

EDUCATION 487-4

SPECIAL TOPIC: ORGANIZATION DEVELOPMENT IN SCHOOLS

SUMMER SESSION 1980:

INSTRUCTOR: Philip J. Runkel

Monday & Wednesday, 12:30 - 4:30

Purpose: To acquaint students with the theory and technique of organizational development and with various applications to organizational life in schools. Organizational development is a coherent, systematically-planned, sustained effort at system self-study and improvement, focussing explicitly on change in formal and informal procedures, processes, norms, or structures, using behavioral science concepts. The goals of organizational development include both improving the quality of life of individuals and improving organizational functioning and performance. Advice will be included on using consultants; a list of them will be provided.

Methods: Lectures, readings, exercises, simulations, and occasional short papers. A good part of the time in class will be used for actually experiencing some of the procedures and training exercises used by consultants in organizational development. Students will not leave the course as competent consultants, but they will have a good understanding of what consultants do and the outcomes to be expected.

Texts: Schmuck, Runkel, Arends, and Arends. Second Handbook of Organizational Development in Schools. Palo Alto, California: Mayfield, 1977.

Runkel, Schmuck, Arends, and Francisco. Transforming the School's Capacity for Problem Solving. Eugene, Oregon: Center for Educational Policy and Management, 1979.

Outline:

1. THEORY AND TECHNOLOGY

What is Organization Development? A Theory for Organization Development in Schools. Types of Intervention. Processes of Training and Consultation.

2. DIAGNOSIS

Information Gathering. Context, Design, Progress, Outcome. Diagnostic Information.

3. CLARIFYING COMMUNICATION

Types of Communication. Interpersonal Communication. Communication in the Subsystem. Organization-wide Communication. Gathering Data about Communication. Exercises and Designs.

Outline continued:

4. ESTABLISHING GOALS

Having Goals. Goals in Organizations. Goals in Schools. Consultant, Client, and Project Goals. Ascertaining and Clarifying Goals. Establishing Goals. Goals and Other Organizational Processes.

5. WORKING WITH CONFLICTS

Theory of Conflict. Gathering Data about Conflict. Procedures for Managing Conflict. Microdesigns for Managing Conflict.

6. IMPROVING MEETINGS

Purposes of Meetings. Effective Meetings. Gathering Data about Meetings. Exercises and Procedures for Improving Meetings.

7. SOLVING PROBLEMS

Theory of Problem Solving. Gathering Data about Problem Solving. Promoting Effective Problem Solving. The S-T-P Sequence for Problem Solving.

8. DECISION MAKING

Influence and Decision Making. Group Decision Making. Gathering Data about Decision Making. Exercises and Procedures in Decision Making.

9. MACRODESIGNING

Internal Features. Successful Macrodesigns. Examples.

10. MICRODESIGNING

Training Designs. Data Feedback Designs. Confrontation Designs. Process Observation and Feedback Designs. Involving Clients in Microdesigning.

11. EVALUATING OUTCOMES

Kinds of Outcomes. Assessing Outcomes among Students. Assessing Satisfaction. Assessing Organizational Adaptability. Some Difficulties. Some Technicalities.

12. INSTITUTIONALIZATING ORGANIZATION DEVELOPMENT IN SCHOOL DISTRICTS

Establishing Permanent OD in Districts. OD Cadres in Districts. Cadre Maintenance and Renewal.

File in
the Special Topics
Course file on
Runkel

For Marv Wideman
from Phil Runkel.

GRADING

ED. 487, Runkel, Summer 1980

Your grade will depend entirely on the tasks described in this leaflet. Six tasks are described below: papers A, B, C, D, and E, and the final exam. You are required to write the final exam and four of the five papers--a total of five pieces of writing. Each will be graded separately. Your final grade will be the average of the four pieces that were graded highest.

You can write your four of the five papers in any order you wish.

Papers and exam will be due as follows:

- One paper on Monday, 14 July.
- Another on Monday, 21 July.
- Another on Monday, 28 July.
- Another on Monday, 4 August.
- The final exam on Wednesday, 13 August.

In the following descriptions, exercise means a simulation, practice session, or artificial but experiential episode meant to teach an idea or principle, not necessarily to get actual work done. Procedure means a way of doing things that can be used in the actual work setting in the school to get work done or to help the work get done better. For examples, see the index of the Handbook.

Handbook and Transforming are shorthand for the two texts used in the course.

Paper A on communication

Do any one of the following. Each of the three choices for this paper has two choices within it.

1a. Invent an exercise that teaches something about some aspect of communication. Be sure it does not appear on pages 119-136 of the Handbook. OR (1b) find an exercise that does not appear on those pages. If you hunt for an exercise instead of inventing one, you can use any other part of the Handbook, or you can use any other book. The index of the Handbook lists all the exercises in it. A list of other books that contain exercises is appended to this leaflet.

Your paper must have the following parts:

- a. A description of the exercise complete enough so that the reader can actually carry it out.
- b. A statement of what you think the exercise will teach.
- c. An explanation of how the participants will come to learn what you think they will learn. Just when, through what steps, through what comparisons, or through what means will the learning come into their heads?

2a. Invent a procedure that can aid communication in the ordinary work of the school. Be sure it does not appear on pages 92-105 of the Handbook. OR (2b) find a procedure that does not appear on those pages. If you hunt for a procedure instead of inventing one, you can use any other part of the Handbook or any other book. The index of the Handbook lists all the procedures in it. A list of other books is appended to this leaflet.

