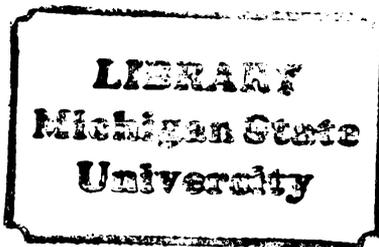






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A CLINICALLY-BASED STUDY  
USING A SURVEY-GUIDED APPROACH  
TO ORGANIZATIONAL DEVELOPMENT

presented by

Ross Ernest Stephenson

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of the requirements for

Ph.D. degree in Administration and  
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A CLINICALLY-BASED STUDY  
USING A SURVEY-GUIDED APPROACH  
TO ORGANIZATIONAL DEVELOPMENT

By

Ross Ernest Stephenson

A DISSERTATION

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and  
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1982

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## ABSTRACT

### A CLINICALLY-BASED STUDY USING A SURVEY-GUIDED APPROACH TO ORGANIZATIONAL DEVELOPMENT

By

Ross Ernest Stephenson

Research literature related to organizational theory and organizational development suggested that the functioning of a public school could be improved by the use of industrial organizational development techniques. In this study the researcher used a three-phased, survey-guided organizational development model to improve organizational functioning at Wylie Middle School where he was the building principal. By using the Survey of Organizations, an instrument initially designed for use in industrial settings, the researcher expected both to define the focus of change efforts and to identify the extent of organizational change over a one-year period in a public school setting. The Survey of Organizations, administered as a pre- and post-survey instrument, identified the relative strength of organizational climate, leadership, group process and satisfaction. A two-tailed t-test was used to determine significance of the change in mean scores for the 124 items comprising the twenty-three indices of the survey. Only one test item, Upward Communications Flow, was significant when examined using an Alpha of .01

Ross Ernest Stephenson

The researcher concluded that thoughtful and deliberate planning does not always lead to the behavioral or attitudinal changes sought. In addition, sought change may take a long period of time to establish. Finally, he concluded that organizational change in a school should include the behavior of the student body as a variable. The researcher also pointed to exogenous variables which may have depressed the results. These variables were a superintendency change, union militancy and the time of administration of the pre- and post-surveys.

The researcher recommends that the Survey of Organizations can be used as a source of information for organizational change in a school. Further research might focus on the time necessary for change and the elements of organizational climate most easily changed.

## ACKNOWLEDGMENTS

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## CHAPTER I

### THE PROBLEM

Individually and organizationally, development occurs by learning how to work positively with difficulties, confusion, and circumstances.<sup>1</sup>

#### The Statement of the Problem

The purpose of this study was to address the problem of improving organizational functioning within the public school by use of an organizational development process successfully used in industry. The researcher focused on the development of organizational theory, the character of organizational development, and the organizational components of the public school. A survey device used in industrial settings, The Survey of Organizations, defined the functioning of the school organization and suggested the focus of improvement strategies. A post-survey demonstrated any changes in functioning of the organization.

In addition, this study represented a partial completion of an alternate doctoral program of which this researcher was a part. The emphasis of this study was in line with the action-related research emphasis of the alternative program sponsored by the Department of Administration and Higher Education of Michigan State University.

An Introduction to the Problem

Managers in industry are sought to provide movement to the organization. Industrial movement may mean increased production and sales, reduced costs, and labor harmony. Public school officials are brought to new school districts to affect similar changes to new settings.

Schools are complex business organizations and as such are subject to many of the same influences as are businesses and industries. They have, in many cases, million-dollar budgets with multiple categories of expenditures. Some of these costs reflect contracted services to be provided by many different labor organizations. Negotiated contracts detail expectations beyond salary and fringe benefits. In addition, these agreements have sections dealing with working conditions and grievance procedures to protect contracted employees from arbitrary changes in day to day practice. The arguments heard on the assembly line to slow the speed of the line, "rate busting," in industrial settings, also can be heard when teachers chastise their colleagues for volunteering to supervise during noon hours. Like businesses and industries, the school must also address concerns of safety. An administrator must constantly be alert for hazards whether it be an over-heated boiler, broken glass on a nearby field, or a fast-approaching blizzard. Safety in schools also involves security considerations because of threats to personal safety of those who work and attend there. But perhaps one of the greatest similarities is the current concern for the quality of the product. States across the nation have implemented exit-competency programs.

Florida's testing program has recently come under scrutiny as has Oregon's program. These new initiatives in quality control in education again point to the similarities between schools and industrial organizations.

In this study the researcher used an industrial evaluation instrument to gather data to help define strengths and weaknesses in a school organization. This approach has had a demonstrated impact in the industrial setting.<sup>2</sup> Because of this a growing consultant and information network has developed throughout the world. The primary thrusts of groups such as the University Associates, Rensis Likert Associates, and many graduate schools of management are to improve the leadership available to industry and to improve the functioning of industrial organizations. To improve the functioning of the school organizations by use of an instrument designed primarily for use in industry was the researcher's primary thrust in this study.

In the remainder of Chapter I, the study environment, the purpose, the methodology, the limitations, the delimitations and the importance of the study will be presented. A review of the literature focusing on classical and recent organizational theory, organization development theory and factors, and current methodological trends will be presented in Chapter II. In Chapter III the study elements will be presented. A summary, conclusions, and recommendations will be examined in Chapter IV.

### The Study Environment

Wylie Middle School in Dexter, Michigan, was the location for the study. In 1977 the school housed 670 students in grades five through eight. The Dexter Community Schools district encompasses an 85 square mile area contiguous to Ann Arbor in the northwest corner of Washtenaw County.

The area had been agricultural in its origins with development based on the productivity of the land and the water power of the Huron River. However, the automobile industry, the University of Michigan, and World War II tended to lead to the area becoming more suburban in character. People who worked in Ann Arbor, Ypsilanti and as far east as Detroit chose Dexter for their homes. Recently, interstate highways have been built which provided easier access to these metropolitan areas.

Today, the area also contains many diversified small industries. An example of one of these is a small industry located just outside the Dexter village limits, Controlomation. This company produces the computer-controlled quality testing devices used in the auto industry. It is a highly technical industry which requires creative electrical engineers and it is typical of the small industries in the area. Some larger industrial plants also exist in the area. A Chrysler Corporation facility is located on the Huron River to produce dash boards for models of Chrysler automobiles. The employees in this plant are primarily skilled, unionized workers who travel to the Zeeb Road facility via the interstate highway. Both of these plants are tucked

between the Huron River and some remaining green belt farms which buffer Dexter from the city limits of Ann Arbor.

The growth of the area has also been evident in the types of housing which have developed. The housing in the area is primarily single-family units. Within the Village of Dexter, which has a population of 1,730, many gracious old homes have remained as single-family residences. Several multi-family units have been built and some conversion of large, older homes to two to three-unit residences has occurred; however, these represent a very small portion of the total housing. Much of the housing in the area is single-family units on the small acreage of subdivided former agricultural land. Also, a number of major subdivisions have developed: Loch Alpine and Carriage Hills each contain over 150 homes. Planning for two other large subdivisions is underway. Those who have recently purchased homes in the district must have been able to pay more than \$80,000 for their new residences. Dexter is known as a "fashionable" Ann Arbor suburban address.

The professional and educational backgrounds of those who reside here are also diverse. University personnel from the University of Michigan, Eastern Michigan University, Washtenaw Community College, and several other Detroit-area colleges reside in this district. Corporate officials and persons in personal businesses also live in this growing area. The district has a number of working farms. In addition, many who reside in the district commute to plant jobs in the Detroit metropolitan industrial complex. Generally, the residents of the district appear to represent a higher than average socio-economic group. Many

seem to have enjoyed the advantages of post-secondary education.

The Dexter Community Schools is a district with high State Equalized Valuation and high voter support. In 1978 the State Equalized Valuation was \$49,662/pupil. Of the ten school districts in Washtenaw County, only the Ann Arbor Public Schools had a higher State Equalized Valuation per pupil enrolled. The 2,122 pupils in the Dexter Community Schools were supported with a total millage rate of 32.68 mills.

In August of 1977, the researcher entered the district as a new building administrator for Wylie Middle School. He was told by the Dexter Board of Education during the interviews and by the superintendent that his charge was to improve staff morale and the school's curriculum. To bring about significant change would be a difficult task, according to the researcher's supervisor, and would not be achieved without significant personal effort on his part.

As work was begun in the district, challenges for current administrators within the district became more obvious. The researcher became aware that there were former administrators who were now part of the Dexter teaching staff. The man whom the researcher was replacing was joining the elementary school teaching staff. Another former elementary principal was an instructor in Wylie Middle School, as was a former high school principal. All three had been removed from their administrative positions. However, the current high school and elementary principals had been on the staff for five and seven years respectively.

Along with these administrators, the researcher discovered that

being a member of the board of education's negotiating team meant meeting with a very strong, demanding force, the Dexter Education Association. There was a schism between the teachers' association and the board of education. Some elements of the hostility related to the fact that the Dexter Education Association had worked without a contract during the previous school year. A retroactive settlement had been reached as the 1976-77 school year ended just prior to the researcher's arrival. The negotiation meetings continued for the new contract until a stalemate was reached. The district was unable to open the 1977-78 school year due to a teachers' strike.

The strike was well-organized by each of the opposing parties. The Board of Education created a crisis team, of which the researcher was part, to write all messages to the media. The superintendent supervised a news publication for the entire population of the district. This publication explained the Board of Education's positions on all of the Board and teacher proposals. The researcher was responsible for explaining the information to the local business community. Negotiations continued nightly, and despite all the efforts of the Board, they moved very slowly.

The teachers' association countered by notifying all the membership and substitutes not to come to work. The association kept its officers on radio and television, issued statements for the newspapers, and also distributed a newsletter to explain the association's views. "Low pay," "poor teaching conditions," and "over-loaded classrooms" were common cries. Active teacher support for the strike was demonstrated by the manning of the picket lines at the schools and by the

establishment of "truth booths" in the business district. A phone tree turned out the membership at a P. T. A. sponsored public meeting to explain the issues. This meeting degenerated into a cat-calling session of baited questions which disgusted many of the general populace. The meeting tended to harden both sides at the negotiation table.

Finally an MEA crisis team appeared and limited movement began on both sides with the help of a fact finder. After a full week of strike both sides signed a tentative agreement for a hard-fought contract. The contract was then ratified by both sides.

The language of the Master Agreement for 1977-1979 carried the bitterness of the strike within many sections. An examination of the teacher evaluation section, K-12 Curriculum Council section, and counselor assignment sections reiterated the strained nature of the working relationships in the Dexter Community Schools even after the strike.

The teacher evaluation language provided for protection which seemed inordinate. It required that each tenured teacher be placed on probation for one year prior to any attempt to have a staff member dismissed from service. The protection extended beyond that provided in the State of Michigan Tenure Act. It provided for time limits of observations and definitions of the times in which the observations must be taken. It established the grievance process to monitor evaluation procedural questions. (Appendix A)

The contracted Curriculum Council showed an unusual relationship between the teaching staff and the administration. It provided for a

higher representation of teachers than administrators, and the superintendent of schools had a vote at the Curriculum Council level. However, the Council was empowered to take decisions directly to the school board regardless of the superintendent's views on the proposals. Curriculum development in Dexter was formalized as a teaching staff function with limited directional opportunities exerted by the administration of the district. Article XVI of the contract spelled this out. (Appendix A)

The contract, although providing a high level of benefits for the growing Dexter Community Schools area, also had language which signaled the intensity of the split between administration and teaching staff. In Article V, Section H, it stated:

Each teacher shall be allowed to spend on his own judgment up to \$25.00 to be used to purchase small cost supplies to implement his instructional program. The Board agrees to reimburse the teacher for such expense as soon as possible, out of petty cash funds, provided that the teacher keeps accurate records of such purchases.<sup>3</sup>

Article XIX, Section B stated:

All requisitions under \$250 will be processed within ten (10) days and, if rejected, the requisitioner will be notified as to the reasons for the rejection.<sup>4</sup>

And Section C continued:

All requisitions over \$250 will be processed within thirty (30) days, and if rejected, the requisitioner will be notified as to the reasons for the rejection.<sup>5</sup>

It appeared that distrust of the administration extended even to the length of time it would take to process a purchase order for teaching supplies by the superintendent's office and to whether the staff received the items.

### The Researcher's Purpose in the Study

The author's purpose in this study was to do the following things: The functioning of the organization of Wylie Middle School in Dexter, Michigan, would be studied using an organizational development process to improve the functioning of the organization. The staff would take the Survey of Organizations (1974) to define the situation; then a series of topical case studies would be prepared documenting the implementation of an organizational development program based on the survey information. The recorded case studies would each deal with information appropriate to a number of indices used in the Survey of Organizations. An attempt would be made to learn if a public school could be strengthened (organizationally) as many industries have been by using the organizational development process. A post survey would be administered in the spring of 1979 to verify changes.

After examination of materials and texts dealing with organizational development, the Survey of Organizations (1974) was chosen as one tool to examine factors which existed in business organizations. It was evident in discussions with the personnel of the Institute of Social Research and primarily with Daniel Denison that this tool was also appropriate for school use. The concepts which were surveyed in the Survey of Organizations were those which were of interest to the researcher. Organizational climate, leadership, satisfaction, and group processes were all identified in the literature as important factors of any organization. The researcher had identified these as areas on which to focus attention.

The Survey of Organizations was used primarily for diagnostic and

feedback purposes. Questions were used to define the strengths and weaknesses of the areas identified as important by the researcher. These questions were clustered by the indices shown below as they were numbered on the Survey.<sup>6</sup>

## CLIMATE INDICES

### Decision-Making Practices

31. How are objectives set in this organization?
32. In this organization, to what extent are decisions made at those levels where the most adequate and accurate information is available?
33. When decisions are being made, to what extent are the persons affected asked for their ideas?
34. People at all levels of an organization usually have know-how that could be of use to decision-makers. To what extent is information widely shared in this organization so that those who make decisions have access to all available know-how?

### Communication Flow

12. How adequate for your work group is the information it gets about what is going on in other departments of shifts?
13. How receptive are people above your supervisor to ideas and suggestions from your work group?
14. To what extent does this organization tell your work group what it needs to know to do its job in the best possible way?

### Motivational Conditions

15. How are differences and disagreements between units or departments handled in this organization?
23. Why do people work hard in this organization?
25. To what extent are there things about working here (people, policies, or conditions) that encourage you to work hard?

### Human-Resources Primacy

8. To what extent does this organization have a real interest in the welfare and happiness of those who work here?
9. How much does this organization try to improve working conditions?
11. To what extent are work activities sensibly organized in this organization?

**Lower-Level Influence**

In general, how much say or influence does each of the following groups of people have on what goes on in your department?

- 27. Lowest level supervisors (foremen, office supervisors, etc.).
- 29. Employees (people who have no subordinates).

**Technological Readiness**

- 7. To what extent is this organization generally quick to use improved work methods?
- 99. To what extent are the equipment and resources you have to do your work with adequate, efficient, and well maintained?

**SUPERVISORY-LEADERSHIP INDICES****Support**

- 36. How friendly and easy to approach is your supervisor?
- 38. When you talk with your supervisor, to what extent does he pay attention to what you're saying?
- 40. To what extent is your supervisor willing to listen to your problems?

**Team Building**

- 52. To what extent does your supervisor encourage the persons who work for him to work as a team?
- 54. To what extent does your supervisor encourage people who work for him to exchange opinions and ideas?

**Goal Emphasis**

- 42. How much does your supervisor encourage people to give their best effort?
- 44. To what extent does your supervisor maintain high standards of performance?

**Work Facilitation**

- 46. To what extent does your supervisor show you how to improve your performance?
- 48. To what extent does your supervisor provide the help you need so that you can plan and schedule work ahead of time?
- 50. To what extent does your supervisor offer new ideas for solving job-related problems?

## PEER LEADERSHIP INDICES

## Support

- 70. How friendly and easy to approach are the persons in your work group?
- 72. When you talk with persons in your work group, to what extent do they pay attention to what you're saying?
- 74. To what extent are persons in your work group willing to listen to your problems?

## Team Building

- 86. How much do persons in your work group encourage each other to work as a team?
- 88. How much do persons in your work group emphasize a team goal?
- 90. To what extent do persons in your work group exchange opinions and ideas?

## Goal Emphasis

- 76. How much do persons in your work group encourage each other to give their best effort?
- 78. To what extent do persons in your work group maintain high standards of performance?

## Work Facilitation

- 80. To what extent do persons in your work group help find ways to do a better job?
- 82. To what extent do persons in your work group provide the help you need so that you can plan, organize, and schedule work ahead of time?
- 84. To what extent do persons in your work group offer each other new ideas for solving job-related problems?

## Group-Process Index

- 92. To what extent does your work group plan together and coordinate its efforts?
- 93. To what extent does your work group make good decisions and solve problems well?
- 94. To what extent do persons in your work group know what their jobs are and how to do them well?
- 95. To what extent is information about important events and situations shared within your work group?
- 96. To what extent does your work group really want to meet its objectives successfully?
- 97. To what extent is your work group able to respond to unusual work demands placed on it?
- 98. To what extent do you have confidence and trust in persons in your work group?

### Satisfaction Index

16. All in all, how satisfied are you with the persons in your work group?
17. All in all, how satisfied are you with your supervisor?
18. All in all, how satisfied are you with your job?
19. All in all, how satisfied are you with this organization?
20. Considering your skills and the effort you put into the work, how satisfied are you with your pay?
21. How satisfied do you feel with the progress you have made up to now?
22. How satisfied do you feel with your chances for getting ahead in this organization in the future?

