



An application of a plan to initiate organizational self-renewal in a school system  
by Larry Kent Bright

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of  
DOCTOR OF EDUCATION  
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**Abstract:**

In this study a plan to initiate organizational self-renewal in a school system was developed and applied in the public school system of Three Forks, Montana. The problem of the study was to determine if a theoretical plan taken from behavioral science literature could in fact produce anticipated results. The plan of this study attempted to develop a process for bringing members of the subgroups of the school organization together to renew the organization. The plan was based on a self-study approach with data feedback, the intent to develop more open, cooperative, and systematic problem solving and to deepen the school community's motivation to improve its own system. The focus of the plan was to give members of the student, faculty, community, and board subgroups of the organization an opportunity in small group activities to experience a genuine change in the climate of the school system. The system was expected to experience climate change—to be measured through assessment of attitude change—and to initiate the development of task groups (structural change) to support comprehensive self-renewal efforts.

Community members, students, school board members, faculty members, and administrators met in a series of twelve community-wide meetings, and additional small group meetings, to consider problems in their rural school system. In addition to relying on the volunteer participation of members of school subgroups, the project provided for the selection of random groups of students and community members who were asked to participate. A randomly-selected group of students and community members comparable to the randomly-selected participant students and community members was also used in the study as a non-participating control group. Participant and non-participant groups were given pre-test and post-test questionnaires on school organizational issues, including how much people felt they could express their opinions and have influence, how much people felt that they knew about the school's program, how unified school community members were in their efforts to improve the school, how much respect there was among school community members, how much the school was in need of improvement, and how much people felt that the school board served the best interests of the students.

The study was generally successful in producing new goals, channels of communication, and task groups to act to solve some of the school's problems. Participants did learn and reapply problem solving and interpersonal communications skills. The participants in the study, except for volunteer community members, did show significant positive change in their attitudes toward the school. Non—participating control group members did not change their attitudes significantly during the first year of this three year study. The Three Forks Schools appeared to gain self-renewing characteristics as a result of the initiation of the plan of the first year of the study. The researcher recommended that other school systems replicate this study.

AN APPLICATION OF A PLAN TO INITIATE ORGANIZATIONAL  
SELF-RENEWAL IN A SCHOOL SYSTEM

by

LARRY KENT BRIGHT

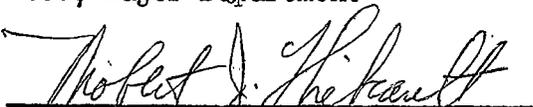
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Chairman, Examining Committee

  
Graduate Dean

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## ABSTRACT

In this study a plan to initiate organizational self-renewal in a school system was developed and applied in the public school system of Three Forks, Montana. The problem of the study was to determine if a theoretical plan taken from behavioral science literature could in fact produce anticipated results. The plan of this study attempted to develop a process for bringing members of the subgroups of the school organization together to renew the organization. The plan was based on a self-study approach with data feedback, the intent to develop more open, cooperative, and systematic problem solving and to deepen the school community's motivation to improve its own system. The focus of the plan was to give members of the student, faculty, community, and board subgroups of the organization an opportunity in small group activities to experience a genuine change in the climate of the school system. The system was expected to experience climate change—to be measured through assessment of attitude change—and to initiate the development of task groups (structural change) to support comprehensive self-renewal efforts.

Community members, students, school board members, faculty members, and administrators met in a series of twelve community-wide meetings, and additional small group meetings, to consider problems in their rural school system. In addition to relying on the volunteer participation of members of school subgroups, the project provided for the selection of random groups of students and community members who were asked to participate. A randomly-selected group of students and community members comparable to the randomly-selected participant students and community members was also used in the study as a non-participating control group. Participant and non-participant groups were given pre-test and post-test questionnaires on school organizational issues, including how much people felt they could express their opinions and have influence, how much people felt that they knew about the school's program, how unified school community members were in their efforts to improve the school, how much respect there was among school community members, how much the school was in need of improvement, and how much people felt that the school board served the best interests of the students.

