

John Carroll University
Department of Education and Allied Studies
Syllabus

Course Number: ED 517

Course Title: School Leader as a Facilitator of Organizational Change

Knowledge base or rationale: This course is based on research about the activities of internal and external consultants functioning as change agents (McLean & Sullivan, 1990). The research results are described in a report entitled "The Essential Competencies of Internal and External Organizational Consultants" (The Essential Competencies) that is issued by the Organizational Development Institute's (ODI) committee to define OD knowledge and skills. These competencies developed as a result of efforts to describe what change agents do as they diagnose the need for change and participate in planned-change efforts.

Major Target Areas from the ELCC guidelines:

2. Information Management and Evaluation
6. Organizational Management
7. Interpersonal Relationships.

Course Objectives:

Knowledge: The student:

1. knows theories, concepts and principles of change and the role change agents and OD practitioners to work with teachers for the improved performance of the school. It affects such leadership areas as planning, small and large group facilitation, behavioral change theory, classroom and school climate analyses, action research, and diagnostic-perspective approaches to school change.
2. Knows major concepts of organization development (OD).
3. Knows the ideas behind the principal as an internal "consultant" for school-improvement efforts.
4. Knows the fundamental role of communication in shaping culture.
5. Knows the history of OD.

Skills: The student will be able to:

1. Introduce change into small groups.
2. Introduce change into large groups.
3. Link theory with practice.
4. Practice empathy.
5. Learn from interactions.
6. Tolerate a high level of ambiguity.
7. Complete a preliminary diagnostic plan.
8. Build a high level of trust.
9. Conduct action research.

Attitudes: The student will believe:

1. That knowing the culture of the group is important for success.
2. That a personal definition of OD is central to effective use of the principles of OD.
3. That self-knowledge is significant in achieving a successful intervention.

Desired Results:

- ◆ engages in systematic inquiry
- ◆ seeks out opportunities for professional development and growth
- ◆ actively participates in professional events and projects
- ◆ assists fellow professionals
- ◆ uses knowledge of communication techniques to foster collaboration and supportive interaction.
- ◆ takes initiative in assuming leadership roles
- ◆ initiates activities that contribute to the profession
- ◆ Challenges negative attitudes and practices; is proactive in serving clients/students/colleagues

Course Outline:*Part I: Introduction to the Theory of Organizational Development (OD)*

Definitions of

1. Key terms in
2. The History of
3. When will OD be successful?

Part II. Models for Change and Steps in Action Research

1. Models for Change
2. Steps in OD Interventions

Part III. The Major Parts of an OD Intervention

1. Entry
2. Start-up
3. Assessment and feedback using qualitative and quantitative data
4. Action planning
5. Interventions in large systems
6. Interventions in small groups
7. Evaluation
8. Adoption

Assignments:

1. Secure a copy of a districts strategic plan. Interview the superintendent or school official in charge about the development and implementation of the plan. Do a written critique comparing it to the model which was discussed in class. Discuss how motivational theory infuses the plan. (10 pts.)
2. Conduct an interview of a person who is involved in their school's site-based decision-making process. Observe the style of communication employed in the school's site-based decision-making process. Write a critical description of your impressions of the strengths and weaknesses of their process. Determine and evaluate the extent to which the process utilized qualitative and quantitative data. In the conclusion of the paper, provide an evaluation of whether the process utilized best practice, and whether it incorporated best practices into the organization. (10 pts.)
3. Examine the continuous improvement document from the Ohio State Department of Education. (Available http://www.ode.state.oh.us/si/CIP_RefGuide.pdf) Use this as a resource to determine the nature of data-driven decision making in the school improvement process in Ohio. Prepare the outline of a continuous school

improvement plan, including a goal, its rationale, and procedures for monitoring its implementation and eventual evaluation. (10 pts.)

4. Work with your building principal to pick a topic that needs to be communicated to the staff. Take the lead on developing interactive communication procedures and implementing them. In a concise report describe: topic, plan, interactive features, effectiveness, strengths and weaknesses. (Final Project- 40 pts.)

Clinical/Field Experience: The clinical component of the course includes:

- ◆ Working with a small group within the school setting (e.g., teachers, service staff, and/or parents) to solve a problem identified through consensus-seeking techniques. (10 pts.)
- ◆ Engage in a "listening lab" experience with several staff members about a topic of mutual interest. (10 pts.)
- ◆ Examine a data set from a local school district. Using this data: a) Make data statements: What does the data say about staffing? Curriculum? Organization? And so forth. b) Evaluate the data statements and develop a list of goals for school improvement. c) Develop action plans for the school in achieving these goals d) Develop methods for assessing goal achievement. (15pts.)
- ◆ Analyze a "District Report Card" from the Ohio State Department of Education for a local school district. Looking specifically at percentages of students passing the fourth grade proficiency test, develop the outline of a plan to improve student performance. Consider questions of staffing, cost, instruction and benchmark assessments in your plan. (15 pts.)