### Definition of Terms

Managerial Leadership. Managerial leadership was behavior that was exhibited by the manager toward subordinates. Particular indices that related to this in the Survey of Organizations were Support, Interaction Facilitation, Goal Emphasis, and Work Facilitation.

Peer Leadership. Peer leadership referred to the behavior of subordinates toward each other. The indices that related in the Survey of Organizations were Support, Interaction Facilitation, Goal Emphasis, and Work Facilitation.

Group Processes. Group processes were those activities of a number of similar employees that were done together. The output of a group was characterized in the Survey of Organizations by satisfaction and productivity.

Support. Support referred to behaviors exhibited by a leader toward his subordinates which let them know that they were worthwhile persons doing worthwhile work.

Interaction Facilitation. Interaction facilitation referred to supervisory behavior that was team-building and encouraged subordinates

to develop close, cooperative working relationships with each other.

Goal Emphasis. Goal emphasis was supervisory behavior that stimulated a contagious enthusiasm for doing a good job.

Work Facilitation. Work facilitation referred to supervisory behavior which removed roadblocks and hindrances from doing an exceptional job.

Support (Peer Leadership). This support referred to peer behaviors toward each other which enhanced their mutual feelings of being worthwhile persons having done worthwhile work.

Interaction Facilitation (Peer Leadership). Subordinate behaviors toward each other which were team-building and encouraged close, cooperative working relationships.

Goal Emphasis (Peer). Goal emphasis was subordinate behavior toward each other which encouraged a mutually contagious enthusiasm for doing a good job.

Organizational Climate. "Organizational climate is a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behavior, and (c) can be described in terms of the values of a particular set of characteristics (or attributes) of the organization."<sup>7</sup>

Decision Making Practicies. Decision-making practices were how decisions were made in an organization: whether they were made effectively, made at the right levels as viewed by respondents, and based upon all available information.

Communications Flow. Communications flow was whether information flowed well upward, downward, and laterally in an organization.

Motivational Conditions. Motivational conditions referred to those conditions and relationships in the environment which were either encouraging or discouraging to effective work.

Technological Readiness. Technological readiness was whether the resources and equipment were up-to-date, efficient, and well-maintained.

Principal. The principal referred to the head administrator of the middle school studied who had been in office since the fall of 1977.

Faculty Members. Faculty members referred to the State of Michigan Certified professional staff of the school studied.

Administration. This was the management of the public school. It was used primarily in reference to the principal's office, but also referred to the superintendent's office.

Faculty Advisory Group. The faculty advisory group was a group of faculty selected by the faculty who met with the principal at least biweekly to discuss concerns and to plan for future action for improved communication flow.

#### Limitations of the Study

The uses of the study will be limited by several factors.

1) The time frame of the study was 1978-79. Therefore the pressures on the organization were unique to that period.

2) At the time of the study, Dexter Community Schools existed in a predominately middle class area with a stable or slightly growing student population.

### Delimitations of the Study

The nature of the study also presented many delimitations.

1) The case-study approach and the pre-survey and post-survey information have been combined; therefore, the researcher was not able to demonstrate conclusively the effects of the program.

2) As the head administrator of the school being studied, the researcher will have had an impact on all of the data because the nature of his job requires this.

### Importance of the Study

In this study the researcher examined how and if any of the tools used successfully in business management could also be used to strengthen a public school. Support was provided by Drexler<sup>8</sup> to show that schools and businesses were in many ways similar, but they were also in many ways discrete.<sup>9</sup> In this study the focus was on the working relationships of a building's staff which are signals to the functioning of the organization. Using an organizational development model could provide the public school administrator a clearer modus operandi. The approach, and this study in particular, might indicate the degree of planning and the duration of effort necessary to achieve significant change. The researcher attempted to demonstrate if there was merit to an organizational development approach in a public setting.

FOOTNOTES: CHAPTER I

<sup>1</sup>M. Woodcock and D. Francis, Unblocking Your Organization (LaJolla, California: University Associates, 1979), p. 17.

<sup>2</sup>R. Likert and J. B. Likert, New Ways of Managing Conflict (McGraw-Hill, 1976), p. 214.

<sup>3</sup>Master Agreement Between Dexter Board of Education and Dexter Education Association (1977-1979), p. 9.

<sup>4</sup>Ibid., p. 36.

<sup>5</sup>Ibid., p. 36.

<sup>6</sup>D. L. Hausser, P. A. Pecorella, and A. L. Wissler, Survey-Guided Development II: A Manual For Consultants (LaJolla, California: University Associates, 1977), pp. 21-29.

<sup>7</sup>R. Tagiuri and G. H. Litwin (Eds.), Organizational Climate: Explorations of a Concept (Boston: Harvard University Press, 1968), p. 27.

<sup>8</sup>J. A. Drexler, Jr., "Organizational Climate: Its Homogeneity with Organizations," Journal of Applied Psychology, 1977, 62, 38-42.

<sup>9</sup>R. O. Carlson, "Barriers to Change in Public Schools," in R. O. Carlson, et al, Change Process in Public Schools (Eugene, OR: CASEA, University of Oregon, 1965).

## CHAPTER II

### REVIEW OF THE LITERATURE

Insight without action breeds anxiety. <sup>1</sup>  
Action without insight breeds confusion. <sup>1</sup>

In this chapter, the researcher has reviewed selected literature related to the study. The review has focused on the following topical areas: 1. classical organizational theory, 2. individual and group organizational theory, 3. recent organizational theory, 4. contemporary organizational development theory, 5. organizational development factors, 6. current methodological trends in organizational development. The literature in each topical area is extensive; only elements were selected to present an important trend significant to the use of organizational development in a public school setting.

#### Classical Organizational Theory

In western tradition, Weber, Fayol, and Taylor presented a basis for what an organization is. Their focus was on the structure of the organization. Weber defined the structure of the organization.<sup>2</sup> It revealed certain characteristics: defined tasks, impersonal relationships, life-time employment, and many others. Weber, historian, economist, and scholar, was concerned about the legal authority within an organization with appointment only on the basis of qualifications.

Other works of significance were those of Woodrow Wilson.<sup>3</sup>

His "Study of Administration" in 1887 was one of the first written contributions to the subject in the United States. His ideas were expanded upon by Henri Fayol. In 1916, Fayol pointed to the functions of the organization as being important. He stressed that there are five elements of administration: to plan, to organize, to command, to coordinate, and to control. Discipline was to be maintained through "1. Good supervisors at all levels, 2. Agreements (as to responsibilities...as clear and fair as possible), 3. Sanctions (penalties) judiciously applied." Unity of direction was to be maintained. Fayol's concern extended to the functioning of the organization in which "gang planks" between scalar chains eliminated masses of paper and inconvenience.<sup>4</sup> The production of a bureaucracy was to be improved by the proper application of administrative processes.

The production of an organization was to also be increased by the recommendations of Frederick Taylor. His works stressed that worker motions can be studied to eliminate waste. The tools that workers used were often inefficient. On one occasion, Taylor studied and recommended that bricklaying motions be reduced from eighteen to five. Therefore, the cost of construction was reduced significantly. Workers were to be given improved instructions and tools to have improved production. Only the tools used were important; workers were viewed as tools too. They were referred to as the "human" mechanism.<sup>5</sup> Fayol's and Taylor's approaches made Weber's classical bureaucracy simply more efficient.

Individual and Group Organizational Theory

Production remained paramount through the development of individual and group theories of organization.

Chester Barnard in the Functions of the Executive integrated the formal organization theories with his views about people in organizations. He viewed people without an organization as "...tractable, gullible, uncritical and wanting to be led....They needed to be tied to something...to summon them to significance in living..." The executive's charge was to formulate and define goals of the organization and to bring all the personnel in a cooperative relationship with the organization. The executive function was to maintain a system of communication to help with the compatibility of personnel. If the executive tended to be undesirably influenced by the communication structure, then he was to be dismissed. Conversely, the improvement of desirable influence was to be emphasized. Human factors became more evident. The individual worker was to become something worthwhile in the organization. The executive was to have given the individual a reason for living.<sup>6</sup>

The relationships among workers were soon to be a major focus of organizational theory. The Western Electric Study looked at the interface between the formal and the informal organizations. In this study production was increased by changing more than physical conditions. Lighting effects were changed; however, the major production increases were to do with the work group interactions. Now the interactions and work group decisions were important issues.<sup>7</sup> The work group looked to its internal leadership to make its decisions on the work-rate.

Another examination of internal leadership was done by Talcott Parsons. In The Social System, Parsons examined the discrepancy between the role and expectation for individuals. Informal recognition was given individuals in a group. This created informal organizations that affected the formal organization. Communication failure of the formal organization was often due to the informal organization and frequently productivity was affected. The individual, informal roles, and the group had to be considered in a definition of what an organization was.<sup>8</sup>

Participation by the work groups in decision-making was addressed by Simon. He believed that decision-making practices were important. Non-programmable decisions were required to occur at the top-layer of the organization. These decisions were the processes which were necessary to design or re-design the "entire system." Lower level considerations were appropriate for middle-management to make. These related to manufacturing and distribution systems. The lowest levels of the organization were to make decisions for tasks concerning the raw materials, manufacturing, warehousing, and shipping. Each employee was provided with opportunity to make decisions but had the comfort of having a certain degree of routine. The individual routine and the individual decisions became important elements of the process of production in an organization.<sup>9</sup>

The approach of Simon was supported by the positions taken by other authors. Leavitt believed that people were influenced by their working conditions. Goals accepted by the individuals were significant signals to the directions of behavior.<sup>10</sup>

A similar view was presented by McGregor. In his works, he

recommended that the potential of each individual in the organization be tapped to bring his talents to benefit the organization. Workers needed to be committed to organizational objectives; then these workers would exercise self-control and self-direction. McGregor wished individuals in the organization to be self-actualized.<sup>11</sup>

The stress on the individual continued to be emphasized as an important focus of the organization. Arygris stated that a reduction of emotional problems was important so that the job could be completed. He discussed how the individual developed in our culture and how the individual was related to the organization. Employee frustration and motivation were important. To Arygris, frustration occurred when mature people were required to be immature and vice-versa. To avoid frustration, institutional arrangements were to be made for individuals to express their needs. If there existed a degree of congruity between individual needs and organizational demands, informal activities decreased. To Arygris individual motivation resided between the individual and the organization in terms of the transactions between the two. The relationship was complicated, and Arygris used the terms of self-actualization and needs, the theories of Maslow and Rogers, to explain how individuals and organizations were related. The focus of Arygris was to begin looking at the attitudinal factors and outcomes in employee behavior. The employee's attitudes toward the organization were constantly changing and the organization, therefore, was constantly changing.<sup>12</sup>

Recent Organizational Theory

Organizations were presented as being in flux due to factors which reside between the individual and the institution. The organizations were described as being in flux by both internal and external factors. Katz and Kahn examined the balancing relationships between factors that exist externally and those that exist internally. In order for an organization to exist, these forces had to remain in homeostasis. If one set of factors became more important, another had to become less important. The balance was essential. Further, if an organization did not maintain an internal balance and if boundaries were not maintained between itself and the environment, it was doomed. The structural elements and individual elements were interrelated in a fluid, complicated manner which maintained a biological view of an organization.<sup>13</sup>

A definition of which factors were consistently a part of organizations was presented by Likert. Likert's system represented a scientific attempt to define the internal forces that exist in the organization. It scrutinized at least three dimensions of an organization: its structure, the individuals, and the groups. It considered a system of interlocking work groups which helped provide participation and subsequent commitment. The possible flow of information to every level of the organization and the relevant information used for decision and action were also considered.<sup>14</sup> Likert's concern for conflict management also provided an examination of how groups in the same organization conflicted because of their own individual interests. This was not a biological view. Typically, biological subsystems move

to help each other; whereas in this viewpoint, conflict forces existed in an organization.<sup>15</sup>

The theory then evolved to identify a very complex system of relationships within the organization. From a view that authority emanated from the top down, as in Weber's view, to one of prime concern from/for the worker, as with Barnard, the current view looked to the complex interrelationships that existed in an organization and how it functioned. Likert's theory pointed out that individuals and/or work groups did have conflicting dynamics in the organization. In this author's view, Likert's theory represents the latest succession in the growth of the organizational theory.

#### Contemporary Organizational Development Theory

Organization theory buttressed more recent work in organizational development. Bowers viewed this concept as "...an assortment of training or therapeutic interventions whose purpose is assumed to be improvement of the organization and its members."<sup>16</sup> This definition placed the focus on a combination of elements and complex views of an organization. Organizational development, according to Bowers, was a result from concern by those in positions of responsibility being dissatisfied with the outputs of the organization and those staff members who were a part of it. However, the organization was more than the behavior of the members. Organizational development came from the view that members of the organization were improved by working with the organization rather than by training each of its members individually.

There were forces that existed in the 1960's which forced new views of organization improvement. The political climate was shaken

with major assassinations. The economy was stressed by the equipping of the Vietnam War. The labor union movement strengthened, particularly in education, as well as in other industry. The movement toward organizational development was an attempt to solve problems by other than older forms and norms. A typical old form response was simply "cost-cutting" to improve efficiency. During the sixties, according to Bowers, the climate found in the country did not permit the older forms to be successful. Budget padding and reduced performance resulted. The new approach, organizational development, was a constructive way to improve organization performance. More and better output was received from the same input.

The relatively new stress in organizational development contained many unsuccessful elements. Superficiality was one problem. Relationship patterns were to be changed along with the individuals involved. If a trained individual returned to the same unchanged situation, the individual would return to the unproductive pattern. Superficiality also occurred when staff members were not associated with the goals. Other superficiality occurred if there was unwillingness or an over-willingness to discuss real problems. This tended to over-focus the solution on particular personnel competencies, especially when plant managers were involved.

Another related issue was commercialism. Management consultation was then seen as "big business." Many consulting firms were suspected of over-estimating the results of their efforts. Payoffs were often inadequately known. The company's response was related to whether they appreciated what was developed. Personal style rather than evidence was the determination of success. Frequently, Bowers stated,

spectacular successes were published and verified. Many spectacular failures were not published.

Bowers pointed also to significant characteristics of successful studies in particular. Three short case studies were cited by Bowers to demonstrate the success of the approach. These were in a pajama plant, a heavy equipment industry, and clerical operation in insurance companies. All of these plans contained a plan based on both industrial and organizational reviews. Implementation happened. Efficiency was significantly increased. Labor efficiency increased 23% and product quality improved 10%. The labor grievance rate declined by 60%. The results were compared with similar plants that had not experienced the program. The common themes that existed were described. Bowers pointed to many common themes that emerged from successful organizational development efforts.

In none of them did the company stint on making resources available to the effort.

In all three, those who designed the effort went to great pains to make certain that it meshed with the existing structure of positions, roles, tasks, and persons.

In each instance, the effort was carefully introduced, with success in some degree proportional to the extent to which realistic expectations were established.

In each instance, the process of evaluation was emphasized and scientific rigor was achieved.

In each instance, the successful consultant style emphasized successful knowledge transmission, not emotional-interpersonal confrontation, and fed back data on performance improvement.

In each instance, successful change stemmed from an intervention package that included some degree of survey feedback.

In each instance, substantial performance improvements took two to three years to appear. 17

Bowers also described several principles of successful organizational change. One of these is congruence. The treatment for this

factor to be addressed must have been related to proposed treatment. Theoretical support for this principle was also presented by Leavitt (1965) with his discussion of entry points. Katz and Kahn (1966) presented a similar argument in which they discussed the point most open to pressure. These "input" sources were the locations of system interface.

Another principle, that of predisposition, pointed to necessary intermediate changes that must occur before ultimate change took place. Change starts at the boundary point and works inward. Certain changes depend on other system changes. Therefore, succession tended also to be an important issue. Some changes were made easily by an intervenor much in advance of the time target of the change. Many changes were direct; some were indirect. Indirect changes were perhaps individual training sessions which were in turn to improve performance at a later date. Individual changes through indirect action perhaps created group changes at a later date. An organizational change agent was to examine which areas could be changed immediately and which would take place later on. Some actions were necessary before more significant change could be attempted.<sup>18</sup>

#### Organizational Development Factors

Systematic change in organizations was found to be a very complicated process. The basic theory of organization had become more complex with individual, group, and change process considerations. A further look at more recent studies in the field of organizational change in industry and then in education revealed other factors.

Certain types of research tended to offer many advantages.

Longitudinal research, that which took place over a long period of time, was found to be advantageous. Pasmore's study used a number of different interventions and looked at changes in employee attitude. This study indicated significant results for the 200 employees surveyed three times. Company records and on-site observation were used. The combination of different types of intervention with survey-feedback yielded positive results and employee attitudes were gauged to be improved.<sup>19</sup>

Another study done by Seashore and Bowers reviewed the current status of a plant that had completed a previous organizational development program. The goals were still "locked in."<sup>20</sup>

Similar results were reported by Barnes and Griener who collected data that examined the long-term effects of a Managerial Grid Program in a large company. The study found that performance and satisfaction were enhanced by the study's length.<sup>21</sup>

The expectations of the managers were to be considered also. As reported by King, the expectations of the manager were the key to the increase in job satisfaction and production in clothing manufacturing plants. He continued to point to the quality and quantity of the communication which tended to moderate the dependent measures of job satisfaction and feedback. Further training in survey-feedback was also seen as related to increased productivity.<sup>22</sup>

There were many factors which influenced the character of change in industry. These factors were similarly found in the field of educational organizations. A complex view of factors in the public school setting was presented by literature in this field. The researcher selected short views of literature relating to the factors specific to

public school organization and the implementation of organizational development change.