The study was generally successful in producing new goals, channels of communication, and task groups to act to solve some of the school's problems. Participants did learn and reapply problem solving and interpersonal communications skills. The participants in the study, except for volunteer community members, did show significant positive change in their attitudes toward the school. Non-participating control group members did not change their attitudes significantly during the first year of this three year study. The Three Forks Schools appeared to gain self-renewing characteristics as a result of the initiation of the plan of the first year of the study. The researcher recommended that other school systems replicate this study.

## CHAPTER I

### INTRODUCTION

The body of knowledge is growing about how to help various types of groups and social organizations deal with internal conditions that inhibit them and prevent their coping adequately with their internal and environmental problems. Bennis (1966), Chin (1969), Etzioni (1969), Hage (1970), Watson (1969), Walton (1969), Beckhard (1969), Blake (1969), and Rogers (1969) are examples of only a few of the men currently writing in the field of organizational development and self-renewal. Much has been written about planning for change, but as Hansen pointed out, "There are almost as many strategies, procedures, methodologies, and approaches to planning for change as there are scholars in the field and practitioners of the art. (Hansen, 1967: 25)

Argyris, author of several books on organizational change, has deplored much of the work that has been done by social scientists writing on the science of organizations. He wrote that for years many social scientists have separated thought from action, maintaining that the separation of the process of understanding organizations from the process of improving them was necessary for a science of organizations to develop. Argyris suggested that this separation has been one of the primary reasons for inhibiting systematic research in the area of planned change and for preventing the behavioral sciences from becoming more relevant and systematic. Argyris maintained that researchers agree that an important quality

of a theory should be its ability to predict accurately under different conditions, and in the case of organizations, the theory should be able to predict how and explain why the system will behave differently under different conditions. While Argyris believed that there were several ways of studying organizational change or development, he felt that the most powerful approach was for the researcher to go directly into an organization to actively help to plan and execute changes and to test in field research aspects of change theory. (Argyris, 1970: vi)

Argyris attributed the power in this approach to the following prerequisites required for carrying on this type of field research:

1. An accurate diagnosis of the system is required that can explain the reason it exists the way it does.
2. Specific predictions are required that attempt to explain the system's present state of ineffectiveness and the factors that may increase the system's ineffectiveness in the future.
3. The changes that are necessary, the sequence with which they may be brought about, and the probable resisting forces need to be made explicit.
4. Theories of change and intervention are required which can be used to help bring about the desired changes.
5. Finally, a theory of evaluation is required in order to measure the effectiveness of the change.  
(Argyris, 1970: vii)

Members of the organization who are allowed to help plan and bring about changes in an organization will not knowingly allow the development of a process that will make the system less effective. If theory on organizational change is to be tested, researchers must become actively involved in bringing about planned change to improve organizations. Dealing with broad organizational descriptions has not been looked upon by the empirically-minded researcher as a convenient

area for study, however. "Research in this area is meager if not practically nonexistent." (Argyris, 1970: vii) Most every statement that a researcher in organizational development finds to direct him in his field research must have been conceived as a hypothesis rather than an empirical generalization. Definitions of the meaning of system improvement, effectiveness, or health are necessary in studies of this type, and these definitions are normative. Yet, the picture is not as dim as it might seem. Since system improvement is normative, studies may be conducted in an organization to identify inconsistencies between what the members of the system want and what they are getting. While the researcher did not decide what members want, he might have helped them see if they were accomplishing their goals. The researcher helped the members of the system to examine the criteria they use to define success, and the researcher helped the society explore what new norms and evaluative criteria should be created. A researcher using this approach does not attempt to tell people what they ought to desire, what criteria of system success they should use, or what values they should accept or reject. However, a researcher who cares about the people he works with can help them develop a process by which information can be obtained, by which valid diagnosis will be made, by which people can be helped to make informed choice, and by which a wider variety of members of organizations can monitor their own decisions, once implemented. (Argyris, 1970: viii)

The school system, as a social organization, has become the focus of study of some writers interested in organizational development. However, descriptive studies of schools undergoing organizational develop-

ment process is meager in the literature. Investigations into organizational change have begun to be made by the Center for Advanced Study of Educational Administration at the University of Oregon (Schmuck and Runkel, 1970: ix), the Cooperative Project for Educational Development at the National Training Laboratory (Watson, 1967: v), the Eight State Project (Morphet, Johns and Reller, 1967) and the Northwest Regional Laboratory Educational Change Projects (Schalock and Hale, 1968: 1-7). The processes recommended by writers connected with these projects involve getting as many school community members as possible to express their feelings on the results of the practices of the school.