Course Evaluation:

1. Mid-term exam	20%
2. Clinical work	20%
3. Attendance and participation	20%
4. Assignments	20%
5. Final Project	20%

Other assignments may be given or changed if appropriate to the topic being covered.

Attendance is expected at all scheduled classes, but reasonable needs for absence will be honored. Students are responsible to notify the instructor prior to class if they are unable to attend. A 4-point deduction will be assessed to any student with an absence.

Representative Works Consulted:

References:

- Ackoff, R.L. (1974). Redesigning the future. New York: John Wiley & Sons.
- Argis, C. (1962). Interpersonal competence and organizational effectiveness. Belmont, CA: Dorsey Press.
- Beckhard, R. (1969). Organization development: Strategies and models. Santa Monica: CA: Goodyear.

- Beer, S. (1985). Diagnosing the system for organizations. New York: John Wiley & Sons.
- Bradford, et.al., (1964). T-group theory and laboratory method: Innovation in re-education. New York: John Wiley & Sons.
- Burke, W. (1982). Organization Development: Principles and Practices. New York: Little, Brown & Co.
- Burns, J.M. (1978). Leadership. New York: Harper.
- Clark, K.E., Clark, M.B. & Campbell, D.P. (Eds.). (1992). Impact of leadership. Greensboro, NC: Center for Creative Leadership.
- D'Aprix, R. (1982). Communicating for productivity. New York: HarperCollins
- Herzberg, F., et.al. (1959). The motivation of work. The motivation to work. New York: John Wiley & Sons.
- Hilt, W.D. (1991). The leader-manager. Columbus, OH: Battelle.
- Huton, D. W. (1994). The change-agents' handbook: A survival guide for Quality Improvement champions. Milwaukee, Wisconsin: ASQC Quality Press.
- Isgar, T. (1988). The ten-minute team: Ten steps to building high performing teams. Boulder, CO: Seller Press.
- Ivey, A.E. (1988). Managing face to face. Kent, England: Chartwell-Brat.
- Johnson, J. and Immerwhar, J. (1994). First things first: What American's expect from the public schools. New York: Public Agenda.
- Leithwood, K., Begley, P.T., & Cousins, J.B. (1992). Developing expert leadership for future schools. Washington, D.C.: Falmer
- Likert, R. (1967). The human organization: Its management and value. New York: McGraw-Hill.
- Louis, K.S., & Miles, M.M. (1990). Improving the urban high school: What works and why. New York: Teachers College.
- Martin, A.P. (1983). Think proactive: New insights into decision-making. Ottawa, Canada: The Professional Development Institute.
- Maslow, A. (1954). Motivation and personality. New York: Harper & Row.
- McLean, G. & Sullivan, R. (1990). OD Skills: An ongoing competency list. *OD Practitioner*, 22 (2), 11-12.
- Nadler, L. (1989). Developing human resources (3rd Ed.). New York: Van Nostrand Reinhold.
- Newstrom, J. & Scannell, E. (1996). The big book of business games. New York: McGraw-Hill.
- Ohmae, K. (1982). The mind of a strategist: The competitive advantage. New York: Penguin.
- Pellicer, L.O., et.al., (1990). High school leaders and their schools. Reston, VA: National Association of Secondary Principals.
- Peters, T. & Waterman, R.H. (1982). In search of excellence. New York: Harper & Row.
- Pfeiffer, J.W. & Heslin, R. (1973). Instruments in human relations training. Iowa City, Iowa; University Associates.
- Rothwell, W.J.; Sullivan, R. & McLean, G.N. (1995). Practicing organization development. San Diego, CA: Pfeiffer & Company.
- Schein, E. (1985). Organizational culture and leadership. San Francisco, CA: Jossey-Bass.
- Senge, P. (1990). The fifth discipline. New York: Doubleday/Currency
- Varney, G. (1977). Organization development for managers. Reading, MA: Addison-Wesley.

Varney, G.H. (1989). Building productive teams: An action guide and resource book. San Francisco: Jossey-Bass.

Wren, D. (1979). The evolution of management thought. (2nd Ed.). New York: John Wiley & Sons.

Wheeler, D.J. (1993). Understanding variation: the key to managing chaos. Knoxville, TN: SPC Press.

Journals consulted on a regular basis

Harvard Educational Review

Harvard Educational Newsletter

Teachers College Record

ERIC Digest

Bulletin of the NASSP

The Elementary Principal

Writing Style: The APA style manual should be consulted for written work.

SPECIAL NOTE:

Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the professor of this course or JCU's Coordinator for Students with Disabilities (EXT>4967) as soon as possible. Accommodations will not be granted retrospectively.