The union movement in Michigan became a very strong factor in the public schools. The teacher union grew more powerful in the 1960's and 1970's. The influence of the teacher union became more evident as the unions became more militant in their actions.<sup>23</sup> The union and its positions were important factors in the public school organization.

The efforts to measure the relative strength of a union and its militancy were seen as very complex. Some issues would bring the organization's management and union very close together. However, in other situations, the membership would gravitate to the side of the union leadership at times when they were challenged.<sup>24</sup>

Professionalism was the cry of the union organizers. This professionalism was due to increased preparation and improved practices by those in the field. Improving professionalism meant the possibility of opposition to the positions of the administration. The relative power and abilities of the administrators in school districts across the nation were tested with the new professionalism exhibited by this changing work force.<sup>25</sup>

The quest for power was more significant in the secondary levels where there was a younger, male staff than at the elementary levels.<sup>26</sup> This quest tended to serve individual's needs effectively. The competition for leadership between members of the union and those in management created a continued bi-polar power relationship. As a result of unfulfilled needs by union leadership, the schools were sometimes shut down by strikes. Action of this magnitude was necessary for union leaders to prove their power.<sup>27</sup>

Research supported the position that a union's existence in a public school district was an important factor. Power shifts in the school took place over a period of years, which in turn, set up new working relationships.<sup>28</sup> Support for this position was established by Haynes in a Michigan study. He matched districts - those that experienced work stoppages with those that had not. He found that employees perceived the management practices as being more participative in districts that had experienced previous work stoppages.<sup>29</sup>

Leadership was another factor which seemed to have impact on an organization. Recent research tended to stress the relationship of the leader to the situation. Support for the degree of emphasis on the style relationship was given by Rice and Chemers.<sup>30</sup> Job Structure has a strong influence on leader behavior. Leadership style was also found to vary based on employee performance. Greene found that "consideration" changed to "structure" as employee performance declined.<sup>31</sup> Other factors were found that were related to leadership. Weed, Mitchell, and Moffitt found that the effects of leadership style were determined by the situation. There was an interaction between leader style, subordinate personality, task type, and impact on the task performance and the job satisfaction of employees. These interactions determined the effectiveness of the style.<sup>32</sup> Other studies which tended to support the changes in style were based on the situation. "Consideration" was important to improve satisfaction. When the situation contained stress, it was important for the leader to be structured to improve employee "satisfaction."<sup>33</sup>

Other recent studies supported the relationship of leadership to climate of the organization. Vice<sup>34</sup> and Crist<sup>35</sup> found that management

styles did relate to organizational climate. A more teacher-centered style created a more open climate.

The leadership of a school was affected by the relationship between specialists and administrators. Teachers considered themselves professionals and did not appreciate interference by their principals. Another moderating variable was that the teachers were supervised by "their own kind," that is, former teachers who had moved from teaching to administration. Some degree of strain existed between the performers of the tasks of education and those who directed it. Any degree of increased influence was suggested to have increased the tenseness of those who considered themselves specialists.<sup>36</sup>

Hoban pointed out that the principals were in need of phasing-out their responsibility in educational leadership. They were, in his mind, managers who were to move the school, subject to the collective will of the teaching staff.<sup>37</sup> The composition of the staff was stated to be related to the perceived needs for autonomy by the specialized staff. An argument similar to that of Etzioni, Katz and Kahn stated that mutual adjustments were to be made so that the larger goals of the organization would be met. The adjustments were due to the confidence the individuals had in their colleagues.<sup>38</sup> The extent of principal leadership permitted by a staff could be enormous or could be significantly small. This was dependent on the amount of leadership that was conferred on the principal.<sup>39</sup>

Jensen<sup>40</sup> pointed out the need for educational leaders to approach decision-making in positive ways. Members of the organization who would be affected by the decisions needed to identify with and to

understand the reasons for the decisions.

The organizational climate was an important element. It was characterized as the community, purpose, cohesiveness, and purpose of the organization. This social systems view was supported by the work of Katz and Kahn. A climate study was conducted by the Institute of Social Research at the University of Michigan. The Institute viewed organization climate as being based around three concepts. First, groups, rather than isolated individuals, formed the building blocks of an organization. Second, those groups were linked by their functional and hierarchical ties. Third, the functioning patterns prevailing outside a given group, primarily those above it, affected corresponding functioning patterns within that focal group. Each group could be thought of as a module in a constellation of such modules. Within each group, functioning occurred as a Leadership - Intervening Variable - End Results (L-I-R) sequence, with the End Results for most groups forming inputs for other groups. Figure 1 presents this view.<sup>41</sup>

Thomas, in a major review of the climate literature, concluded that a school's climate was influenced by many factors. Although, he stated, these factors were difficult, if not impossible, to separate. Some of these factors were the socio-economic situation of the staff and students and certain personality characteristics of the teachers and the principal. He stated that no clear trends were established for framing further investigations. His research was based on the results of surveys using the ratings on the Organizational Climate Description Questionnaire and the perceptions of the same sample of staff who

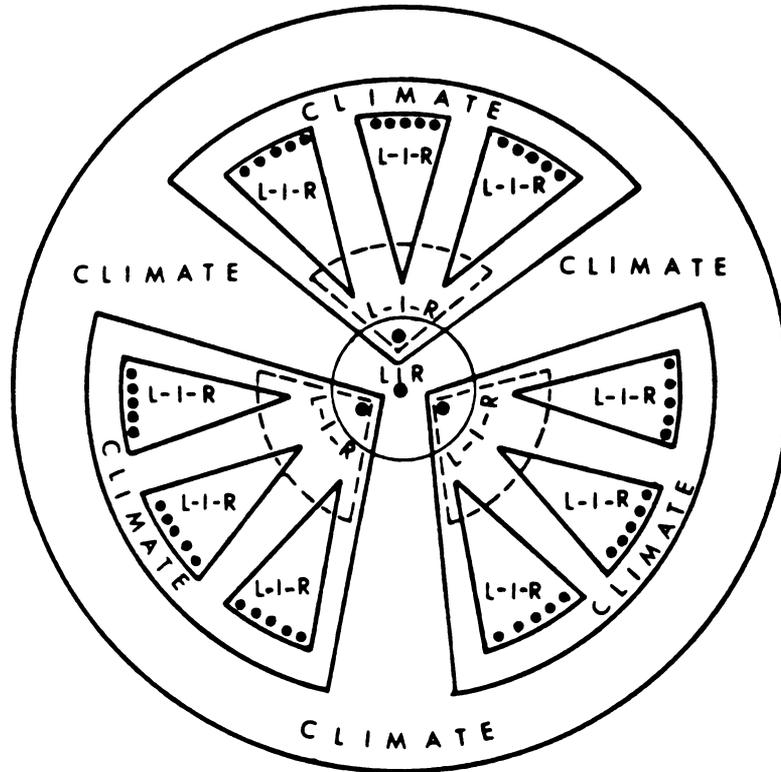


Figure 1

The Organization as a Constellation  
of Climate-Surrounded Groups

provided the climate measurement data.<sup>42</sup>

In other research related to climate, the relative importance of this concept was emphasized. As stated earlier by the work of Weed, Mitchell, and Moffitt, the leadership style was frequently determined by the situation. Climate in a sense was the situation. Climate affected the leadership behavior more than leadership affected climate. Fleishman reported that climate tended to supersede the previous

training of the leader at the supervisory level.<sup>43</sup>

Similarly, Drexler focused on the relative significances of upper level leadership in policy setting as being more important than was a particular organizational subunit. Climate of the whole organization had a powerful impact on any smaller unit.<sup>44</sup>

Research that focused directly on schools also demonstrated the strength of the concept of climate. As Wiggins reported, the climate was a relatively more powerful influence on the organization than was leadership. This relationship was strengthened as the principal's tenure increased.<sup>45</sup> This relationship was not supported at the elementary school level in Simmons' study. He found that there was no significant relationship between leader style and the organizational style of the building as perceived by the teachers in the building.<sup>46</sup>

Other researchers attempted to define the elements of school climate. Lezotte was unable to support a relationship between staff morale and increased achievement and satisfaction in students.<sup>47</sup> In addition, two other surveys attempted to define climate in a school. The Organizational Climate Description Questionnaire was used to measure faculty perceptions of school climate. Its focus was to look at characteristics of the faculty as well as at perceptions of their principal. The instrument was found to focus primarily on morale. Owens' findings reported that the tool was not effective for large, urban, or secondary schools. Owens, in addition, questioned use of the instrument to measure a school's effectiveness.<sup>48</sup> The School District Climate Profile focused on the satisfaction with current functioning in the school environment. Its use to study climate was found to be limited by its improvement assumption that "open" climates are better than "closed"

climates in increasing satisfaction. If an open climate was evident, productivity and achievement would have also increased. These assumptions were not supported by research evidence.<sup>49</sup>

Two university centers sought to develop the means by which the concept of climate in a school setting could be studied. Syracuse University Psychological Research Center designed several measurement devices to check people's perceptions of satisfaction and productivity. H. A. Murray provided the psychological constructs that served as the bases for the instruments. These instruments were developed and validated for elementary and secondary schools and for individual classrooms and college settings. The Organizational Climate Index defined perceptions of first order factors of: a) intellectual climate, b) achievement standard, c) personal dignity, d) orderliness, and 3) impulse control. These elements were grouped to form two major dimensions: development press and task effectiveness. At the level of student perception, indices were also developed to measure the students' perceptions of climate. With these indices the reliability and validity were established. Stated weaknesses of the Syracuse index related to the difficulty in use of real versus ideal scales.<sup>50</sup>

Another measure of climate was developed by Rudolf Moos and his associates at Stanford University. This ranked three major dimensions. These were the nature and intensity of personal relationship, personal growth and self-enhancement influences, and system maintenance and change. Kelly, in studying these measurements, stated that these tools were based on an accepted definition of climate that stressed productivity and satisfaction. The tools also permitted the use of needs assessment procedures to target climate development activities. He

summarized the work done on climate by recommending, "Practices which are selected for use, however, should give consideration to a clear definition of climate, to the selection of tools and procedures which are compatible with that definition, and should seek to use and organize existing data as a means of diagnosing how well the school or classroom environment is meeting goals of both satisfaction (morale) and productivity (achievement)."<sup>51</sup> He continued to address the issues with a caution that the factors of satisfaction and achievement were not necessarily related. If one element had improved, the other may have improved or more likely may have diminished.<sup>52</sup>

In the literature, other factors which were identified as important parts of organizations were satisfaction and group process. Likert emphasized a system of management which provided high levels of satisfaction and group process. In effective organizations employees were individually to hold positive attitudes on many different issues. A few of these items were attitudes toward other workers, pay, progress in the organization, chances for getting ahead, and others. He emphasized that certain working conditions were able to generate positive attitudes. These were greater confidence by superiors in subordinates, more freedom felt by subordinates, the frequent use of suggestions by subordinates, use of involvement rather than threats, and the building of mutual confidence and trust in interactions. Likert supported his views with results from Yugoslavia and Japan. There, powerful non-economic motivators, rather than power, were used to create win-win orientations to resolve conflicts.<sup>53</sup>

Likert also stressed how these elements were to be used successfully in a school setting. The leadership had to be friendly and

supportive, to display confidence and trust in teachers, to be easy to talk to about work-related matters, and to be interested in helping teachers in work-related problems. If the leadership was of this orientation, then the work group was more satisfied and had used better group processes. Each relationship between the individual and the organization was to be viewed by the individual as one which maintained his sense of personal worth and importance.<sup>54</sup>

Herzberg also presented views which related to satisfaction and dissatisfaction in the industrial and public sectors. He suggested that certain items remained as satisfiers while others were dissatisfiers. These items were consistent from organizational situation to situation. The conclusion drawn was that one must work to reduce a dissatisfier, for example, a disliked company policy, and to increase satisfiers, such as, "recognition" by employers. Herzberg also attempted to show that satisfiers were more motivational than dissatisfiers. Herzberg's theory, however, was challenged by House and Wigdor. They performed another analysis of the research which was not supportive of the original results of Herzberg. More satisfaction did not necessarily mean more output. Those items which were satisfiers for one individual might not be viewed as satisfiers in another situation.<sup>55</sup>

Satisfaction, either as discussed by Likert's System 4 or by Herzberg, remained an unclear issue. The definition of satisfaction focused on differing individual perceptions. However, support remained for the position that satisfaction was an important element of any organization.

Teacher "burnout" was presented as an end-product when dissatisfiers over balanced the satisfiers. The teacher was "burned out" when

he/she quit. Rathbone and Benedict presented causes from interviews with three teachers. These causes were related to staff, administrators, community, and the nature of the job. These differing problems tended to promote differing degrees of upset: being tired, having developed physical ailments, having been very depressed. The authors noted that

The junior high school setting [was] particularly fertile ground for producing burnout among teachers due to the developmental characteristics of adolescent children. Children establishing their identities [were] at odds with life as represented by norms of the adult population. Teachers, the representatives of the [adult population] in a public school system who embody these norms and values, [received] constant critical attention from adolescents and this [was] stressful to a severe degree.<sup>56</sup>

Group process, especially important to Likert, was also an important factor in organizations. Likert asked in New Ways of Managing Conflict, "Is there a multiple-overlapping structure present at every point where a person, small group, or department needs to interact and cooperate with another person, small group, or department? Whenever such a structure is missing, there is likely to be a failure in communication, understanding, and coordination."<sup>57</sup>

He suggested that a successful organization had only vertical and horizontal linking. Vertical linking was the communication structure between the teachers, principal, and superintendent. On the other hand horizontal linking was the communication structure between teachers assigned at the same grade level.<sup>58</sup>

Although communications structures were important to the group process, the degree to which these structures were used to solve problems was also important. The problem-solving techniques

recommended by Kepner-Tregoe served as a basis for improved decision-making. Some of the elements of the process demonstrated high employee involvement in it. The process was defining the problem, setting solution-evaluating criteria, searching for promising solutions, weighing solutions, and selecting a solution to be used. The process would, as the authors suggested, create increased trust in a low-trust environment.<sup>59</sup> The authors stated that this process was both group-building and group-maintaining.<sup>60</sup>

This emphasis was reinforced by Richard Francisco who maintained that problem-solving was an essential element to the school in order to reduce stress. After examining the needs for motivation, affiliation, and power, the next step was to initiate responses which would change these elements. The use of systematic change agents (counselors and psychologists) was recommended to improve support systems. These needed areas were at four different levels: 1) teacher to teacher, 2) teacher to student, 3) teacher to administrator, and 4) teacher to parent. According to Francisco, a change agent who used problem-solving techniques revitalized a school.<sup>61</sup>

#### Current Methodological Trends

The literature suggested that in order to achieve organizational change certain properties had to exist. The literature further suggested that there were definite moderating properties which affect the efforts of organizational development in public schools. These moderating properties were as follows: 1) Goal diffuseness existed. Output was difficult to measure because of the long time-line involved.<sup>62</sup>

2) The technical capability was not very good. The knowledge base

underlying practice was weak and not given to the practitioners.<sup>63</sup>

Therefore, the implementation of programming had questionable impact.

3) Coordination between school districts and within schools was low interdependent, or "loosely coupled." This was indicated by Welch to mean that the goals did not connect well with the means.<sup>64</sup> This

characteristic was viewed as a positive one by Miles who pointed out that this feature permitted the schools to be flexible and adaptive.<sup>65</sup>

4) "Boundary-management" problems existed; the skin of the organization was unbearably thin, over-permeable to dissatisfied stakeholders. This meant that in a school parents felt willing to complain and exert pressure on teachers; however, a motorist did not go into an oil refinery to second-guess the way someone was controlling a catalytic cracker.<sup>66</sup> 5) Domestication sheltered schools. According to Carlson,

they were not required to compete for resources with other institutions.<sup>67</sup> Pincus further pointed out that survival was guaranteed and therefore the incentives for innovation were minimal.<sup>68</sup> 6) A

constraint in staffing and staffing reductions existed because of certification requirements.<sup>69</sup> The literature suggested a limited rationale for pursuing self-renewal when many of these properties of schools were constraining.

Organizational development work previously done in the public schools had mixed reviews. A study by Miles and Fullan which examined organizational development activities in seventy-six districts both in the United States and in Canada identified the nature of programs, the issues involved, and the outcomes. The study used a sample of primarily large and wealthy districts. The length of the programs were from one and one-half to ten years with the median being three years.

Eighty-eight percent had on-going programs. Only a few programs (4%) were focused on a single school.

The organizational development activities identified were training, data feedback, problem-solving, plan making, and process consultation. The primary emphases by districts and consultants were plan-making, problem-solving, and data feedback. Only about one-half of the districts established a task force for work. External consultant use varied significantly. External/internal consultants were used from two days to 990 days. Inside change agents were most typically central office administrators and secondarily, principals.

The primary emphases of the organizational development programs were communication, reorganization and redesign, goal identification and goal setting, and decision-making. Top-management commitment was the primary reason for the organizational development efforts to begin. Financial support for programs varied significantly from a few dollars spent to one and one-half million dollars spent in another district. Most of the districts provided released-time to the administrators and teachers working on the program.

The outcomes found in the Miles and Fullan study were three basic types. 1) Impacts that were expected were improved communication, improved planning, improved decision-making, improved relationships, improved productivity, new educational programs, and a commitment to change. The results suggested that changes in functioning produced task-oriented changes. 2) Impacts that were unexpected were improved communications, new participation, and an increased acceptance of change. 3) Impacts that were undesired were general negativism, resistance, refusal to participate, feelings of fear or threat, and time overloads.

Generally the explanations for poor outcomes centered on poor communication, fear, and lack of specific commitment. Only ten percent related the undesired impacts to poor planning.

