my Facebook message and for your willingness to help out with my research study, I really appreciate it.

What I am looking into is how different organizations provide services to disadvantaged youth in the Richmond community either individually or collaboratively. Since I have such a deep interest in RPAL I was excited to find out that Mechanics Bank is one of their major contributors. Now I am interested in finding out more about the relationship that Mechanics has with RPAL. Who at the bank would you recommend that I talk to?

Thank you again for your willingness to help me out.

Sisterly,
 Cynthia

From: Fields, Cynthia (student)
Sent: Wednesday, February 11, 2015 3:24 PM
To: Mechanics Bank
Subject: FW: FW: Thesis Research - Richmond PAL

Greetings Mr _____,

Thank you very much for agreeing to assist me with my thesis research. I had the opportunity to meet with some of the members of RPAL last week, to include _____, and am excited to find out more about Mechanics Bank's involvement with the program.

Your participation involves an interview designed to last 30-45 minutes. Would you happen to have any availability on Friday, February 13th or Saturday, February 14th? I can meet you at your office. If neither of those dates will work for you, what about Saturday, February 21st?

Thank you again for your participation.

Warm Regards,
Cynthia Fields, MSOD Candidate (2015)
Pepperdine University
[Contact information omitted]

From: Fields, Cynthia (student)
Sent: Thursday, February 26, 2015 12:03 PM
To: Richmond Works
Subject: Thesis Research - Brief Interview

Hello Mr. _____,

My name is Cynthia Fields and I am a graduate student at Pepperdine University. I was referred to you by _____ of the Richmond PAL program. I am currently working on my thesis, which is looking into how organizations work individually and/or collaborate to provide services to disadvantaged youth. My study is focused on the city of Richmond and its surrounding communities. After concluding my interview with _____ he thought that it would be a good idea for me with speak with you about the Richmond Works program.

Would you be willing to participate in my research by engaging in a 30-45 minute interview? If so, are you available next Wednesday, March 4th any time after 10:00 am? I could either meet you at your office or give you a call for a brief chat.

Thank you for your consideration.

Cynthia Fields, MSOD Candidate (2015)
Pepperdine University
[Contact information omitted]

From: Fields, Cynthia (student)
Sent: Tuesday, February 10, 2015 3:18 PM
To: California PAL
Subject: PAL Program - Thesis Research

Hello _____,

My name is Cynthia Fields and I am a graduate student at Pepperdine University. I was referred to you by Larry Lewis of the Richmond PAL program. I am currently working on my thesis, which is looking into how organizations collaborate to provide services to disadvantaged youth. My study is focused on the city of Richmond and its surrounding communities. After concluding my interview with Larry he thought that it would be a good idea for me with speak with you as well.

Would you be willing to participate in my research by engaging in a 30-45 minute interview? Because of my interest in this area, Larry also suggested that I speak with you about the possibility of getting involved with the Life After High School event that is scheduled for this August; I am interested in learning more about it as well.

I am hopeful that CPAL is interested in supporting my study. If so, would either you and/or someone involved with the program be willing to speak with me either this Friday, February 13th or next Monday, February 16th? If these dates do not work for you, I can arrange my schedule to accommodate other dates and times; weekends work for me as well.

Thank you for your consideration.

Cynthia Fields, MSOD Candidate (2015)
Pepperdine University
[Contact information omitted]

Appendix B: Interview Protocol

Thank you for your willingness to participate in this study, which is being conducted in partial fulfillment of the requirements for my master's thesis. The title of my thesis is "Motivations of a Transorganization System in Support of Services for Disadvantaged Youth." I'm investigating how different organizations in the community either collaborate or act individually to provide services to help disadvantaged youth in the greater Richmond area.

I will be asking you a series of questions designed to help me gain some insight into the youth services that you help to provide. If at any point during the interview I ask a question that you would prefer not to answer, please let me know and that question will be skipped.

Your responses to these questions will be kept anonymous. The results of this study will be reported in aggregate with no responses being attributed to any specific individual. This interview is being recorded and manual notes will be taken as well. All interview notes will be accessible by me only as the researcher, and will be stored on a password protected computer. As soon as the thesis is approved, all data containing the names of organizations and any associated codes will be destroyed electronically and/or by shredding.

Participation in this study is voluntary and a refusal to participate or withdraw will not affect the participant's job status. The interview is designed to take between 45 – 60 minutes. Any questions? Let's begin!

1. What's happening right now in regards to collaborations with other organizations?
2. Who from your perspective would have the responsibility or ownership of serving disadvantaged youth in the Richmond area?
3. What are some of the challenges that the youth in the community are faced with? The ones that you deal with?
4. Thinking about the challenges that you just shared, what are some of the constraints or barriers to building solutions for those challenges?
5. When you think about what you're doing, what other things do you see as being possible, that you're not doing right now?
6. What organizations do you collaborate with?
7. What are your goals, motivations, and values?
8. What solutions are available to help youth deal with the different challenges they face?
9. What constraints and barriers exist that obstruct the building of solutions?
10. Who else would you suggest that I talk to?