Watson and Schmuck have written that promoting change in the schools, as in other institutions, is a far more difficult task than anticipated. If enormous inertia of the system seems to defeat all but the most determined and ingenious efforts, then a strong commitment to change by a few teachers or administrators in a school system is rarely enough. Rather, it appears that before fundamental reform can take place, all school personnel must be involved in a concentrated effort to remove both personal and institutional resistance to change. (Watson, 1969; Schmuck and Runkel, 1970)

## Statement of the Problem

The purpose of this study was to develop and initiate in a school system organization a process which could improve the capabilities of groups in the organization to identify and clarify problems. The purpose was to involve organizational groups in sharing expectations of the school so that these expectations could become more acceptable to and understood by all groups — thereby integrating the organization around common goals. The problem of this study was to develop a plan of self-renewal for a school system to help the organization involve its various subgroups in setting priorities on expectations or objectives for the school. A second step in the problem was to apply the developed plan in the school over a period of approximately six months. A third step in the problem was to observe, record, and evaluate the results of the use of the plan. The outcomes of the study will be the developed plan or process of bringing about organizational self-renewal, as well as the description of the results of the application of the plan.

More specifically, the problem was to accomplish the following objectives:

- (1) to develop from the literature of the behavioral sciences and organizational change an eclectic and creative plan for initiating organizational self-renewal in a school system through the use of cooperative subgroup decision-making concerning educational goals for the organization, and emphasizing the development of processes of problem-solving skills and interpersonal skills.

(2) to apply the plan in the Three Forks, Montana, school system, which has requested assistance in involving organizational subgroups, including community members, board members, student groups, and faculty groups, in appraising, clarifying, and renewing educational goals of the school system.

(3) to determine the degree to which the developed plan did, or did not, produce desired organizational self-renewal features constituted by the organization's responding to its environment by its creating new decision-making groups, goals, and channels of communication.

(4) to evaluate (using Mager's educational objectives model and the Northwest Regional Educational Laboratory's problem statement model) the quality of statements of educational goals made by subgroups of the project.

(5) to collect, tabulate, and evaluate through pre-test and post-test questionnaires any changes in the attitudes of project participants (experimental groups) and non-participants (control groups) toward organizational issues including satisfaction with the opportunity individuals are provided to express their opinions, the knowledge people have of the school's program, the amount of involvement of community members in educational planning, the degree that important school problems are aired for community discussion, the quality of the instruction and goals of the school, the level of respect held for people in the school community, the use of resources in the school, and the work of the school board and administration.

(6) to determine how participants in the project feel about the value of the project in general, as well as its specific phases and community meetings.

In summary, the success of the project was to be judged on its ability to produce (1) new channels of communication among the school's subgroups, (2) a democratically-derived statement of community expectations (standardized goals and problem statements) of the school from which the staff may make curriculum changes in the future, (3) a brief philosophy of education reflecting the attitudes of the community, (4) a positive change in the project participants'

attitudes toward the school, its goals, and its personnel, (5) a modified organization with newly formed problem-solving (task) groups that begin to share organizational development responsibilities and (6) positive participant attitudes toward the project and its phases.

#### Importance of the Study

Bennis made the following statement about organizational integration:

Any complex social system, which is the basic way we conceive of an organization, is made up of differentiated parts, the activities of which must be integrated into a unified effort if the organization is to cope effectively with its environment. (Bennis, Benne and Chin, 1969: 471)

Schools are not static. They have multiple and differentiated processes that are constantly in motion. One essential process for adaptation concerns the feedback that changes modes of interaction of the school with its environment so as to maintain goal directedness. Every time the feedback process results in a new plan for equilibration, the school has altered its structure by that much and is therefore a modified organization. Self-renewal in the educational organization is dependent on feedback and continual appraisal of super-ordinate objectives. Applying a process for initiating organizational self-renewal in an educational system may help the system achieve more capability for rapidly and efficiently adapting to current needs of students and society and thereby improve the educational organization and student achievement.