Your paper must have the following parts:

- a. A description of the procedure complete enough so that the reader can actually carry it out.
 - b. A statement of the purpose you believe the procedure will serve. How will it benefit the ordinary work of the school?
 - c. An explanation of how the procedure will produce the benefit. Just when, through what steps, through what comparisons, or through what means will the benefit appear?
- 3a. Invent a method or technique of evaluating or assessing some aspect of communication. Be sure it does not appear on pages 106-118 of the Handbook. OR (3b) find a method or technique in some other part of the Handbook or in some other book. The index of the Handbook lists all the techniques for evaluation that appear in it.

Your paper must have the following parts:

- a. A description of the technique complete enough so that the reader can actually carry it out. If your technique is a questionnaire, show the actual questionnaire items. If it is an interview, show the actual questions. If it is an observational technique, be precise about what the observer should look for.
- b. A description of the aspect that you believe your technique will assess. Describe the aspect or variable so that it is clear how it can vary from little to much or from low degree to high, or at least from one category to another.
- c. An explanation of how your technique can be interpreted as an indicator of the aspect you chose. Why can it not be interpreted as some other aspect or as an aspect of something else?

Paper B on meetings

Do any one of the following.

1a. Invent an exercise that teaches something about some aspect of meetings. Be sure it does not appear on pages 250-272 of the Handbook. OR (1b) find an exercise in some other part of the Handbook or in some other book.

Your paper must have the parts listed under choice 1 of paper A.

2a. Invent a procedure that can aid actual meetings in a school. Be sure it does not appear on pages 250-272 of the Handbook. OR (2b) find a procedure in some other part of the Handbook or in some other book.

Your paper must have the parts listed under choice 2 of paper A.

3a. Invent a method or technique of evaluating some aspect of a meeting. Be sure it does not appear on pages 238-249 of the Handbook. OR (3b) find a method or technique in some other part of the Handbook or in some other book.

Your paper must have the parts listed under choice 3 of paper A.

Paper C on solving problems.

Do any one of the following.

1a. Invent an exercise that teaches something about solving problems. OR (1b) find an exercise in some part of the Handbook or in some other book.

Your paper must have the parts listed under choice 1 of paper A.

2a. Invent a procedure that can aid actual problem solving in a school. Be sure it does not appear on pages 293-305 of the Handbook. OR (2b) find a procedure in some other part of the Handbook or in some other book.

Your paper must have the parts listed under choice 2 of paper A.

3a. Invent a method or technique of evaluating or assessing some aspect of solving problems. Be sure it does not appear on pages 290-291 of the Handbook. OR (3b) find a method or technique in some other part of the Handbook or in some other book.

Your paper must have the parts listed under choice 3 of paper A.

Paper D on conflict

Do any one of the following.

1a. Invent an exercise that teaches something about conflict.

Be sure it does not appear on pages 208-209 of the Handbook. OR (1b) find an exercise in some other part of the Handbook or in some other book.

Your paper must have the parts listed under choice 1 of paper A.

2a. Invent a procedure that can aid in resolving actual conflicts in schools. Be sure it does not appear on pages 209-215 of the Handbook. OR (2b) find a procedure in some other part of the Handbook or in some other book.

Your paper must have the parts listed under choice 2 of paper A.

3a. Invent a method or technique of evaluating or assessing some aspect of a conflict or of resolving it. Be sure it does not appear on pages 199-208 of the Handbook. OR (3b) find a method or technique in some other part of the Handbook or in some other book.

Your paper must have the parts listed under choice 3 of paper A.

Paper E on making decisions

Do any one of the following.

1a. Invent an exercise that teaches something about making decisions. Be sure it does not appear on pages 338-359 of the Handbook.

OR (1b) find an exercise in some other part of the Handbook or in some other book.

Your paper must have the parts listed under choice 1 of paper A.

2a. Invent a procedure that can aid actual decision making in schools. Be sure it does not appear on pages 360-365 of the Handbook.

OR (2b) find a procedure in some other part of the Handbook or in some other book.

Your paper must have the parts listed under choice 2 of paper A.

3a. Invent a method or technique of evaluating or assessing some aspect of making decisions. Be sure it does not appear on pages 329-337 of the Handbook. OR (3b) find a method or technique in some other part of the Handbook or in some other book.

Your paper must have the parts listed under choice 3 of paper A.

Final examination

Look at the tables on pages 120-124 of Transforming. Pick any line in any of those tables. Explain why there are Xs in some places on that line and not in other places. Explain each X and each blank separately.

OTHER BOOKS IN WHICH PROCEDURES AND EXERCISES CAN BE FOUND

- J. William Pfeiffer and John E. Jones. Annual handbook for group facilitators. (from 1972) San Diego, California: University Associates, 1972 to present.
- J. William Pfeiffer and John E. Jones. A handbook of structured experiences for human relations training (6 vols.) San Diego, California: University Associates, 1969 to present.
- David A. Kolb, Irwin M. Rubin, and James M. McIntyre. Organizational psychology: An experiential approach. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.
- David W. Johnson. Reaching out: Interpersonal effectiveness and self-actualization. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.
- Robert E. Horn and Anne Cleaves. The guide to simulations and games for education and training, 4th edition. Beverly Hills, California: Sage, 1980.