The degree of differences for success in this study was analyzed by using a three-step, multiple regression. The best predictor of success was the scale of effort and technical support. The length of the program ( $r=.36$ ), use of federal funds ( $r=.24$ ), number of consultants ( $r=.37$ ), and expenditures for materials ( $r=.22$ ) were found to be correlated to success.

The attitudinal scales also correlated to the length of the program ( $r=.34$ ), expenditures for materials ( $r=.37$ ) and the presence of an outside consultant ( $r=.16$ ).

It was found that large-scale programs were less likely to be institutionalized. In a like fashion, if a program received great funding, it was less likely to be institutionalized than if it had a limited subsidy.

The results suggested that "organizational development programs are more successful if they are of moderate size, focused on educational issues, and are characterized by a task-oriented, structural, system-changing approach with technical support through the use of internal organizational development consultants and materials."<sup>70</sup>

### Summary

This chapter provided an examination of selected literature. The topics addressed were classical organizational theory, individual and group organizational theory, recent organizational theory, contemporary organizational development theory, organizational development factors,

and current methodological trends in organizational development. It was organized to provide a broad view of the theoretical foundation of organizations and a more specific examination of the recent literature related to organizational development in a public school. The final portion of this chapter related to the elements that were found to be successful in other organizational development efforts.

FOOTNOTES: CHAPTER II

<sup>1</sup>M. Woodcock and D. Francis, Unblocking Your Organization (LaJolla, CA: University Associates, 1979), p. 43.

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## CHAPTER III

### STUDY DESIGN AND PRESENTATION OF DATA

#### Introduction

The review of the literature presented in Chapter II suggested that an organized approach to organizational development using the theories and data from past efforts merited implementation. The organization of a public school was presented as a very complicated combination of elements. The possibility that organizational change could occur was suggested by examples cited from recent research. In past organizational development efforts some perimeters were presented on which to base a program at Wylie Middle School.

In this chapter, the focus will be on the details of the efforts of the Wylie Middle School in organizational development. The researcher designed the study in a series of phases. Each phase, as with established organizational development models, was planned to have impact on the people in the organization. The selection of an instrument to show pre- and post-test difference scores giving the quantitative impact of the program was an important part of the study. After presenting a brief description of the sample and the rationale for selection of the Survey of Organizations (1974) as the instrument to be used, the phases of the plan will be presented. Phase I will

detail the activities of the planning stage. This will be followed by a section explaining the action phase of the study. The final section presented here will describe the post-test data. A summary, conclusions and recommendations will be presented in Chapter IV.

### The Sample

The researcher focused on the teaching staff as the sample for the survey used in the study. This group represented an N sufficiently large to elicit usable data and was the largest work group in the building. The other groups, secretaries, custodians, and noon-hour supervisors, were surveyed, but their numbers were not sufficient to have provided viable data for inclusion in the study because of the problems of sample cell size and the attending constraints.<sup>1</sup>

The teaching staff of the Wylie Middle School appeared to be mature, experienced, and exceeded the minimum requirements for job entry. Twenty-five percent of the staff were 45 years old or older while the average was 38 years old. The average years of recognized experience was 8.7 years. Only 20 percent of the teaching staff had teaching experience in another building and/or in another district. The staff for the most part had not completed advanced degrees. However, the number of additional credits earned beyond the BA was at or above the MA or BA+30 credit-hour level on the salary schedule. There was incentive in the contract to increase credits taken to reach higher ten-credit intervals. Eighty-three percent of the fifth and sixth grade teachers were female. At the secondary level only 50 percent were female. This was in line with the common character of

teaching staffs; elementary teachers tend to be female.<sup>2</sup> There were only four of the thirty-five teaching staff members changed during the study period. These were two in special education and two in general education.

Several members of the staff were also leaders in the local teachers' association. As discussed in Chapter I, the researcher had been charged with improving the morale of the staff and the curriculum. A new working relationship that was both positive and trust-producing was necessary with all staff members who were leaders in an active and militant union. District history included strikes that strained the ongoing working relationships between the teaching staff and the administration. Curriculum leadership had been successfully bargained to come from the teaching staff through the structured Curriculum Council.

#### Selection of a Survey Instrument

Systematic change had been stressed by Likert<sup>3</sup> and in a Survey-Guided Development series presented by Bowers and Franklin.<sup>4</sup> The researcher agreed with these concepts and suggested approaches. The researcher also wanted an objective understanding of the present organization and of the changes he would implement. To do this, selection of an appropriate instrument was key to determining what kind of organizational change was necessary and determining whether changes had occurred. It was necessary for the instrument to be based on current theories of organization, to present valid, reliable measurements of attitudes, and to identify those areas of the organization which in

the view of the respondents needed improvement. The Survey of Organizations (1974), created by Likert, et al in the Institute of Social Research at the University of Michigan was selected as the data gathering instrument to be used in the study.

A thorough examination of the characteristics of the survey was presented in a monograph published by the Institute of Social Research.<sup>5</sup> In summary, the Survey of Organizations provided a strong theoretical basis for its conceptual formation. The research reviewed in Chapter II suggested that organizations were complex, inter-related, and constantly changing. The worker and his role in the work group were viewed as important. Individual needs and institutional demands were to be mutually satisfying. The Survey-Guided Development approach was one which recognized these dynamics of an organization. The Survey of Organizations identified these factors and each of the indices was formulated and tested to determine the relative strength of the factors in the organization.

Specific questions were analyzed, structured and tested to determine reliability and validity. The data were compiled by specific work groups. For example, norms were prepared for blue collar, first-line white collar, and managerial groups. Also, norms were continuing to be prepared on an industry to industry setting.<sup>6</sup>

In addition to meeting the theoretical criteria and to providing reliable, valid measurements of attitudes which interested the researcher, the Survey of Organizations was an advantageous instrument for the researcher to use because of access to assistance from the Institute of Social Research.

The Survey of Organizations was based on a specific concept and research about what an organization was. It was not a "simple array of positions, not just an assortment of tasks, not just physical assets - the plant and equipment...an organization is very basically a structure made up of overlapping work groups...at every level above the very bottom, and below the very top, each person is a member of at least two groups simultaneously: he is a subordinate in the group above and a supervisor in the group below. The dual membership serves the purpose of linkage, of knitting the organization together."<sup>7</sup>

The group processes determined whether each group worked well or poorly. The output of the group was the level of satisfaction and productivity. Managerial leadership was the behaviors of the supervisor toward his or her subordinates; it was an element which affected peer leadership. The supervisors' behaviors were described and categorized through research to be of four general types: support, interaction facilitation, goal emphasis and work facilitation. In a similar fashion, peer leadership was defined as being the same four types.

Groups existed in an environment provided by those above it. The output of the next higher group produced the conditions within which the group operated. The organizational climate was the definition of the conditions that existed. Through research this concept was identified and indexed on the Survey by the following titles: Human Resources Primacy, Decision Making Practices, Communications Flow, Motivational Conditions, Technological Readiness, Lower Level Influences. When these conditions of climate and the two types of

leadership, managerial and peer, were perceived positively, then the group functioned well: the members of the group were satisfied and were more productive.

The Survey of Organizations consisted of 124 questions which were clustered on 23 indices. (Figure 2) The indices identified and measured the attitudes about the elements of the organization. The subsequent scores were presented in percentiles and then composite results were kept and normed. The survey results permitted comparisons from industry to industry and work group to work group. The percentile score presented the results on any given item as well as on an index. Any scores which fell between the 40th to the 60th percentile were considered normal, while any score below that level indicated weaknesses and any score above that level indicated strength.

Overall, the Survey of Organizations presented a number of advantages for choice as the instrument to be used in the study. It was being continually used and updated in numerous organizational settings; it provided valid and reliable data to quantify change; assistance with its use was readily available to the researcher; its theoretical basis was in line with current research about organizations; and it identified areas the researcher believed to be important to the organization: organizational climate, leadership, satisfaction and group processes.

AREAS	INDICES
ORGANIZATIONAL CLIMATE	Decision-Making Practices (31, 32, 33, 34)
	Communication Flow (12, 13, 14)
	Motivational Conditions (15, 23, 25)
	Human-Resources Primacy (8, 9, 11)
	Lower Level Influence (27, 29)
	Technological Readiness (7, 99)
SUPERVISORY LEADERSHIP	Support (Actual & Ideal) (36, 38, 40 & 37, 39, 41)
	Team Building (Actual & Ideal) (52, 54 & 53, 55)
	Goal Emphasis (Actual & Ideal) (42, 44 & 43, 45)
	Work Facilitation (Actual & Ideal) (46, 48, 50 & 47, 49, 51)
PEER LEADERSHIP	Support (Actual & Ideal) (70, 72, 74 & 71, 73, 75)
	Team Building (Actual & Ideal) (86, 88, 90 & 87, 89, 91)
	Goal Emphasis (Actual & Ideal) (76, 78 & 77, 79)
	Work Facilitation (Actual & Ideal) (80, 82, 84 & 81, 83, 85)
SUPERVISORY NEEDS	Information (60, 61)
	Values (62, 66)
	Skills (63, 64)
OTHERS	Group Process (92, 93, 94, 95, 96, 97, 98)
	Satisfaction (16, 17, 18, 19, 20, 21, 22)
	Job Challenge (Actual & Ideal) (112, 113, 114 & 118, 119, 120)
	Experienced Bureaucracy (115, 116, 117)
	Aversion to Bureaucracy (121, 122, 123)
	Goal Integration (124, 125)

Figure 2  
Survey of Organizations: Indices and  
Component-Item Numbers<sup>8</sup>

The Organizational Development Plan

The study was accomplished in a series of stages. An overview of the change activities is presented on a calendar basis in Figure 3.

	Months from Project Initiation								
	1	2	3	4	5	6	7	8	9
Phase I - Planning Stage									
Study	X	X	X	X	X				
Pre-Survey		X	X						
Survey Reflection			X	X	X				
Phase II - Diagnosis and Action									
Feedback Sessions				X	X				
Group Problem Solving				X	X	X	X	X	X
Phase III - Post-Feedback and Analysis									
Post Survey									X
Assessment of Progress								X	X
Plan for Future Action									X

Figure 3

Timetable for Organization  
Development Plan

A twelve-month charted project was collapsed into a nine-month program for the public school year. The nine-month period was due to the lack of effective organizational functioning during the school summer vacation period.

Each of these phases, although having distinct functions in the overall plan, overlapped the next phase because some aspects of each represented ongoing activities.

Phase I, the planning stage, focused on the theoretical basis for an organizational development plan, the activities to facilitate its implementation, the administering of the Survey of Organizations,

and analyzing the results.

Phase II, the diagnosis and action stage, represented the implementation phase. Results were shared with the teachers and activities were carried out which might promote changes in organizational climate leadership, group processes and satisfaction.

Phase III, the post-feedback and analysis stage, included the second administration of the Survey of Organizations, the comparison of these results with the first set of data, and planning for further activities to build on strengths and correct weaknesses in the organization. A more detailed discussion of Phase III will be presented in Chapter IV.

#### Phase I - Planning Stage

Overall, the researcher needed to become familiar with all the information that related to organization development. During this study stage, which was preliminary to, yet ongoing throughout the study, the researcher became familiar with the theoretical concepts behind organizational development plans as well as the use of organizational development plans in public settings. Much of this was reported in Chapter II.

In addition to this research, the study stage of the plan included the implementation of the two major directives given to the researcher by the Board of Education when he had been hired. He had been directed to build a more positive morale with his staff and to bring about curricular change. Again, these would be ongoing activities concurrent with the implementation of the organizational

development plan as well as being goals of the organizational development plan. These would be implemented and pursued through various communication groupings and by the development of multiple school goals, a Wylie Middle School Belief System. The researcher intended that the Belief System would become the basis for curriculum change and that communication groupings would bring about a more positive staff morale. The eventual use of the Survey of Organizations would further define aspects of the organization which needed strengthening.

The mechanics of implementing the organizational development plan required various meetings at different levels of the organization. The researcher needed to meet with a representative of the Institute of Social Research about the instrument which would be used. Because Wylie Middle School was just one school in a larger system, meetings with the Superintendent of Schools and the Board of Education were necessary to secure their commitment to the plan.

In January of 1978 the initial planning sessions were held with Dr. Daniel Denison of the Institute of Social Research. These were held to discuss the survey device, the scoring, and the associated costs. Tentative arrangements were made to use the instrument.

A meeting was held with the Superintendent of Schools to seek support for this voluntary use of the survey. After a discussion concerning the value of the survey, the goals of the plan, and the security of the results, the Superintendent agreed to allow the Board to examine the request. A short proposal for presentation to the Board of Education was prepared and presented to be considered. The Board of Education agreed to allow the study to proceed.

Once Board permission had been secured, further discussion of

information with the junior and senior building representatives of the teachers' association was permitted. The conditional use of the survey with union support was presented. In order to maintain negotiated security, verbal agreement declared that a teachers' association representative would insure the unanimity of the results by having them carried by hand to the Institute of Social Research in Ann Arbor.

Short sessions to discuss the survey and how the results might be used were held with the teaching staff either as a teachers-only group or led by the researcher. In addition, these discussions were also held with the secretaries, custodians, and the cafeteria workers. Although these groups would not be included in the research sample, the researcher hoped that the discussions would strengthen the organization. The researcher maintained that there would be action beyond just gathering data in order to strengthen the organization. The researcher explained how the organizational development plan would be implemented. During these meetings the researcher stressed the importance of being seriously committed to change.

While the meetings were held to secure permission and commitment to use the Survey of Organizations and to implement the organizational development plan, the researcher moved ahead with the development of the Wylie Middle School Belief System. The Belief System developed by the staff was to become the basis for curricular change. Therefore, every effort was made to secure firm commitment from the staff. To do this, particular rules were employed for the development of the Belief System. Each staff member was asked to write belief statements which would then be acted on by the entire staff in meeting. Before

these beliefs were written, information from the literature was studied and visitations were made to locations where program elements based on similar belief systems could be examined. In addition, the researcher decided that there would be formal communication structures implemented to discuss issues and progress toward the established goals. The belief statements that were developed had to be typed and distributed prior to each meeting in order for all other staff members to read and review them. A timed presentation was to be made by the author of a particular belief with a timed discussion following this. In order for any of the items to be accepted an 85% approval rate had to be received. To do this the staff had to make an even further commitment to the program. The entire staff had to meet together, and this was not an easy process. Wylie Middle School had two starting and ending times: 7th and 8th grades began at 8 o'clock and ended at 3 o'clock; 5th and 6th grades began at 9 o'clock and ended at 4 o'clock. Therefore to meet together was an additional commitment by one half of the staff to wait the hour.

The beliefs that were agreed upon were accomplished with much discussion and consideration. The final beliefs that were approved by the Wylie staff are listed in Appendix C.

An objective description of the organization was necessary for the researcher to evaluate the factors present in the organization. To get this description the staff was questioned using the Survey of Organizations. The association representative, assistant principal, and the counselor studied the instructions from the test manual to administer the Survey of Organizations. The Survey was given to thirty-two of the thirty-five staff members in May of 1978. The

test results were carried by the association representative directly to the Institute of Social Research for scoring.

The Survey of Organizations pre-test data provided insight to the organization at Wylie Middle School. In this presentation of the data, the scores will be presented in percentiles as compared to the national norms. The norms used were the 1978 Survey of Organizations National Norms. These available norms permitted the comparison by work group level. The Wylie staff was compared with the first level white collar group. The teacher group's organizational position, educational qualifications, and job responsibilities were similar to the first level white collar group. The survey items used were grouped to form indices. Certain indices were combined to describe the areas of organizational climate and leadership, both supervisory and peer. The researcher planned to review the major areas of organizational climate and leadership and the indices of Group Process and Satisfaction from which some of the strengths and weaknesses of the organization could be discerned. In addition the specific questions which formed the indices would be studied to help focus the change activities more clearly. The complete pretest data are presented in Appendix D.