Another point is important, concerning a project which seeks to involve laymen in appraising educational goals. Lucio and McNeil made the following statements regarding the importance of lay participation in education:

The school has been one of the few institutions where a scattered public could recognize itself and express its interest. Inasmuch as citizens feel even more remote from civic, national, and international affairs, it is desirable to preserve those neighborly vehicles by which the individual is able to feel the effect of his voice in crucial public matters. Further, such participation makes possible the innovations and new creations which are essential in the execution of an adequate plan. (Lucio and McNeil, 1969: 132)

#### General Questions to Be Answered

The main question to be answered in this study was whether or not the developed plan for bringing about organizational self-renewal in a school system could truly bring about the integration of the purposes of the members of the organization through the restatement of educational goals and educational philosophy reflecting the interests and contributions of the people in the subgroups of the school. Self-renewal in an organization was described earlier in this paper as involving the subgroups of an organization in building new norms, procedures, and mechanisms for decision-making and planning when achievement of goals falls below expectations. In a school system where a survey indicated that people are generally not satisfied with the school's achievement of preferred goals, a basic question centered around whether or not the application of a self-renewal process could actually create new norms, procedures, and decision-making groups that could increase the satis-

faction people have with the school's achievement of its goals. If conflicts of interest over school goals was discovered, and if the organization appeared to lack integration of purposes, a question was whether or not the plan applied could bring about the resolution of conflicts and the development of positive participants' attitudes toward the school, its goals and purposes, and its subgroup members. It will also be very important to determine if school community members who did not participate in the project significantly changed their attitudes in a positive direction as a result of their association with participants in the project.

A critical question was whether or not a plan, as developed and employed by an individual researcher with individual personality traits and competencies, would be accepted by a given community, carried through to completion, and produce the expected results.

A community is a very complex arrangement of social institutions and value systems. The educational institution is one part of the community network. An important consideration in this study is whether or not a sociological study of a particular community's interrelationships and problems must precede the development of an educational self-renewal model so that particular mechanisms must be constructed to solve specific community problems. This study tested a self-renewal plan's ability to bring about planning among community members with unidentified differences and influences. The process was

developed as a model of school organizational self-renewal, and the process was not adapted to special identified problems in a particular community. Could a model of an organizational self-renewal process be applied and completed in a school system without developing specific mechanisms for solving specific community problems?

Discovering if members of the various subgroups participating in the project felt the same about the value of the project was of importance. Would some groups have more positive attitudes than others? Would the participants feel that each of the phases, meetings, and activities in the project were of value? Would parts of the project appear to need revision if the project were to be replicated?

Generally, could a school system successfully involve members of its subgroups in creating new goals and decision-making groups and thereby revitalize a traditional bureaucratic system? Could people be taught processes for writing and solving problems? Could interpersonal communications be improved through small group interaction in educational planning meetings? Could the educational expectations of a community be unified to provide a school system the direction and support necessary for improving education by better meeting the needs of the people it served?

In summary, was the project successful as measured by its ability to produce (1) new channels of communications among the school's subgroups? (2) democratically-derived statements of community expectations (standardized goals and problem statements) of the school from which the staff may make curriculum changes in the future? (3) a brief philosophy of education reflecting the attitudes of the community? (4) a positive change in the project participants' attitudes toward the school, its goals, and its personnel? (5) a modified organization with newly formed problem-solving (task) groups that begin to share organizational development responsibilities? (6) positive participant attitudes toward the project and its phases?

## General Procedures of the Study

The study grew out of a university independent study project in sociology which began with a review of behavioral science literature on organizational change as it might be applied to schools as organizations. A variety of plans for initiating organizational self-renewal in an educational system were studied. From a combination of theories that seemed logical and meaningful to this researcher, a plan for initiating a self-renewal process in Three Forks, Montana, school system was developed, emphasizing the diagnostic aspect of self-renewal processes described in the literature.

