

# **ADM 838: Organization Development and the Management of Change**

Spring 2009

Dates: 5- Saturdays, February 7, 14, 21, 28, March 7 (hold March 14 as a make-up day if a class is canceled because of snow)

Time: 9:00 A.M. to 4:00 P.M.

Professor: Dr. F. M. Duffy

Office: Room 203B, Fowler Hall

Office Hours: By appointment

## **PURPOSE OF COURSE**

This course is designed for present or future leaders in special education settings (i.e., schools or organizations serving people with special needs). It provides students with an introduction to the concepts and principles of organization development and change management. Through experiential-based learning activities, small group discussions, and short lectures, students will examine the process of organization development, conducting organizational diagnoses, implementing planned interventions at various levels of organizations, and explore the process of planned change.

The course provides students with valuable insights to factors that influence organizational productivity and quality of work life. In this capacity, the course complements other courses in the Department of Administration and Supervision, in particular *Interpersonal and Group Behavior in Organizations*, *Executive Management Skills*, *Organization Theory and Design*, *Organization Diagnosis and Redesigning Organizations*. Also, the course is a core requirement for the education specialist program and an elective for the doctoral program in special education administration and supervision.

## **OUTCOMES**

As a result of completing this course successfully, students will have a deeper understanding of organization development and change management and how these processes can help an organization to increase productivity and to improve the quality of work life. Additionally, they will have developed some skills for conducting several basic organizational diagnoses.

## **TEXTBOOK**

Burke, W. W. (2007). *Organization change: Theory and Practice*, 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage Publications.

## **CLASS NORMS**

A norm is a “rule” that governs human behavior in organizations. Norms are important to establish because of they can either support a positive work environment or hinder it. We have norms for this class.

As students in this class you are expected to:

1. be punctual...class starts at 9:00 A.M., sharp;
2. be pleasant and upbeat during class;
3. when you arrive in class, leave all of your “baggage” [“baggage” refers to distractions outside of class that may interfere with your ability to participate and learn in class) at the door and enter ready to learn;
4. read the assigned chapters and come to class prepared to discuss the readings with your team mates;
5. turn off cell phones, pagers, and “blackberries”—do not check E-mail or pagers during class (you can check them during the regularly scheduled breaks);
7. participate effectively as a team member in your project teams; and,
8. ask questions if you don’t understand something or if you want to know more about a topic that the professor is talking about.

## **COURSE REQUIREMENTS**

1. Because this is a 5-Saturday course regular attendance is required.
2. Punctuality is also important. Class starts at 9 AM, sharp.
3. Active class participation; which means:
  - a. participating in structured in-class activities

- b. participating in group discussions
- 4. A team project that requires you to design a proposal to redesign a fictitious organization (details about this project are attached).

#### **GRADING POLICY**

There are no tests. Regular attendance is required and participation will affect final grade. Grades will be determined as follows:

- a. Class participation = 30% of final grade (30 points)
  - Participating in group discussion
- b. Team Project (description attached)
  - Professor's evaluation of team's project = 50% of final grade (50 points)
  - Team members' evaluation of your participation on the team = 20% of final grade (20 points)
- c. The grading system is as follows...

100 = A+  
95-99 = A  
90-94 = A-  
85-89 = B+  
80-84 = B  
75-79 = B-  
70-74 = C+  
65-69 = C  
64 or less = F

"Incompletes" will not be given. No exceptions.

#### **PROFESSIONAL STANDARDS**

This course is a core requirement for the Education Specialist Program in Change Leadership. Students in that program are expected to satisfy the professional standards found in:

Duffy, F. M. (2009, January-March, 2009). National framework of professional standards for change leadership in education. *International Journal of Educational Leadership Preparation*, 4 (1). Available at <http://ijelp.expressacademic.org>.

## COURSE OBJECTIVES

At the conclusion of the course, the student will meet the following performance standards for the Education Specialist degree in change leadership in education: <sup>1</sup>

**Standard 1.0—Systems Thinking: Change leaders perceive their school districts as whole systems and explain the functional properties of their districts as systems.**

- Element 1.1...describes the general features of their school district as a system.
- Element 1.2...able to conduct a cursory analysis of the functional properties of their school district as systems.
- Element 1.3...tentatively accepts that their school district is a system.

**Standard 3.0—Change Initiation: Change leaders create the case for systemic transformation within their school districts and in their communities by providing data to support the need for change and the opportunities that can be seized by engaging in change**

- Element 3.1...understands a simple conceptual framework for systemic change.
- Element 3.2...understands basic tactics for gaining political support for systemic change.
- Element 3.3...endorses the concept of whole-system change, but still demonstrates reluctance to accept it fully.