The indices comprising the area of organizational climate were found to vary significantly. (In Figure 4 the results are graphically displayed.) Especially high was the Decision-Making Practices index. Here the score was at the 73rd percentile. This placed the index well above the normal range which indicated that the teaching staff felt objectives were set jointly, decisions were made at appropriate levels,

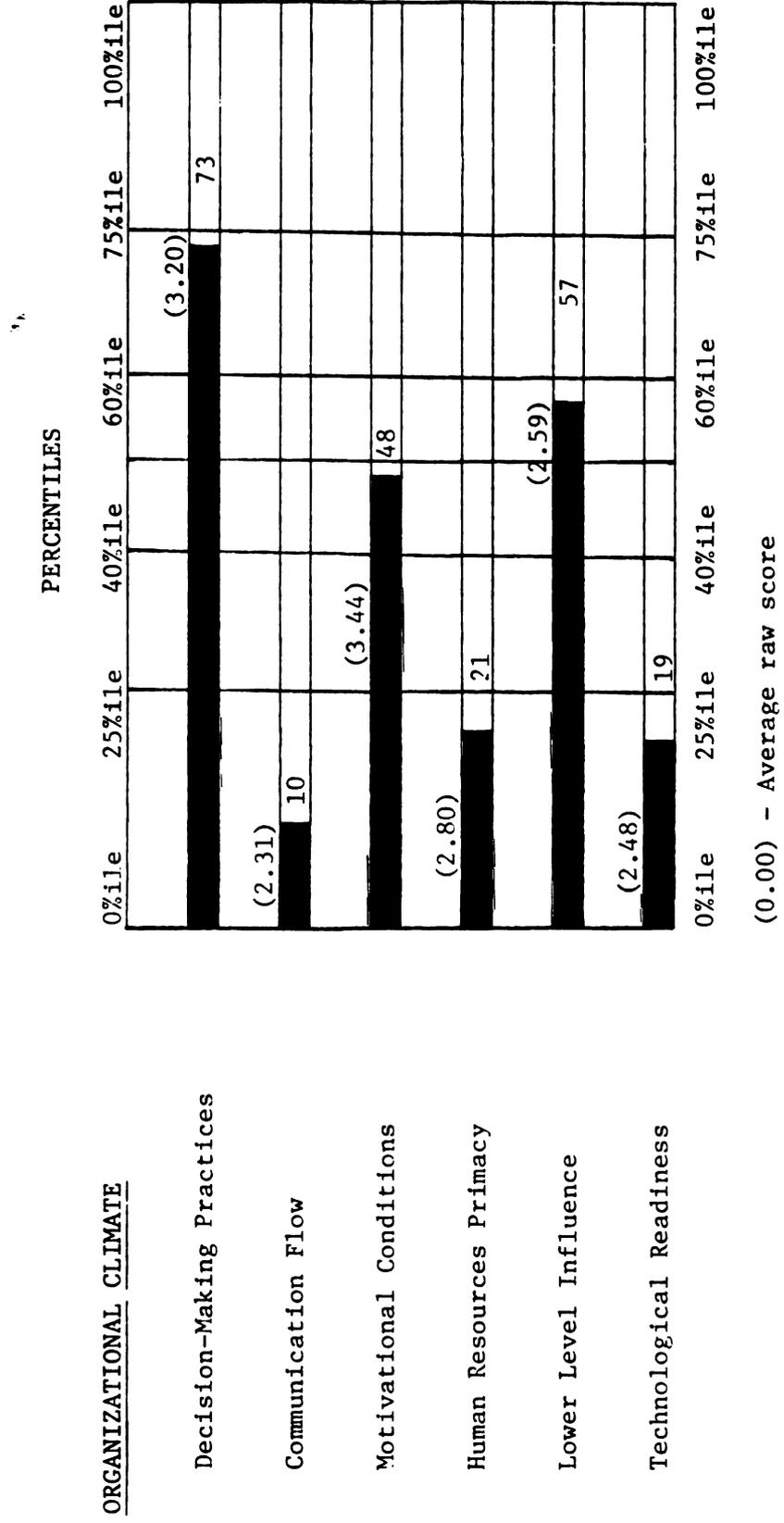


Figure 4

Pre-Test Percentile Scores  
of Organizational Climate Indices

and that those making decisions sought ideas and received needed information. However, none of the three items of the Communications Flow index was within the normal range. The lateral communications from unit to unit and from the organization to the unit were weak. The upward communications flow was particularly poor. The score for Communications Flow was only at the 10th percentile. Of the remaining indices making up the area of organizational climate, strengths were exhibited in Motivational Conditions and Lower Level Influences. However, weaknesses were also recorded in Human Resource Primacy and Technological Readiness. In these last two indices the staff felt that the organization was not interested in their welfare, working conditions, or in organizing work activities sensibly.

The Supervisory Leadership area also indicated weaknesses. (In Figure 5 the results are graphically displayed.) The Support index was at only the 26th percentile. Looking at the items comprising this index indicated that supervisor friendliness, ease of talking with, attention, and listening to problems all were at levels far below the average range. Work Facilitation was also found to be below average at only the 29th percentile. However, the Supervisory Goal Emphasis and Team Building indices both were within the normal range.

In the area of Peer Leadership (Figure 6) the scores were at or above the normal range. Peer leadership strength was evident in Support, Work Facilitation, Goal Emphasis and Team Building indices.

The Group Process index was similarly in the average range with a score at the 53rd percentile. Specifically, strong items were in group planning and coordinating, knowing jobs, sharing information

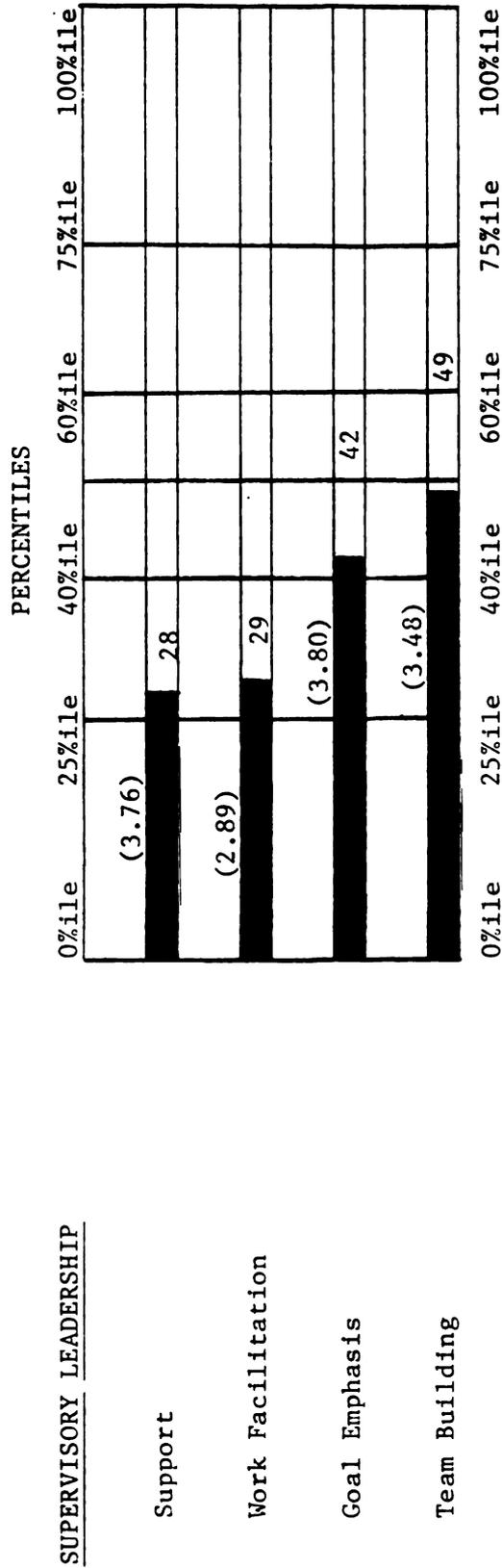


Figure 5  
Pre-Test Percentile Scores  
of Supervisory Leadership Indices

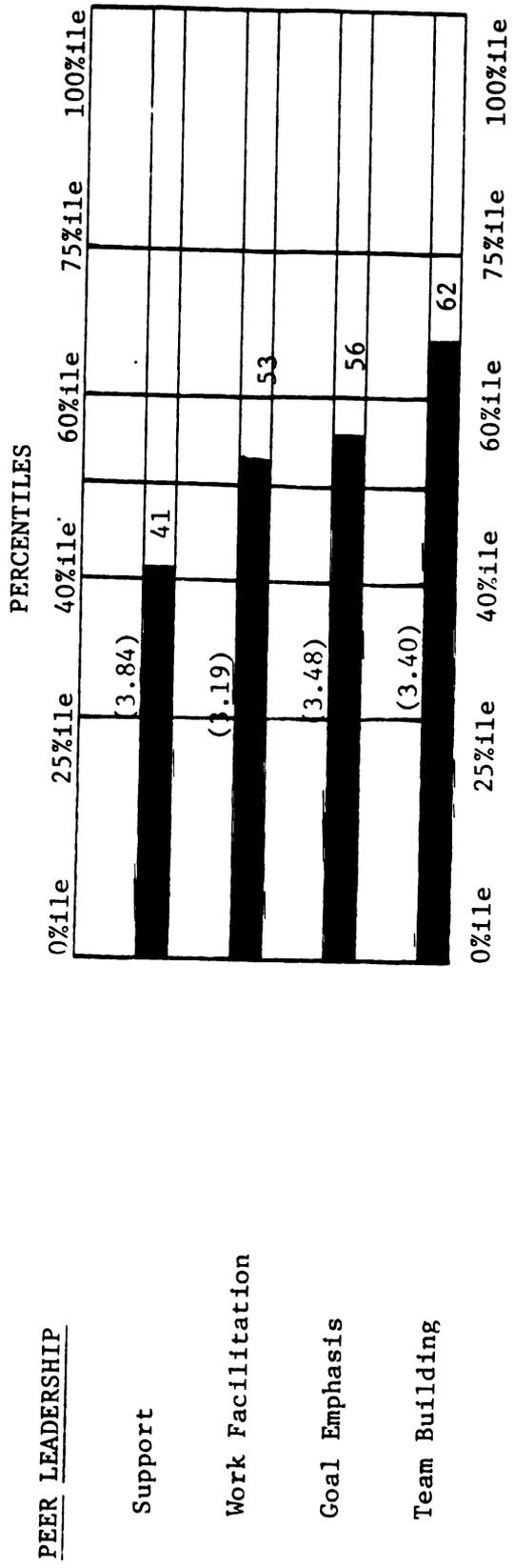


Figure 6

Pre-Test Percentile Scores of Peer Leadership Indices

and trusting group members. However, these average or above-average scores were balanced by below-average scores in making good decisions, meeting objectives and group adaptability.

On the Satisfaction index the overall score at the 32nd percentile was below the normal range. The Wylie teaching staff felt that they were satisfied with their work group members, supervisor and job. They were not, however, satisfied with the organization, pay, or with either present or future progress in the organization.

The data suggested that the greatest strengths of the organization were perceived among the peer group. Those items which focused on group or peer relationships generally fell at or above the normal range. This was true of all indices as well as the Peer Leadership indices. Some of the specific item questions on the indices which showed this strength included: "Were objectives set jointly?" "Does the work group plan and coordinate?" "Do group members share information?" "Does the work group make good decisions?" "Does the work group offer new ideas for solving job-related problems?" "Does the work group encourage each other to give his best effort?"

Weaknesses, on the other hand, were revealed in several areas. The Communications Flow index score was very low. The types of questions asked for this area were "How adequate is the information I get about what is going on in other departments or shifts?" "How receptive are the people above you to ideas and suggestions?" "To what extent does this organization tell your work group what it needs to know to do its job in the best possible way?"

Human Resources Primacy index included the following questions: "Is the organization interested in your welfare?" "Does the organization improve work conditions?" "Are work activities sensibly

organized?" Technological Readiness index questions included: "Does the organization use new work methods? "Is the equipment adequate?" Both of these indices also showed below normal scores.

In the overall area of Supervisory Leadership, the researcher was particularly interested in the indices of Support, Goal Emphasis, and Work Facilitation. The specific questions that were asked were "How friendly and easy to approach is your supervisor?" "When you talk to your supervisor does he pay attention to you?" "Is your supervisor willing to listen to your problems?" "Does your supervisor encourage your best effort?" "To what extent does your supervisor provide help so you can schedule work ahead of time?" Again, the below normal scores indicated weaknesses in the organization.

These areas would become the focus of activities designed to enhance those strengths of the organization and to improve the weaknesses.

#### Phase II - Diagnosis and Action Stage

In this phase, the data were studied to diagnosis strengths and weaknesses in the organization. The researcher was particularly interested in Organizational Climate, Leadership, Satisfaction, and Group Process which were each indexed independently in the Survey of Organizations. The activities that were planned and acted on were designed to strengthen the organization in the indexed areas.

The Survey of Organizations presented support that there was weakness in Organizational Climate. The researcher focused activities to build on three of the six indices describing Organizational Climate. The Decision-Making index showed an area of strength which the

researcher wanted to maintain and enhance. The faculty had been part of the belief-setting process; therefore, the researcher believed that this type of full-faculty decision-making process was effective. However, plans were made to improve the information level, the item of weakness on this index. The researcher planned for improvement in this realm by designing a decision-making procedure as it related specifically to the curriculum improvement. Speakers, visitations, and new materials were planned for whole staff involvement. Trips were planned to examine programs at Marshall Middle School, Marshall, Michigan, where effective program elements were implemented. Two inservice programs were scheduled with representatives from their faculty explaining team teaching and the structural elements in Marshall's program. Also, the entire staff was taken to the State Convention of the Michigan Association of Middle School Educators which permitted them opportunities for learning of more activities which could be implemented to reflect the Belief System successfully. Organizational support for this activity was demonstrated to the faculty by the school district paying for registration and travel expenses.

The Motivational Conditions index score appeared in the normal range; therefore, the researcher addressed this area to build on an existing strength. There was only a limited ability to recognize hard work in the school organization. Unlike private business or industry, bonuses and increased pay were not given. The researcher, however, increased verbal and written praise when teaching staff behaviors merited it. Also, the communication structuring was used to affect motivational conditions. Broad discussion of perceived problems was encouraged

in faculty meetings. The researcher made an effort to act positively on these issues. For example, the 1978 schedule was arranged to limit interference with peak learning times as a result of expressed concern. Reading was held in mornings without the interference of physical education or other special classes. The researcher believed these efforts would also affect the Human Resources Primacy index which was weak.

The index of greatest weakness in the Organizational Climate area was Communications Flow. The survey data revealed two major needs: inadequacy of information between groups of the organization and lack of receptivity of those above to ideas and suggestions. The Faculty Advisory Group was established to correct, in part, this weakness. The membership of the Faculty Advisory Group was to include one union official and representatives from each grade level. Each meeting, held on every other Tuesday, was divided between expressed concerns by the teachers and the administration. The agenda included items of mutual interest. At each session time was also set aside for non-agenda concerns. This group shared information with its work group and solicited responses from them. Minutes were taken and distributed to the entire staff. Any questions about issues were to be directed to the grade-level representative or the principal. This group provided an opportunity for indepth dialogue on issues between faculty and administration. With two different dismissal periods, the researcher believed that the Faculty Advisory Group was particularly needed to improve cross work-group information. This related to shift-data research. The researcher believed that the interaction between elementary and secondary teachers was not frequent. Each

group met with its own work group during lunch, and most faculty meetings were held independent of each other. Neither group was often willing to wait one class hour to have a meeting with the other group in attendance. The Faculty Advisory Group provided some linking between groups. Each of the two shifts, 5th-6th grade levels and 7th-8th grade levels, had the opportunity to express its ideas and have an impact on implementation. Some concerns discussed by this group were special evening programs, such as parent nights, and day-to-day organizational questions dealing with student activities, texts and curriculum, and student supervision. The agenda for full faculty meetings was also set at the bi-weekly Advisory Group meetings. Some regular, full faculty meetings were scheduled as an integral part of the curriculum change program. The use of the Faculty Advisory Group helped to improve communications flow between work groups and to establish a broad commitment to the new program by insuring mechanisms by which faculty members were to have input on the structuring of the curriculum. Through all of these meetings, the researcher made a conscious attempt to assure that staff suggestions were used to demonstrate receptivity.

Leadership indices showed strong peer leadership; however, the supervisory leadership was weak. The researcher needed to focus attention on the areas described by the following indices: Support, Work Facilitation, and Goal Emphasis.

A question which defined weakness on the Work Facilitation index was "Does your supervisor provide help so you can schedule work ahead of time?" The researcher felt that this might be more easily controlled in an industrial setting than in the public school. An

industry would be able to focus on end-production and production scheduling. In education the supervisor's role was to provide adequate notice for possible interruptions such as school testing programs and assemblies. Yearly planning of events was used to assist in staff opportunity for preparation, advance lesson plans were required to emphasize the importance of planning, and policies governing the time required to schedule all-school assembly or testing programs were established. Teachers had the option of not attending programs if adequate notification had not been given. These leadership efforts focused on maintaining high levels of performance by the advanced scheduling of work. Improvements in this area were continually sought.

The leader was not viewed as very approachable or open. This aspect of the Support index received attention. The researcher emphasized being willing to discuss problems and being easy to approach by establishing an "open-door policy" to his office. Appointments were not needed to have access to the supervisor.

These areas were complemented by support given to the efforts on goal emphasis. The researcher supervisor gave full support to the adoption of the Belief System as the foundation for curriculum change. New classes were to be developed to reflect the Beliefs. However, the implementation of the program had to follow established district procedures. This included review and support by the Curriculum Council and then the Board of Education. The researcher actively promoted acceptance of this program at both of these levels. For the program to be approved by the K-12 Curriculum Council, the high school and elementary teachers needed to support the curriculum changes recommended. They did support the possible implementation for another year. At the

Board level it became apparent that contract provisions had to be re-written in order to make the schedule feasible. Therefore, any program changes that related to the new program were delayed; however, the researcher's commitment to the new program was well known.

Other administrative support for viable teacher positions on issues with parents was also provided. One area of such leader support was documented. The researcher had prepared a policy statement on retention. After discussion, it was adopted by the full faculty. Despite the best efforts of everyone on the school staff, a parent objected to a decision not to retain a special education student. The student's special education status was used to question grade placement and a formalized hearing was sought to change the grade level of the student. At the hearing the classroom teacher's position of non-retention was supported by the special education teacher, the Director of Special Education, and the researcher administrator. Although the parent brought a psychologist, a student advocate, and personal testimony to the hearing, the result was that the position of the teacher and the school district was supported by the hearing officer. By actively aligning himself with staff positions, the researcher attempted to lessen the schism that existed between the staff and the administration. Supervisory support was demonstrated to strengthen the supervisory leadership of the organization.

Even though the Group Process index results were high, the researcher sought improvements in this area. Sharing information was a regular part of any faculty meeting to gain full commitment of the faculty for the many activities. The annual meeting to determine the major equipment purchases was designed with many of the elements of

group problem-solving included. All proposals for major expenditures were presented with information on rationale and cost. A question and answer period preceded the priority voting. Each staff member rank-ordered the choices presented. The item with the lowest average became the school's first priority. The staff was satisfied that there was no special treatment for equipment purchase, and they were aware of having an active part in the selection. The results were supported by the principal as the building priority for major purchases when he met with other administrators of the district to determine district-wide priorities.