The researcher attended the "Human Interaction in Education" workshop at the Center for Studies of the Person in La Jolla, California; the "Research Utilizing Problem-Solving" workshop sponsored by the Northwest Regional Educational Laboratory (NWRL) at Great Falls, Montana; and the "Interpersonal Communications" workshop sponsored by the NWRL at Helena, Montana. This training provided the researcher with practical laboratory experiences which supplemented his knowledge of change processes as found in the literature. Experience gained in the workshop was used to revise and complete the plan for organizational self-renewal in a school system.

An agreement was made with the superintendent and school board of the Three Forks, Montana, school system to implement the plan in that school system. Meetings were held with the board and superintendent to consider the developed plan for the Three Forks Schools.

A survey including school organizational concerns was developed to give to all members of the school community, and the results of this survey were used to determine the interest people might have in educational concerns and in getting involved in an educational planning project. All community members, students, board members, and teachers were given an opportunity to indicate if they would like to volunteer to participate later in the year in small group discussions about education.

From the response to this survey, the school board decided that there was a strong community interest in cooperatively planning to improve the educational system by trying to do a better job of meeting more of the expressed needs of the community. The researcher and the school superintendent were encouraged to seek funding for the project, and they discussed the proposed project with members of the Office of the Superintendent of Public Instruction in Helena, Montana. State officials invited the Three Forks Schools to submit the project for federal funding under Title III of the Elementary-Secondary Education Act. Funding was needed to provide project materials, secretarial services, director's salary, evaluator's salary, and travel for project participants wishing to investigate innovations. The project was submitted for Title III ESEA funds in early October, 1970.

Three months later the project was funded with \$17,500.00. An evaluator was hired for the project to help develop measures to determine the success of the project. The evaluator, project director (the

researcher), the school superintendent, and consultants from Montana State University cooperated to develop processes to be used in the project, to refine a questionnaire to be used to measure part of the results of the project, and to clarify criteria for measurement of the performance of expressed objectives of the project.

The project community meetings were ready to be started in January of 1971. A pre-test of the attitudes of the school community members toward their school was administered early in January before community meetings for sharing expectations and developing educational goals got underway. The pre-test was administered to a control group and to a participant or experimental group. To attempt to increase the representation of most community groups in the project, community members and students were selected at random and asked to participate in the project with people who had indicated in the earlier survey that they would like to volunteer to be part of the planning project. There were, then, two types of participants in the project -- those that volunteered without being asked to participate, and those that agreed to participate after being told that they were randomly-selected to participate. The control group that the pre-test was administered to was a randomly-selected group of the same size as the randomly-selected participant group; the control group members did not take part in the community meetings of the project. The control group was used to determine the carry-over, if any, of attitudes of participants in the project to non-participants, and to be a gauge of community response to the educational planning project.

The phases of the initiation of the project, from the gathering of opinions to the development of task groups of people to work on carefully developed problems fitting into defined school goals, continued from January through May. In early May a post-test was given to participant and control groups to measure any changes in the attitudes of the people toward their school after the project was initiated. The project process was evaluated on the basis of its ability to actually produce anticipated outcomes—primarily, did the developed plan create organizational self-renewal in the school system? The goals developed by community members working in the project were evaluated for their quality. Each of the six phases of the project and each of the community meetings in the phases of the project were evaluated by participants in the project.

During the project a record of activities and products of meetings was kept so that other researchers might replicate the process. In Phase VI, the evaluator of the project and the project director cooperated to analyze and summarize the results of the project. A report of the plan to initiate the project was submitted to Title III ESEA officials in Helena, Montana, with a request for continuation funds to help the task groups developed in the project to continue their effort in bringing about the improvement and self-renewal of their educational system.

### Definition of Terms

In this study the term organizational self-renewal refers to a process in which members of the subgroups of a complex social system, such as a school, share expectations of desired outcomes of the organization, study how well the organization meets stated purposes, and develop problem solving task groups of organization members to solve identified problems.

Groups of people working to solve problems may consider all of the factors, vectors, or forces related to one given problem. The term force-field analysis refers to a systematic consideration of the many issues or forces related to solving a particular problem. Some forces will help people solve problems, and some forces will oppose the solving of problems. In force-field analysis the many factors at work in the "field" of a problem are identified and considered for their interrelationships so that people may become very clear about what needs to be done to solve a problem.