**Standard 8.0—Change Management: Change leaders formulate and lead the implementation of a plan to create and sustain systemic transformation in their school districts.**

- Element 8.1...explains in simple terms the key elements of a plan for creating and sustaining whole-system change.
- Element 8.2...possesses basic skills for planning for system-wide change.
- Element 8.3...accepts the importance of engaging in good planning for change.

**Standard 10.0—Change Tools: Change leaders are familiar with and skillful in using a variety of change theories, tools, and processes derived from interdisciplinary perspectives on change leadership and systemic transformation.**

- Element 10.1...can describe change theories, tools, or processes in simple terms.
- Element 10.2...possesses beginning-level skills for applying change theories, tools, or processes.
- Element 10.3...recognizes the need to understand change theories, tools, or processes.

---

<sup>1</sup> The complete set of standards is found in the document in the above reference.

## **COURSE TOPICS**

The following topics will be covered during the course:

- Definition and history of organization development
- Classic organization development 7-step process
  - Entry
  - Contracting
  - Diagnosis
  - Feedback
  - Action Planning
  - Intervention
  - Evaluation

## **Team Project Information and Guidelines**

### **OVERVIEW**

Your group is a team of organization development consultants working for The Eagle's View Consulting Group. Your team has been invited to submit a proposal to help improve the performance of a social service agency called "Helping Hands." The Executive Director of the organization, Dr. Francis Duffy, contacted your company asking for help in redesigning the organization to increase its effectiveness in providing services and to improve the quality of work life for employees.

### **YOUR TEAM'S GOAL**

Dr. Duffy wants a full proposal from your team describing how you will help his agency achieve a higher level of organizational performance while simultaneously improving the quality of work life for employees. You have a total of four days to develop this proposal. (The proposal will be presented to Dr. Duffy on the last afternoon of the course.)

The specific objectives for your team to accomplish are:

1. Appoint/elect a team leader
2. Organize yourself into a working team
  - a. Identify the major tasks that must be completed
  - b. Team leader monitors the work of the team in addition to completing his or her project-related tasks

- c. As a team (without Dr. Duffy), you will meet daily from 1:00 to 4:00. You may divide up into smaller groups to work on specific tasks. Afternoons MUST BE devoted to this project!
3. Using information from the morning theory/practice sessions and information garnered from library research in the afternoons, develop a full proposal to redesign the “Helping Hands” agency.
4. Make a live, stand-up presentation to Dr. Duffy on the last day of class. Each team member must have a piece of the presentation. The total presentation should be no longer than 60 minutes.
5. The proposal must include the following information:
  - A description of your company’s philosophy for working with clients.
  - A short summary of the literature on organizational effectiveness.
  - A short summary of the literature on the quality of work life.
  - A short summary of the literature on how to redesign organizations.
  - A description of a diagnostic model you will use to collect information about the performance of the agency and the quality of its current work life. This description must include a list of the data collection instruments and processes you intend to use.
  - A description of the process to be used to evaluate the success of the redesign project.
  - A timeline for conducting the restructuring project.
  - A budget estimating the costs of the project.

**Important Point:** In your proposal DO NOT describe what you did—do not describe outcomes. Why? Because you have not yet been hired to do the work, so there are NO outcomes to describe. Instead, just **describe HOW** you would like to help the “Helping Hand” organization—describe your process.

You will be expected to present your proposal using PowerPoint. Please give Dr. Duffy a paper copy of your PowerPoint slides.

5. Evaluate the team’s performance and evaluate each team member’s performance using the evaluation form provided by Dr. Duffy (to be distributed).

## Team Evaluation

(This information is confidential. It will only be seen and used by Dr. Duffy)

Your Name: \_\_\_\_\_

Directions: Part of being on a team involves evaluating the team's performance and evaluating each other's performance. Using the evaluation form, please rate the quality of each individual's contributions to the team's work (the information each provided and the quality of their participation) and rate the overall quality of the team's performance. Use the following rating system: 1 = very low quality; 2 = low quality; 3 = average quality; 4 = high quality; 5 = very high quality. Circle the number which represents your evaluation.

### Do Not Put Your Name In Any Of The Spaces Below

<b>INDIVIDUAL PERFORMANCE ON THE TEAM (WRITE TEAM MEMBERS' NAMES IN SPACES BELOW)</b>	<b>QUALITY OF INFORMATION PROVIDED BY THE INDIVIDUAL</b>	<b>QUALITY OF THE INDIVIDUAL'S PARTICIPATION IN THE TEAM PROCESS</b>
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
<b>OVERALL TEAM PERFORMANCE</b>	<b>OVERALL QUALITY OF THE TEAM'S PROJECT</b>	<b>OVERALL QUALITY OF THE TEAM'S PROCESS</b>
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5