The Satisfaction index indicated a weakness in the organization over which the researcher felt little control. Pay and present and future progress in the organization were controlled by the negotiated contract. The researcher believed that improvements in organizational climate, leadership support and group processes would, however, have a favorable impact on overall faculty feelings of satisfaction with the organization.

The Survey of Organizations provided a description of the organization for the researcher quickly and quantitatively. Strengths and weaknesses could be readily identified. Knowledge of these data directed the researcher's efforts to improve communications flow and supervisory leadership and to enhance group strengths which existed in the organization. The second administration of the survey instrument would, it was hoped, help quantify what progress, if any, had been made.

### Phase III - Post-Feedback and Analysis

Phase III was designed to delineate the extent of change, if any, in the organization. This was done by the use of a post-survey given in May of 1979. On this occasion, twenty-one staff members voluntarily took the Survey of Organizations for the second time. The post-survey results represented here were the basis for estimating change in the organization. The University of Michigan Institute of Social Research performed a two-tailed t-test to determine significance of all items and the indices of combined items. Organizational Climate, Leadership, Satisfaction, and Group Process were examined for significant change. In this phase the particular items which were of interest to the researcher were examined.

The overall category of Organizational Climate was of primary interest. Organizational Climate was described by several indices. (Figure 7 focused the data which represented the changes between the pre- and post-survey.) The differences in scores on the Decision-Making index were not significant with a change score of  $-.16$ . This meant that the activities to continue the joint setting of objectives, the opportunities for information, and the work-group decision-making seemed not to promote significant change. The scoring in this area, however, remained strong being at the 63rd percentile.

The area of Communications Flow was an index on which change had been sought. Here a positive change of  $.13$  was recorded; however, it was again not significant. The percentile score had moved from the tenth to the 15th percentile. This area was still very weak. The Faculty Advisory Group evidently had not provided all of the infor-

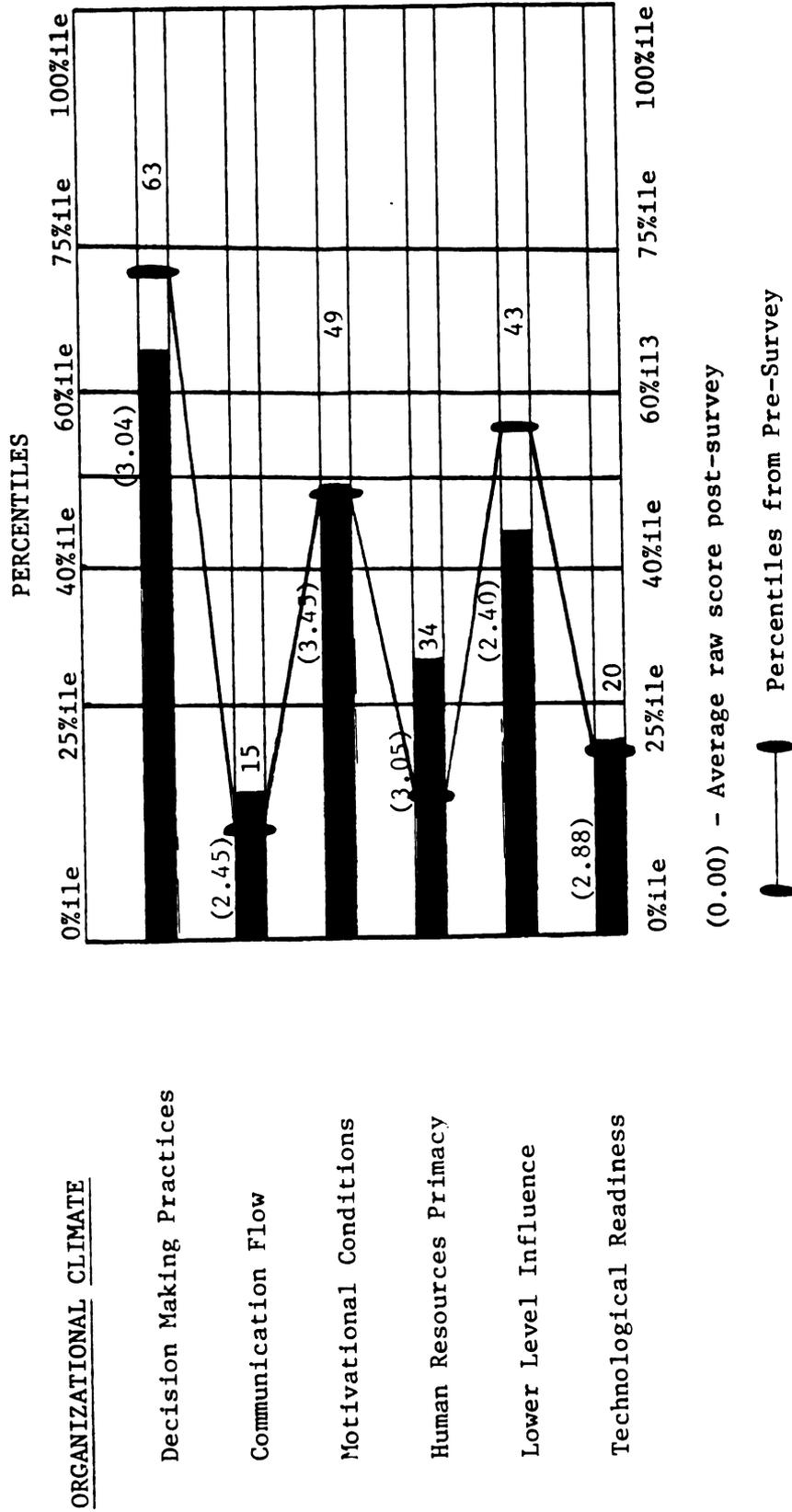


Figure 7

Percentiles of Pre- and Post-Survey Organizational Climate Indices Compared

mation needed by the other work groups. The specific item related to this showed a decline of  $-.13$ ; however, this was not significant. There was a significant change in the results of one survey item used to describe Communications Flow. This was "Were the upper levels being open to ideas?" On this item there was a change of  $.84$  that was significant with a  $t$ -score of  $2.92$ . This was significant when examined using an Alpha of  $.01$ . The efforts to be open to ideas appeared to have been successful. The level of information provided work groups was not, however, seen as adequate with a change score of  $-.35$ . There was not significant change in this item. The overall results in Communications Flow were encouraging to the researcher but not significant.

The Motivational Conditions index underwent some change. The overall scoring was still in the normal range at the 49th percentile. The total change was not significant with a change at  $.01$  and a  $t$ -score of  $.56$ . The individual item scores merited mention. The item that dealt with the resolving of differences between work groups was changed by  $.31$  from the 49th percentile to the 70th percentile. Despite the percentile change it still did not reach the significant level. The other two items used to define Motivational Conditions did not change significantly. The item which sought to find out if there was motivation to work hard had a change score of  $-.33$ . This score was significant at only the  $.1$  level. The actual normed percentiles declined from the 54th percentile to the 40th percentile. The other question used to evaluate this area declined with a change score of  $-.15$ . This score was not significant with a  $t$ -score of  $.17$ . The percentile score change went from the 48th percentile to the 46th

percentile. The overall changes of the combined scores on this index were positive but only slightly.

The area of Supervisory Leadership was derived from many component indices. (Figure 8) Supervisory Support was addressed during the term of the study. This index recorded a change of .2 with a t-score of .85. Therefore, efforts made to become more approachable seemed not to be viewed by the staff as successful. The score was not significant but declined from the 26th percentile to the 19th percentile. Similar declines were also registered on the questions of supervisor listening to workers and to their problems. Both scores declined but not significantly.

Another leadership index which was part of the study was Work Facilitation. The item in this area that was changed dealt with the scheduling of work. This area had a change score of .20. The t-score was .78 which was not significant. The total index of Work Facilitation was still low with the other two questions included. The total score declined from the 29th percentile to the 23rd percentile. The area remained low.

The index of Group Process was important to the researcher. The post-survey showed that Group Process changed by  $-.16$ . The t-score of .80 was not significant. Three of the seven items describing Group Process were related to the study. The item dealing with the planning and coordinating of the work group appeared to be affected. The score on this item declined by  $-.35$ . The t-score at 1.31 was not significant. The sharing of information by group members suggested some improvement with a non-significant change score of .13. The other item of interest dealt with the work group making good decisions. Here the

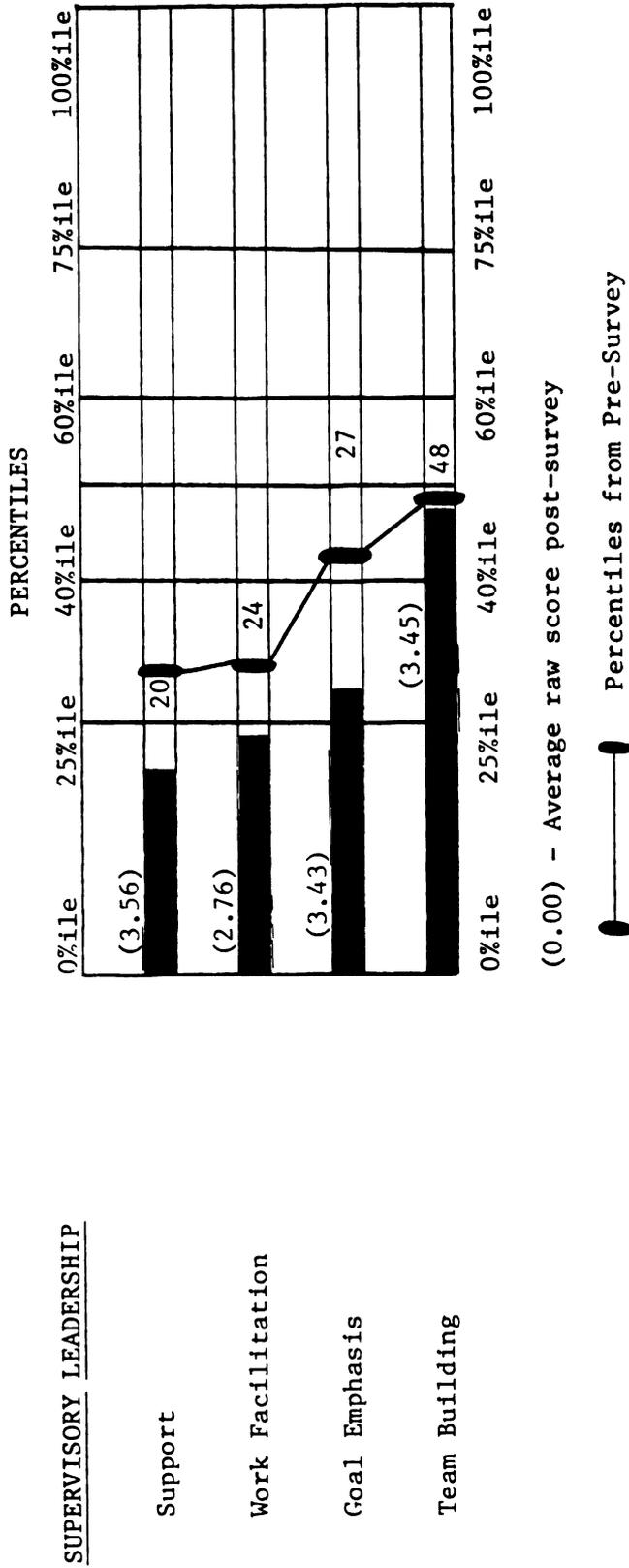


Figure 8

Percentiles of Pre- and Post-Survey  
Supervisory Leadership Indices Compared

mean score declined by  $-.23$ . This again was not significant.

Satisfaction which was described by seven items appeared to be changed slightly in a positive direction. The scores changed by  $.01$ . The change was not significant. The item that surveyed satisfaction with the job declined by  $-.14$ . The actual satisfaction declined from the 50th percentile to the 38th percentile although this was not significant. However, the satisfaction with the organization improved. The survey item showed a change of  $.35$ . This was a change from the 12th percentile to the 25th percentile. Again the t-score did not indicate significance. Both the present and future progress in the organization items suggested positive change. The present progress item moved from the 49th percentile to the 54th percentile. The satisfaction with future progress moved from the 38th percentile to the 50th percentile. In neither case was the change significant. The items were balanced with other negative scores so that the index scores remained at the 30th percentile.

The survey results did verify some change; however, there were no significant differences on indices between the pre- and post-survey scores. Only one specific item of focus was changed significantly.

FOOTNOTES: CHAPTER III

<sup>1</sup>W. R. Borg and M. D. Gall, Educational Research (New York: David McKay Co., Inc., 1977), p. 123.

<sup>2</sup>W. F. Trotty, "Perceptions of the credibility of school officials as related to the collective bargaining posture of school corporations" (Doctoral dissertation, Purdue University, 1977). Dissertation Abstracts International, 1978, 38 3842A. (University Microfilms No. 78-03, 291).

<sup>3</sup>R. Likert and J. G. Likert, New Ways of Managing Conflicts (New York: McGraw-Hill, 1976).

<sup>4</sup>D. G. Bowers and J. L. Franklin, Survey-Guided Development I: Data-Based Organizational Change (LaJolla, CA: University Associates, 1977).

<sup>5</sup>"Diagnostic Report Sooget Firm." A monograph prepared by Organizational Development Research Program, Institute for Social Research, University of Michigan (Ann Arbor: December 1973).

<sup>6</sup>J. C. Taylor and D. G. Bowers, Survey of Organizations: Toward a Machine-Scored, Standardized Questionnaire Instrument (Ann Arbor: University of Michigan, Institute for Social Research, 1972).

<sup>7</sup>"Diagnostic Report," p. 1.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND

### RECOMMENDATIONS

#### Summary

In this study the researcher used a three-phased survey-guided organizational development model to improve organizational functioning at Wylie Middle School where he was the building principal. By using the Survey of Organizations, an instrument initially designed for use in industrial settings, the researcher expected both to define the focus of change efforts and to identify the extent of organizational change over a one-year period in a public school setting. The Survey of Organizations, administered as a pre- and post-survey instrument, identified the relative strength of organizational climate, leadership, group process and satisfaction. A two-tailed t-test was used to determine significance of the change in mean scores for the 124 items comprising the twenty-three indices of the survey. Only one test item was significant when examined using an Alpha of .01. Sixteen of the twenty-three indices of the Survey of Organizations were of particular interest to the researcher. On the pre-survey, ten of the sixteen were within the normal range as compared with national norms of first-line white collar workers. However, the post-survey revealed the reverse of this: only six indices fell within the normal range. Although slight

improvements in mean scores were recorded on five indices, Motivational Conditions, Communications Flow, Human Resources Primacy, Technological Readiness and Satisfaction, none showed significant change. Mean score changes were negative on eleven of the sixteen focus indices. A number of activities structured to improve organizational climate, leadership, group process, and satisfaction were initiated in Phase II of the study. Among these were the Faculty Advisory Group, the capital purchases group decision-making process, and specific efforts by the researcher to be more approachable, to listen more, and to demonstrate support for the teaching staff. Throughout the study efforts were made to improve staff morale and to implement curriculum change both of which the researcher-administrator had been ordered to address when he had been hired. The data suggested that these efforts had not been successful. Significant positive change in one item, upward communications flow, was encouraging to the researcher; however, he viewed the overall results as not entirely reflective of his efforts in organizational development. A number of intervening variables may have clouded the organizational development efforts at Wylie Middle School.

### Conclusions

Although significant change was recorded on only one item of the survey, change scores do suggest some conclusions which might be drawn from the data.

Thoughtful and deliberate planning does not always lead to the behavioral or attitudinal changes desired or sought. Organizational communication and decision-making were to be improved during the study.

The Faculty Advisory Group was designed to improve teacher satisfaction levels by facilitating communications among the staff and between staff and principal. The researcher expected related specific survey items to change significantly. The researcher found, however, that objectives were not seen as having been set jointly by the staff. The related survey items changed only slightly (-.15) even though a set of beliefs for the school had been jointly established. A similar non-significant change (-.02) was recorded for the survey item that asked if decision-makers sought ideas from others. There was also little change (.06) in the idea that decisions were made at the correct levels. The Faculty Advisory Group, as well as on-going curriculum work, was designed to improve faculty participation in decision-making. The faculty was to generate, develop, approve and implement curriculum ideas. These processes and the establishment of a clear set of beliefs for the school, apparently did not change the teachers' attitudes. The survey indication that the school had goals changed little (-.06). In addition, despite the positive change in upper-level openness to communicate, there were not the overall expected changes in the post-survey data in other communications indices. These operational changes may have required more than one year to become internalized in the behaviors and attitudes of staff members.

Implementation of sought changes in a complex organization may take long periods of time. Mutual trust between levels of the organization was a desired end product of this study. Since the staff at Wylie Middle School was stable, attitudes toward the principal's office and to ways in which decisions were made had been established over time. The previous principal had had an eleven-year tenure. Because of the

breakdown in communications and trust between staff and principal, the staff had united to have him removed from office. The staff realization of change may take more than the implementation of team-teaching, computer instruction, improved student behavior, or satisfying decision-making. There was some non-significant change in the fact that disagreements were worked through (.31). Perhaps as more disagreements are worked through, there will be higher levels of trust between members of the teacher group and the leaders in the organization. These thoughts are in line with Kepner-Tregoe<sup>1</sup> and Francisco.<sup>2</sup> Also, the level of trust from worker to worker changed slightly (-.30). Similarly, the trust from worker to leader changed slightly (.15). The trust given from the leader to the worker also changed non-significantly (-.42). It may take much more than one year to achieve substantial internalized change especially in schools where administrators and teachers have severed relationships.