### Limitations of the Study

The plan selected for this study was limited to the initiation of organizational self-renewal in the particular school system of Three Forks, Montana. The project was also limited to starting a process that will not be completed as an end in itself. Self-renewal was considered in this project to be a continual need. The project was limited to identifying problems in a school system, to the discovery

of conflicts among subgroups concerning priorities placed upon various objectives, and to the discovery of means of resolving these conflicts through use of communications research. This project was not directed toward affecting major change in a school system directly. This project was limited to increasing subgroup satisfaction with organizational problem-solving and formulated specific educational goals rather than to personality development, though the latter may be a concomitant result. The project was limited to a time period of no more than one year, a period in which the superintendent, researcher, and board members expected to be able to produce results in terms of new goals, new decision-making groups, and improved attitudes toward the school and its programs and personnel.

## CHAPTER II

### REVIEW OF ORGANIZATIONAL DEVELOPMENT LITERATURE

#### Introduction

While results of field research on plans for organizational development and self-renewal in school systems are generally lacking in the literature, writing on theories of change in schools is not difficult to find. In this chapter a selective over-view of organizational development literature related to schools is presented. Since one of the outcomes of this study is a particular plan of organizational self-renewal, Chapter IV in this paper includes a description of the rationale taken from the literature for various aspects of the developed plan. Chapter IV presents general theories of organizational change that provide a background for this study. The first section of Chapter II is a description of the school as it might be perceived as a kind of organization. The second section begins to clarify the meaning of "self-renewal" in a social organization. A third section presents thought on subgroup involvement in school goal development. The fourth section identifies the general type of planning model used in this study, and the last section summarizes suggestions for sequences of activities aimed toward creating organizational development.

### School Systems as Social Organizations

Schools may be described as open, living systems, contained within, but constantly influencing and being influenced by the environment. They are complex social systems stabilized by role expectations, goals or objectives, and interpersonal norms. Individuals within a faculty behave predictably largely because of their adherence to shared expectations for what is appropriate in the schools. Schmuck wrote that norms are compelling stabilizers because individuals in the school monitor one another's behaviors. (Schmuck and Blumberg, 1969: 3) It is the strength of this sharedness that makes a school organization so resistant to modification; but which, at the same time, offers a tool for planned change.

If organizational change in the school is to be viable and stable, changes in interpersonal expectations must be shared so that each person knows that his colleagues have changed their expectations in the same way he has changed his own. (Schmuck and Blumberg, 1969: 3)

Bringing about the integration of an organization is contingent upon the sharing of expectations among subgroups of the organization, and organizational change projects rely heavily upon the use of small group activities which involve frequent exchanges of individual expectations and perceptions. (Lucio and McNeil, 1969: 135)

As an open system, an organization's efficiency may be measured by how completely resources are used in developing its products. Schmuck defined a school's efficiency as "the degree to which resources, such as quality of curriculum materials, are optimally integrated

and processed so as to produce the desired products — capable, competent, and responsible persons. (Schmuck and Blumberg, 1969: 4) Four postulates are basic to theories of school organizations as open systems, and they are summarized below: (Schmuck and Blumberg, 1969: 4)

1. Schools are composed of basic units or components — the people and the curriculum. These components are organized into subsystems by means of the communication of information, by decision-making, job allocation, and program evaluation. Subsystems might include building groups of teachers, curriculum committees, departmental groups, community groups, various student groups, and administrative cabinets.

2. Schools are oriented toward goals. Subsystems are organized presumably to achieve system's goals and they are organized with functional differences. Administrative groups may forecast about the future and attempt to accommodate changing times; classroom teachers may diagnose the learning needs of their students; students may consider the relevancy of their curriculum; and parents and community members may judge the consequences of school policies.

3. While schools defend themselves within the political framework of bureaucracy (Lucio and McNeil, 1969: 91) and often become rigid and closed, they still, to some degree, are always changing. They must react to environmental influences with feedback mechanisms.

Every social system must have the benefit of appraisal, if it is to survive, or grow beyond survival. Every social system also tends to seek equilibrium or a steady state.