The views of professionals can be inconsistent and are impacted by exogenous variables. Although the data suggested no real improvement in the functioning of the organization, the researcher noted three conditions which may have affected the results of the survey instrument. These three exogenous variables were 1) a district superintendency change, 2) the militant union climate of the district and 3) the timing of the administration of the pre- and post-surveys.

During the term of the study the district superintendent was being challenged by the teachers' association. Although the superintendent was held in high esteem by the building administrators, he was not supported by the teachers' union. There were also negative views

about the superintendent's job performance expressed by board of education members. He was in the position of not having his contract renewed at the end of the 1978 school year. Drexler<sup>3</sup> had pointed to the importance of the upper level leadership on the behavior of the subunits in an organization. The results of the post-survey may have been impacted by the dissatisfaction of the teachers with the superintendent. The superintendent accepted a position in another school district during the final months of the study. Perhaps the improvement of the upward communications scale related to the fact that the superintendent had left before the survey was taken. The effect of the union discontent had been felt.

The interplay of the teachers' union against the superintendent may have had some effect on the organization. However Fleishman,<sup>4</sup> Drexler,<sup>5</sup> and Wiggins<sup>6</sup> had all reported that climate was a more important influence than leadership on the organization. The researcher believes that union activities and attitudes during the term of the study may have depressed the survey results. The union membership was alerted to the possibility of a strike if a new contract were not negotiated during the summer of 1979. Allegations of problems with health insurance, supplies, furniture and heat were all put into grievances to achieve hearings at the board of education level. This "catalog" of problems was being prepared during the 1978-79 school year for the coming negotiation process. Williamson<sup>7</sup> reported that principals in militant school districts found their "ability to function" affected by the teachers' union. Dexter Schools met the criteria, according to this study, of being a militant school district.

Conn<sup>8</sup> also pointed out that the building principal is often considered as "adversary" by the teachers. Within this environment, it was perhaps unlikely that the teachers would respond positively about the organization on the post-survey.

The third condition which may have affected the survey results was the timing of survey administration. Three issues related to this. First, the study seemed affected to some degree by the administrator's "halo" effect. The study began the first year of his employment and concluded during the second year. The teachers had been involved in hiring the candidate and strongly supported change efforts in the programs that were suggested by him. The pre-survey received a high rate of return; the post-survey, however, was not taken with equal enthusiasm. The response was adequate to enable use of the results; however, more significant changes might have been found had more teachers responded. The researcher found that the ease with which the survey was accepted initially was not followed by a similar commitment the second year. The "halo" seemed to have faded. Also, the study concluded before some internal issues were cleared away. The curriculum changes that were studied and presented to the Curriculum Council during the study period were not implemented until after the study period was concluded. If elements of curriculum change had been completed before the post-survey, the results might have been more positive. Because the activities to develop stronger decision-making practices, better communications flow and other aspects of organization functioning were often linked with or were part of the curriculum change process, the researcher believed that the Survey of Organizations may not have

enabled recording significant changes in the organization because all the elements of the program were not yet functioning. Finally, the administration of the post-survey at the same time that the teachers' union was actively preparing for negotiations and a possible strike was not well timed.

The Survey of Organizations was chosen by the researcher in part because of its effective use in industrial settings. The researcher had noted similarities between industrial organizations and public schools. In practice, though, several dissimilarities became apparent.

In the public school setting two means to improve job satisfaction which often are used in industrial settings could not be used. The researcher could not increase pay or offer opportunities for advancement as rewards for outstanding job performance. The tightly structured salary schedule which was part of the union's negotiated contract with the school district controlled pay conditions. The teachers had nowhere to advance except to leave the teacher ranks, enter administrative fields, or move to larger school districts. There was no opportunity for job advancement within the subject school. Many first-level white collar workers in an industrial setting can benefit from recognition unhampered by these restrictions.

Also, one caution must be recognized when an organizational development approach is used in a public school. As Dr. George F. Madaus points out, "...schools are not factories. Schools are not places where things are mass produced. Teachers are not assembly-line workers or robots. Educated persons are not stamped out or assembled, nor do they have warranties."<sup>9</sup> The results must be seen in human terms. The improvement of the organizational climate may help the quality of the

learning, but the real test of a school's success is measured in the capabilities of its students when they reach adulthood. The end product of the system tends to be difficult to define. Therefore a survey-guided approach may affect the working relationships of the staff, but these changes may not necessarily be tied to improved achievement among students.

#### After the Period of the Study

The climate of a school may be tied directly to the teachers' perceptions of the behaviors of the student body. Therefore, the lack of measures of student behavior on the survey and the lack of efforts toward student behavior changes may have limited the measured effects of other changes introduced during the study period. Efforts in curriculum development were not matched by an equal amount of leadership and movement toward improved student behavior. To change the climate of a school, a new administrator must also include the area of student conduct. Watson's definition of school climate was characterized "...by order, a sense of purpose, relative quiet, and pleasure in learning."<sup>10</sup> This view was further supported by work done at Michigan State University by Brookover and Lezzotte. They pointed out that schools with improving test scores had leaders whose actions emphasized leadership in instruction and discipline.<sup>11</sup> After the period of the study, the researcher had created a behavioral supervision model. The school has been reported by students, teachers and parents as being cleaner, neater and happier. Monthly full-staff meetings now include regular exchanges of reports and views concerning student behaviors

and suggestions for rewards for improved behaviors. The system does contain some external pressure to insure behavioral parameters. Errant behaviors are addressed and as the frequency of these behaviors is recorded, counseling and other responses are initiated. As reported in Practical Applications of Research, "external pressures may be the way adults operate with one another and with students or how the school is organized as a social system."<sup>12</sup> Perhaps as a more positive social system is established at Wylie Middle School, the teachers' perceptions of the school climate will improve. A mission of the school must be in part to address improved behaviors; it is part of a school. This element distinguishes schools from industrial organizations.

#### Recommendations

It is believed that the survey-guided approach used in this study is useful and can serve as a basis for further study.

There are definite advantages to using an established survey to evaluate a building or a district. Administrators frequently accept new assignments in new school districts. The organizational strengths and weaknesses of the new school may not be easily discernable. The use of a survey quickly defines and provides a referent to estimate the strength of various elements of the organization. Research done with instruments like the Survey of Organizations permits a comparison with other similar work groups and suggests the direction to proceed with various programs of improvement. New district-level administrators could use a survey instrument to define the differing dynamics between and among many different work groups of the district. They

could then address internal needs for change. The overall view of the organization might help administrators quickly develop some individual goals for the new school. Similarly, the combined information would also permit boards of education to examine the character of the district work groups compared with those in similar settings or as compared to other industries. Particularly in districts where high levels of militancy exist, it may be important to view how the broad teacher work group feels about certain aspects of the organization. The use of a survey could provide more expertise and focus for school administrators and boards of education who seek organizational changes.

Data analysis in this study affords some insights which should be further examined. Possible questions which could be answered from further research might include: How much time is necessary for verifiable change in schools? How does the time at which one initiates organizational development efforts relate to the degree of change? Which of the elements of the organizational climate might be improved more easily than others? The time necessary for change, for example, may be inversely related to the degree of union militancy. In addition, the researcher suggests, particularly in districts with militant unions, that immediately after a contract had been signed might be a more appropriate time to attempt a major organizational development process. Also, Likert<sup>13</sup> has suggested that certain types of school organizations are stronger. Further definition of what structural elements and practices tend to make better schools remains an important area of research. Finally, the researcher suggests that the means to determine leadership styles for school administrators

which are compatible with a militant union warrants further study. The results of teacher union power in the schools suggest that more participative management structures may need to exist in education. High levels of peer cohesiveness were evident from the peer leadership data in this survey.

There are other ways to address this complicated question of improving organizations; however, there is no "silver bullet" approach which will magically improve organizational functioning. The researcher recommends that having data to assist change will permit more effective organizational changes in schools. The survey-guided approach defined the situation and provided a broad view of the many elements which permitted multiple change efforts. Schools are complex and need to be approached in ways that assess and address their organizational elements.

FOOTNOTES: CHAPTER IV

<sup>1</sup>C. H. Kepner and B. B. Tregoe, The Rational Manager (New York: McGraw-Hill, 1965).

<sup>2</sup>R. P. Francisco, "Help through Organizing: A New Resource within Secondary Schools." A paper presented at the Annual Meeting of the American Psychological Association (San Francisco, CA: August 26-27, 1977).

<sup>3</sup>J. A. Drexler, Jr., "Organizational Climate: Its Homogeneity within Organization," Journal of Applied Psychology, 1977, 62, 38-42.

<sup>4</sup>E. A. Fleishman, "Overview," in E. A. Fleishman and J. G. Gunt (eds.), Current Developments in the Study of Leadership (Carbondale, IL: Southern Illinois University Press, 1973).

<sup>5</sup>Ibid.

<sup>6</sup>T. W. Wiggins, "Principal Behavior in the School Climate: A Systems Analysis," Educational Technology, 1971, 11(9), 57-59.

<sup>7</sup>M. R. Williamson, "The Effects of 'Perceived Success' and 'Union Militancy' on the Opinions of School Principals." Unpublished doctoral dissertation, Western Michigan University, Kalamazoo, MI, 1980.

<sup>8</sup>B. Conn, "A Study of the Relationship of Faculty Involvement in Building Level Decision-Making to the Faculty Perception of the Principal." Unpublished doctoral dissertation, Michigan State University, East Lansing, MI, 1977.

<sup>9</sup>G. F. Madaus, "NIE Clarification Hearing: The Negative Team's Case," Phi Delta Kappan, October 1981, 63(2), 94.

<sup>10</sup>J. Shoemaker and H. W. Fraser, "What Principals Can Do: Some Implications From Studies of Effective Schooling," Phi Delta Kappan, November 1981, 63(3), 179.

<sup>11</sup>Ibid.

<sup>12</sup>W. J. Gephart, et al. (eds.), "Discipline," Practical Applications of Research, Newsletter of Phi Delta Kappa's Center on Evaluation, Development, and Research, September, 1981, 4(1), 3.

<sup>13</sup>R. L. Likert and J. B. Likert, New Ways of Managing Conflict (New York: McGraw-Hill, 1976), pp. 217-41.

APPENDICES

APPENDIX A

Selected Sections from the  
Master Agreement Between Dexter Board of Education and DEA  
(1977 - 1979)

APPENDIX A

Selected Sections from the  
Master Agreement Between Dexter Board of Education and DEA  
(1977 - 1979)

Article XII

Evaluation

- B. 2. Probationary Teachers
- a. A minimum of three (3) evaluations shall be completed annually. At least two shall be by the principal or assistant principal. Only the person conducting the observation shall fill out and/or sign the evaluation form.
  - b. The final evaluation shall be completed at least seventy (70) calendar days prior to the end of the school year.
  - c. A meeting between the evaluator and the teacher shall be scheduled by the evaluator within fifteen (15) days of the evaluation.
  - d. On request, an Association Representative, or Board representative may be present during the conference. Notification of another's presence must be given sufficiently prior to the meeting, to allow the other party to arrange representation.
  - e. All evaluations citing deficiencies shall include recommendations as to how the teaching performance of the teacher may be improved. The subsequent evaluation shall state whether or not this area has shown improvement, if the area of deficiency is observed in the subsequent evaluation.
  - f. The teacher evaluation process may result in a recommendation for the placement of a teacher on tenure status, it may also result in the denial of tenure status, or even the termination of employment. When the evaluation process has not resulted in more effective teaching and denial of tenure or termination is a possibility, the teacher should be notified of this fact well in advance, and thus be informed that marked improvement is necessary. The evaluation shall note specifically any deficiencies that may result in a recommendation of termination.
  - g. In the event a probationary teacher is not continued in employment, the Board shall advise the teacher of the

reasons therefore in writing and provide for a hearing when requested. Refusal to offer a contract, shall be grounds for a grievance, through level four (4) of the grievance procedure. At any grievance or tenure proceedings, all evaluations and responses thereto shall be admissible.

- h. The Association recognized the potential value experienced teachers have to offer probationary teachers in their development toward more effective teaching, therefore:

- 2.1 A "Teaching Coach" shall be assigned to every probationary teacher. Probationary teachers may have the opportunity to request their teaching coach. Insofar as possible, the teaching coach shall be a tenure teacher with a minimum of five (5) years teaching experience, and shall be engaged in teaching within the same grade, building, or discipline as the probationary teacher.
- 2.2 It shall be the duty of the teaching coach to assist and counsel the probationary teacher in adjusting to the teaching profession and the school system.
- 2.3 The teaching coach shall not be directly involved in the evaluation of the probationary teacher; however, the probationary teacher can expect the teaching coach to assist in the evaluation process, insomuch as being available for classroom visits and assisting the probationary teacher through other means of evaluation and improvement. Relationships of this nature shall be confidential.
- 2.4 At each level, (K-4, 5-8, 9-12) a teacher tenure committee appointed by the Association, shall be responsible for seeing that all provisions of this article are carried out and that all probationary teachers derive the greatest possible benefit from the evaluation procedure.

### 3. Tenure Teachers

- a. All tenure teachers shall be evaluated at least once a year with the observation not to take place within the last fifteen (15) calendar days of the school year.
- b. Within ten (10) days of the receipt of the written evaluation, a conference may be held at the request of either the evaluator or the teacher.
- c. No tenure teacher shall be recommended for discharge for a substandard performance unless the evaluation criteria for the probationary teachers is followed.

## Article XVI

Curriculum Development  
and  
In-Service Training

The Board and Association agree to appoint a Curriculum Steering Committee. The committee will number ten (10). The committee will be composed of six (6) teachers, two (2) each from elementary, middle and high school, and four (4) administrators. The committee will determine its chairman.

The curriculum steering committee shall be charged with general curriculum coordination and study for the school district. They shall work closely with district subject area coordinators in identifying district curriculum problems, and shall charge subject area coordinators with the responsibility of studying and making improvements in problem curriculum areas.

The building principal at each level (elementary, middle and high school) shall appoint up to six (6) curriculum chairmen according to subject area or grade level, whichever is decided by the building principal and staff to be most effective. These curriculum chairmen shall work with staff members at the building level and be contact persons for the subject area coordinators.

All recommendations for curriculum change and for program adjustment shall be submitted to the Curriculum Steering Committee prior to presentation to the Board. All recommendations that are approved by the committee shall be presented to the Board for consideration, action, approval or disapproval.

Funds will be made available to cover the reasonable costs of curriculum study and development. The committee shall have the right to recommend to the Administration, the areas in which funds should be appropriated.

To assure the continual and consistent updating of the Dexter Schools curriculum, the Board shall appoint six (6) subject area coordinators to be responsible for the coordination of the following areas: Math, Science, Social Studies, Language Arts, Avocational, and one (1) secondary coordinator of vocational education. (Job description for the area coordinators shall be written by the Curriculum Steering Committee.)

Reimbursement for work done by the Subject Area Coordinators shall be allocated by the Curriculum Steering Committee from a budget amount up to 50% of the sixth step on the B. A. salary scale.

It is the responsibility of the building administrator to provide release time, as needed, to any teacher participating in Curriculum Council activities provided D. E. A. members cooperate with the Administration in implementing this provision.

**APPENDIX B**

**SURVEY OF ORGANIZATIONS (1974)**

## **SURVEY OF ORGANIZATIONS**

**This questionnaire is part of a study designed in conjunction with your organization to learn more about how people work together. The aim is to use the information to make your work situation more satisfying and productive.**

**If this study is to be helpful, it is important that you answer each question as thoughtfully and frankly as possible. This is not a test and there are no right or wrong answers.**

**The completed questionnaires are processed by automated equipment which summarize the answers in statistical form so that individuals cannot be identified. To ensure COMPLETE CONFIDENTIALITY please do not write your name anywhere on the questionnaire.**

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INSTRUCTIONS

1. Most questions can be answered by filling in one of the answer spaces. If you do not find the exact answer that fits your case, use the one that is closest to it.
2. Please answer all questions in order.
3. Remember, the value of the study depends upon your being straightforward in answering this questionnaire. You will not be identified with your answers.
4. Please use a soft pencil (No. 2 is ideal), and observe carefully these important requirements:

Make heavy black marks that fill the circle.  
Erase cleanly any answer you wish to change.  
Make no stray markings of any kind.

5. This questionnaire is designed for automatic scanning of your responses. Questions are answered by marking the appropriate answer spaces (circles) as illustrated in this example:

Bellpoint pen      Fountain pen      Black lead pencil      Other  
 ①      ②      ●      ④  
 Q. Which is the only marking instrument that will be read properly?  
 ANSWER

6. Definitions: This questionnaire asks about a lot of different aspects of your work. Among these are questions about your supervisor and your work group. The questions about your supervisor refer to the person to whom you report directly and the questions about your work group refer to all those persons who report to the same supervisor.

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3 3 3 3 3	3 3 3 3 3 3 3 3 3	3 3 3 3 3	3 3 3 3
4 4 4 4 4	4 4 4 4 4 4 4 4 4	4 4 4 4 4	4 4 4 4
5 5 5 5 5	5 5 5 5 5 5 5 5 5	5 5 5 5 5	5 5 5 5
6 6 6 6 6	6 6 6 6 6 6 6 6 6	6 6 6 6 6	6 6 6 6
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8 8 8 8 8	8 8 8 8 8 8 8 8 8	8 8 8 8 8	8 8 8 8
9 9 9 9 9	9 9 9 9 9 9 9 9 9	9 9 9 9 9	9 9 9 9

NOTE: Read these answer categories over carefully. → Then answer each of the following questions by blackening in the numbered circle under the answer you want to give.