Unfortunately, the equilibrium sought is sometimes a stationary one, and it inhibits change. (Morphet, Johns and Reller, 1967)

Certain subgroups in the school system manifest openness to the outside environment, such as the administration in relation to the school board; teachers in relation to innovations and administration; students to teachers, community members, and peers who express knowledge of environmental needs; and community members to administration, especially in terms of financial support of the schools. Schmuck stated that strain within schools occurs when one subsystem brings into the school district certain new practices and another subsystem is mostly closed to the new practices. (Schmuck and Blumberg, 1969: 5) This could likely occur when a new superintendent attempts to innovate in a school system through forced change, expecting teachers and board members to comply.

4. Schools are made up of many resources within their subsystems that at on given time are not being used. Schmuck referred to the adaptive resources of the school as a "variety pool." (Schmuck and Blumberg, 1969: 5) While the variety pool may include a number of irrelevant or even deleterious processes in relation to its goals, it is necessary, if a school system is to be effectively adaptive, for the system to see, support, and facilitate the emergence of whatever resources exist for maximizing its educative functions — this process being a type of force-field analysis. (Jung, 1966: 1)

Organization Development through Decision-Making on Expectations  
and Objectives of the Organization

These four postulates above have been considered very relevant to the construction of projects aimed at the development of the school organization. Since the school is made up of various subsystems, helpful interventions are likely to be more efficient if they deal with subsystems and not just randomly selected components. (Schmuck and Blumberg, 1969: 5) Concerning the goal-directedness of the school, Lucio wrote the following statement:

Change in schools will occur more rapidly when more attention (e.g., measurement of product or outcomes from the school experiences) is given to the results of practice . . . Goal ambiguity encourages the institutionalization and ossification of teaching procedures. The failures to state goals operationally and to collect evidence regarding the extent to which our practices are successful. . . have led to acceptance of existing practice, not to the search for better (more effective and economical) practices." (Lucio and McNeil, 1969: 118)

Schmuck emphasized that the total school takes its shape from the ways the functional subsystems connect their efforts to one another, and for this reason, organizational development should focus on relationships within and between subsystems. (Schmuck and Runkel, 1970: 30)

Schmuck made the following statements concerning organizational development in a school system, after he and others completed projects in Oregon and Washington schools:

Since the goals of a school district lie in its interaction with its environment, an intervention in a school system should be designed to effect the inter-responsiveness of the system with its environment. . . Interventions should be aimed

at making every subsystem in the school more open to the influences of every other subsystem. . . . Interventions should help the school define its variety pool by identifying system-wide resources and help the school build communication connections between components and subsystems. . . . Interventions quite often lead to formations of problem-solving groups that did not exist in the formal structure of the school before the intervention. If school organizations are to be truly adaptive, they must be able to form new subsystems, change them, or dispose of them as needed. (Schmuck and Blumberg, 1969: 6)

When schools are faced with community demands for change, there are at least two plans these schools can follow. A school can remodel itself into a more adaptive form to meet the new demands of the community, e.g., the middle school, or the community school. Another plan is to involve the subsystems of the school in cooperatively building new norms and procedures that help the educational organization constantly to monitor the changing community, to compare the results of its own reactions to what it would accept as achievement of its goals, and to construct new forms whenever the achievement of goals falls below expectations. Schmuck of the University of Oregon called this latter plan flexible organizational problem-solving (Schmuck and Runkel, 1970: 2), and John Gardner called it organizational self-renewal. (Gardner, 1963: 18)

Lucio and McNeil have written that success of industrial experimentation which provided for group members to participate in decisions quickly led to similar practices in school supervision. Participation in the decisions to effect change in industrial settings was found to overcome group resistance to change and to lead to higher productivity.

Lucio and McNeil suggested that findings from studies of small group behavior may have been applied to readily to school situations, especially when people with authority outside of groups were not considered as influencing group decisions and when discussions in small groups were expected, by themselves, to bring about change and action. Participation in decision-making was found to be essential in effecting change, but discussion was not. (Lucio and McNeil, 1969: 112) Also Marquis, Guetzkow, and Heyns found that acceptance of goals is heightened by a goal-setting procedure involving participation or at least the feeling that one has the opportunity to participate if he wished. The possibility of participation was found to be more important than the actual participation. (Marquis, Guetzkow and Heyns, 1951: 58) Even though contemporary literature is not clear why participation is so effective, there is evidence that participation in decision-making is a strong force for helping organizations modify their goals and for helping individuals find reasons for honoring the total organization. If individuals find organizations to be significant to them, they may want to seek new and creative behaviors which will benefit the organization, and consequently themselves. Lucio and McNeil wrote that explanation of factors underlying the relation between participation procedures and goal acceptance is only starting. They made the following statement concerning goal acceptance:

Although participation increases the likelihood that a goal will be set which is congruent with individual goals, sometimes individual preferences are set as one engages in

group participation. Kelley and Thibault suggest the possibility that discussion leads to more adequate knowledge of the goal and its value to participants as well as a more realistic view of its attainability. Perhaps, too, a positive evaluation of the goal is derived from hearing that other members value it. (Lucio and McNeil, 1969: 135)

Whenever decisions about the school are being made, those individuals who have the greatest expertise relative to the questions at hand should be given an opportunity to contribute their knowledge. Yet, as Lucio and McNeil so strongly emphasized, this does not mean that the expert makes the decision, although his data should influence it. Lucio and McNeil stated that there must be a recognition of the responsibility that legal authorities or agents have for the actual decisions of policy and the execution of measures ensuring obedience.

Wide participation should take place not in formulating or deciding policy but in judging the consequences of that policy; the registering of approval or disapproval of the consequences may occur through political channels. (Lucio and McNeil, 1969: 86)

#### Subgroup Participation in Planning

Today a concern appears to exist that an intellectual elite may take over the responsibility of selecting a plan for curriculum development in our schools and thereby violate the rights and welfare of an unwary public. Lucio and McNeil felt that this concern centers around a larger social issue:

Is society best served by the method of practical intelligence, whereby all learn how to participate in the process of planning — a method which seeks to develop common purposes for life? Or is it best served by the method of reason, whereby men of expertness ... are given the authority for planning...? (Lucio and McNeil,

1969: 131) If the school organization uses the first alternative, administrators and consultants, who may be called organizational resources or change agents, strive to make the school a center for social reconstruction by involving adults and students in solving problems and in goal setting. Such questions as "What do we want our community to be like in 19 —" and "How can the school best cooperate?" might be asked. (Lucio and McNeil, 1969: 131)

Reaction to this planning process has increased lately as the trend toward national curriculum projects has grown. The college subject-matter specialists are returning to the schools in many areas to direct thinking in curriculum development. Myron Lieberman wrote that national curriculum projects had to be supported to replace "one of the most pathetic sights on the curriculum educational horizon — myriads of local school communities, whose members have had little or no scientific training, trying to produce a modern science curriculum." (Lieberman, 1960: 60) Participation of teachers in curriculum development projects does not appear to result in greater pupil achievement than that which occurs when the curriculum is planned either by supervisors alone or by teachers working individually. (McGuire, 1959)

Yet the value of involving various subgroups of a school organization in the planning and appraisal of some parts of the school or organization cannot be denied. If the general educational objectives of the school organization can be agreed upon by the differentiated subgroups in the organization, integration of the subgroups may be increased

and integration of the organization around these general educational objectives, or superordinate organizational goals, can bring about adaptability. (Hage and Aiken, 1970: 125) The interrelationship between differentiation and integration of the subgroups of an organization has been described as being very important.

Any complex social system, which is the basic way we conceive of an organization, is made up of differentiated parts, the activities of which must be integrated into a unified effort if the organization is to cope effectively with its environment. (Bennis, Benne and Chin, 1969: 471)

Getzels developed a model for explaining social behavior through the use of the assumption that structurally school administration may be conceived as the hierarchy of subordinate and superordinate relationships within a social system; functionally, however, administration may be conceived as using the hierarchy of relationships as a locus for allocating and integrating roles in order to achieve the goals of the social system. Normative dimensions of activity in a social system must be coordinated with personal dimensions of a social system for individuals to be satisfied with a social organization. (Getzels, 1958: Ch. 7) Etzioni also wrote about the importance of objectives or purposes in formal organizations saying that purposes must be fulfilled at least to the extent that environmental requirements are met or these organizations will cease to exist — or be substantially restructured. (Etzioni, 1961: 3)















































































































































































































































































































































































































































































































































