To a very little extent  
To a little extent  
To some extent  
To a great extent  
To a very great extent

7. To what extent is this organization generally quick to use improved work methods? (1) (2) (3) (4) (5)
8. To what extent does this organization have a real interest in the welfare and happiness of those who work here? (1) (2) (3) (4) (5)
9. How much does this organization try to improve working conditions? (1) (2) (3) (4) (5)
10. To what extent does this organization have clear-cut, reasonable goals and objectives? (1) (2) (3) (4) (5)
11. To what extent are work activities sensibly organized in this organization? (1) (2) (3) (4) (5)
12. How adequate for your work group is the information it gets about what is going on in other departments or shifts? (1) (2) (3) (4) (5)
13. How receptive are people above your supervisor to ideas and suggestions from your work group? (1) (2) (3) (4) (5)
14. To what extent does this organization tell your work group what it needs to know to do its job in the best possible way? (1) (2) (3) (4) (5)
15. How are differences and disagreements between units or departments handled in this organization?
- (1) Disagreements are almost always avoided, denied, or suppressed
  - (2) Disagreements are often avoided, denied, or suppressed
  - (3) Sometimes disagreements are accepted and worked through; sometimes they are avoided or suppressed
  - (4) Disagreements are usually accepted as necessary and desirable and are worked through
  - (5) Disagreements are almost always accepted as necessary and desirable and are worked through

NOTE: Read these answer categories over carefully. → Then answer each of the following questions by blackening in the numbered circle under the answer you want to give.

Very dissatisfied  
Somewhat dissatisfied  
Neither satisfied nor dissatisfied  
Fairly satisfied  
Very satisfied

16. All in all, how satisfied are you with the persons in your work group? (1) (2) (3) (4) (5)
17. All in all, how satisfied are you with your supervisor? (1) (2) (3) (4) (5)
18. All in all, how satisfied are you with your job? (1) (2) (3) (4) (5)
19. All in all, how satisfied are you with this organization? (1) (2) (3) (4) (5)
20. Considering your skills and the effort you put into the work, how satisfied are you with your pay? (1) (2) (3) (4) (5)
21. How satisfied do you feel with the progress you have made in this organization up to now? (1) (2) (3) (4) (5)
22. How satisfied do you feel with your chances for getting ahead in this organization in the future? (1) (2) (3) (4) (5)
23. Why do people work hard in this organization?
- (1) Just to keep their jobs and avoid being chewed out
  - (2) To keep their jobs and to make money
  - (3) To keep their jobs, make money, and to seek promotions
  - (4) To keep their jobs, make money, seek promotions, and for the satisfaction of a job well done
  - (5) To keep their jobs, make money, seek promotions, do a satisfying job, and because other people in their work group expect it

To a very little extent  
 To a little extent  
 To some extent  
 To a great extent  
 To a very great extent

24. To what extent do you enjoy performing the actual day-to-day activities that make up your job?  
 ① ② ③ ④ ⑤

25. To what extent are there things about working here (people, policies, or conditions) that encourage you to work hard?  
 ① ② ③ ④ ⑤

NOTE: Read these answer categories over carefully. → Then answer each of the following questions by blackening in the numbered circle under the answer you want to give.

Little or no influence  
 Some  
 Quite a bit  
 A great deal  
 A very great deal of influence

26. In general, how much say or influence do you have on what goes on in your work group?  
 ① ② ③ ④ ⑤

IN GENERAL, HOW MUCH SAY OR INFLUENCE DOES EACH OF THE FOLLOWING GROUPS OF PEOPLE HAVE ON WHAT GOES ON IN YOUR DEPARTMENT?

7. Lowest-level supervisors (foremen, office supervisors, etc.)  
 ① ② ③ ④ ⑤

3. Top managers (president, vice presidents, heads of large divisions, etc.)  
 ① ② ③ ④ ⑤

8. Employees (people who have no subordinates)  
 ① ② ③ ④ ⑤

1. Middle managers (department heads, area managers, etc.)  
 ① ② ③ ④ ⑤

31. How are objectives set in this organization?

- ① Objectives are announced with no opportunity to raise questions or give comments
- ② Objectives are announced and explained, and an opportunity is then given to ask questions
- ③ Objectives are drawn up, but are discussed with subordinates and sometimes modified before being issued
- ④ Specific alternative objectives are drawn up by supervisors, and subordinates are asked to discuss them and indicate the one they think is best
- ⑤ Problems are presented to those persons who are involved, and the objectives felt to be best are then set by the subordinates and the supervisor jointly, by group participation and discussion

To a very little extent  
 To a little extent  
 To some extent  
 To a great extent  
 To a very great extent

32. In this organization to what extent are decisions made at those levels where the most adequate and accurate information is available?  
 ① ② ③ ④ ⑤

33. When decisions are being made, to what extent are the persons affected asked for their ideas?  
 ① ② ③ ④ ⑤

34. People at all levels of an organization usually have know-how that could be of use to decision-makers. To what extent is information widely shared in this organization so that those who make decisions have access to all available know-how?  
 ① ② ③ ④ ⑤

35. To what extent do different units or departments plan together and coordinate their efforts?  
 ① ② ③ ④ ⑤

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**IDENTIFICATION OF SUPERVISOR**

Take the separate sheet with the names of all the supervisors in your organization or unit. Find your supervisor's name on the list (he's the person you report to directly). Now, copy the number you find to the left of his name in these boxes. Below each box blacken the circle that is numbered the same as the number in the box. If your supervisor is not on the list, print his (or her) name in this space below:

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

NAME \_\_\_\_\_

PLEASE ANSWER QUESTIONS 36 THROUGH 59 ABOUT THE PERSON YOU IDENTIFIED. SUPERVISOR MEANS THE PERSON TO WHOM YOU REPORT DIRECTLY.

To a very little extent  
 To a little extent  
 To some extent  
 To a great extent  
 To a very great extent

FOR THE FOLLOWING SET OF ITEMS: PLEASE READ EACH QUESTION AND THEN ANSWER HOW IT IS NOW, AND HOW YOU'D LIKE IT TO BE.

How friendly and easy to approach is your supervisor?

36. This is how it is now: ① ② ③ ④ ⑤

37. This is how I'd like it to be: ① ② ③ ④ ⑤

When you talk with your supervisor, to what extent does he pay attention to what you're saying?

38. This is how it is now: ① ② ③ ④ ⑤

39. This is how I'd like it to be: ① ② ③ ④ ⑤

To what extent is your supervisor willing to listen to your problems?

40. This is how it is now: ① ② ③ ④ ⑤

41. This is how I'd like it to be: ① ② ③ ④ ⑤

How much does your supervisor encourage people to give their best effort?

42. This is how it is now: ① ② ③ ④ ⑤

43. This is how I'd like it to be: ① ② ③ ④ ⑤

To what extent does your supervisor maintain high standards of performance?

44. This is how it is now: ① ② ③ ④ ⑤

45. This is how I'd like it to be: ① ② ③ ④ ⑤

To a very little extent  
 To a little extent  
 To some extent  
 To a great extent  
 To a very great extent

To what extent does your supervisor show you how to improve your performance?

46. This is how it is now: ① ② ③ ④ ⑤

47. This is how I'd like it to be: ① ② ③ ④ ⑤

To what extent does your supervisor provide the help you need so that you can schedule work ahead of time?

48. This is how it is now: ① ② ③ ④ ⑤

49. This is how I'd like it to be: ① ② ③ ④ ⑤

To what extent does your supervisor offer new ideas for solving job-related problems?

50. This is how it is now: ① ② ③ ④ ⑤

51. This is how I'd like it to be: ① ② ③ ④ ⑤

To what extent does your supervisor encourage the persons who work for him to work as a team?

52. This is how it is now: ① ② ③ ④ ⑤

53. This is how I'd like it to be: ① ② ③ ④ ⑤

To what extent does your supervisor encourage people who work for him to exchange opinions and ideas?

54. This is how it is now: ① ② ③ ④ ⑤

55. This is how I'd like it to be: ① ② ③ ④ ⑤

56. To what extent do you feel your supervisor has confidence and trust in you? ① ② ③ ④ ⑤

57. To what extent do you have confidence and trust in your supervisor? ① ② ③ ④ ⑤

58. To what extent does your supervisor handle well the technical side of his job--for example, general expertness, knowledge of job, technical skills needed in his profession or trade? ① ② ③ ④ ⑤

59. To what extent does your supervisor do a good job of representing your work group to other units? ("Represent" means telling others about what your group has done and can do, as well as explaining the problems facing it and its readiness to do things). ① ② ③ ④ ⑤

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attitude  
commitment

Administrative

Skills for

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good lead

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Provide the  
information

Ask for op  
your work

Meet with  
problems  
group to

- To a very little extent
- To a little extent
- To some extent
- To a great extent
- To a very great extent

**IN ORDER TO BE AN EFFECTIVE LEADER, A SUPERVISOR NEEDS CERTAIN KINDS OF INFORMATION, SKILLS, VALUES AND SITUATIONS. TO WHAT EXTENT DOES YOUR SUPERVISOR HAVE EACH OF THE FOLLOWING:**

- 60. Information about how his people see and feel about things?      ①   ②   ③   ④   ⑤
- 61. Knowledge of what it takes to be a good leader?      ①   ②   ③   ④   ⑤
- 62. An attitude which encourages participation and commitment from those who work for him?      ①   ②   ③   ④   ⑤
- 63. Administrative skill?      ①   ②   ③   ④   ⑤
- 64. Skills for getting along with others?      ①   ②   ③   ④   ⑤
- 65. A work situation which allows him to be a good leader?      ①   ②   ③   ④   ⑤
- 66. Interest in and concern for the people who work for him?      ①   ②   ③   ④   ⑤

**WHEN IT IS NECESSARY FOR DECISIONS TO BE MADE THAT AFFECT YOUR WORK GROUP, TO WHAT EXTENT DOES YOUR SUPERVISOR DO EACH OF THE FOLLOWING BEFORE FINAL DECISIONS ARE MADE?**

- 67. Provide the members of your work group with information about the decisions.      ①   ②   ③   ④   ⑤
- 68. Ask for opinions and ideas from members of your work group.      ①   ②   ③   ④   ⑤
- 69. Meet with his subordinates as a group, present problems that must be solved and work with the group to find solutions.      ①   ②   ③   ④   ⑤

- To a very little extent
- To a little extent
- To some extent
- To a great extent
- To a very great extent

**IN THE QUESTIONS BELOW, WORK GROUP MEANS ALL THOSE PERSONS WHO REPORT TO THE SAME SUPERVISOR.**

**How friendly and easy to approach are the persons in your work group?**

- 70. This is how it is now:      ①   ②   ③   ④   ⑤
- 71. This is how I'd like it to be:      ①   ②   ③   ④   ⑤

**When you talk with persons in your work group, to what extent do they pay attention to what you're saying?**

- 72. This is how it is now:      ①   ②   ③   ④   ⑤
- 73. This is how I'd like it to be:      ①   ②   ③   ④   ⑤

**To what extent are persons in your work group willing to listen to your problems?**

- 74. This is how it is now:      ①   ②   ③   ④   ⑤
- 75. This is how I'd like it to be:      ①   ②   ③   ④   ⑤

**How much do persons in your work group encourage each other to give their best effort?**

- 76. This is how it is now:      ①   ②   ③   ④   ⑤
- 77. This is how I'd like it to be:      ①   ②   ③   ④   ⑤

**To what extent do persons in your work group maintain high standards of performance?**

- 78. This is how it is now:      ①   ②   ③   ④   ⑤
- 79. This is how I'd like it to be:      ①   ②   ③   ④   ⑤

**To what extent do persons in your work group help you find ways to do a better job?**

- 80. This is how it is now:      ①   ②   ③   ④   ⑤
- 81. This is how I'd like it to be:      ①   ②   ③   ④   ⑤

**To what extent do persons in your work group provide the help you need so that you can plan, organize, and schedule work ahead of time?**

- 82. This is how it is now:      ①   ②   ③   ④   ⑤
- 83. This is how I'd like it to be:      ①   ②   ③   ④   ⑤

**To what extent do persons in your work group offer each other new ideas for solving job-related problems?**

- 84. This is how it is now:      ①   ②   ③   ④   ⑤
- 85. This is how I'd like it to be:      ①   ②   ③   ④   ⑤

To a very little extent  
 To a little extent  
 To some extent  
 To a great extent  
 To a very great extent

How much do persons in your work group encourage each other to work as a team?

86. This is how it is now: ① ② ③ ④ ⑤  
 87. This is how I'd like it to be: ① ② ③ ④ ⑤

How much do persons in your work group emphasize a team goal?

88. This is how it is now: ① ② ③ ④ ⑤  
 89. This is how I'd like it to be: ① ② ③ ④ ⑤

To what extent do persons in your work group exchange opinions and ideas?

90. This is how it is now: ① ② ③ ④ ⑤  
 91. This is how I'd like it to be: ① ② ③ ④ ⑤

92. To what extent does your work group plan together and coordinate its efforts? ① ② ③ ④ ⑤

93. To what extent does your work group make good decisions and solve problems well? ① ② ③ ④ ⑤

94. To what extent do persons in your work group know what their jobs are and know how to do them well?  
 ① ② ③ ④ ⑤

95. To what extent is information about important events and situations shared within your work group?  
 ① ② ③ ④ ⑤

96. To what extent does your work group really want to meet its objectives successfully?  
 ① ② ③ ④ ⑤

97. To what extent is your work group able to respond to unusual work demands placed upon it?  
 ① ② ③ ④ ⑤

98. To what extent do you have confidence and trust in the persons in your work group?  
 ① ② ③ ④ ⑤

99. To what extent are the equipment and resources you have to do your work with adequate, efficient, and well-maintained?  
 ① ② ③ ④ ⑤

100. When it comes to doing your job well, to what extent does trying hard make any difference?  
 ① ② ③ ④ ⑤

To a very little extent  
 To a little extent  
 To some extent  
 To a great extent  
 To a very great extent

101. To what extent does doing your job well lead to things like pay increases, bonuses, and promotions?  
 ① ② ③ ④ ⑤

102. To what extent does doing your job well give you a feeling of personal satisfaction?  
 ① ② ③ ④ ⑤

103. To what extent does doing your job well lead to things like recognition and respect from those you work with?  
 ① ② ③ ④ ⑤

104. To what extent does doing your job well lead to things like disapproval and rejection from those you work with?  
 ① ② ③ ④ ⑤

105. To what extent are you clear about what people expect you to do on your job?  
 ① ② ③ ④ ⑤

106. To what extent are there times on your job when one person wants you to do one thing and someone else wants you to do something different?  
 ① ② ③ ④ ⑤

107. To what extent do people expect too much from you on your job?  
 ① ② ③ ④ ⑤

**TO WHAT EXTENT DOES EACH OF THE FOLLOWING STATEMENTS DESCRIBE THE JOB YOU HAVE NOW?**

108. It gives me the opportunity to find out how well I am doing. ① ② ③ ④ ⑤

109. It lets me do a number of different things. ① ② ③ ④ ⑤

110. It gives me the freedom to do pretty much what I want. ① ② ③ ④ ⑤

111. It lets me do a whole piece of work (as opposed to doing part of a job which is finished by someone else). ① ② ③ ④ ⑤

112. I can learn new things, learn new skills. ① ② ③ ④ ⑤

113. It provides good chances for getting ahead. ① ② ③ ④ ⑤



To a very little extent  
To a little extent  
To some extent  
To a great extent  
To a very great extent

114. It uses my skills and abilities -- lets me do the things I can do best. ① ② ③ ④ ⑤
115. I don't get endlessly referred from person to person when I need help. ① ② ③ ④ ⑤
116. I don't have to go through a lot of "red tape" to get things done. ① ② ③ ④ ⑤
117. I don't get hemmed in by longstanding rules and regulations that no one seems to be able to explain. ① ② ③ ④ ⑤

**IN THINKING ABOUT THE KIND OF JOB YOU WOULD LIKE TO HAVE (WHETHER OR NOT YOU HAVE IT NOW), TO WHAT EXTENT IS EACH OF THE FOLLOWING IMPORTANT TO YOU?**

118. A job where I can learn new things, learn new skills. ① ② ③ ④ ⑤
119. A job with good chances for getting ahead. ① ② ③ ④ ⑤
120. A job that uses my skills and abilities -- lets me do the things I can do best. ① ② ③ ④ ⑤
121. A job where I don't get endlessly referred from person to person when I need help. ① ② ③ ④ ⑤
122. A job where I don't have to go through a lot of "red tape" to get things done. ① ② ③ ④ ⑤
123. A job where I am not hemmed in by longstanding rules and regulations that no one seems to be able to explain. ① ② ③ ④ ⑤

- 
124. To what extent is the organization you work for effective in getting you to meet its needs and contribute to its effectiveness? ① ② ③ ④ ⑤

125. To what extent does the organization you work for do a good job of meeting your needs as an individual? ① ② ③ ④ ⑤

126. Your sex: ① Male ② Female
127. When did you first come to work here?  
① Less than 1 year ago  
② Between 1 and 5 years ago  
③ Between 5 and 10 years ago  
④ Between 10 and 15 years ago  
⑤ Between 15 and 25 years ago  
⑥ More than 25 years ago
128. Into what age bracket do you fall?  
① 25 years or under ⑤ 41 years to 45 years  
② 26 years to 30 years ⑥ 46 years to 55 years  
③ 31 years to 35 years ⑦ 56 years or over  
④ 36 years to 40 years
129. How much schooling have you had?  
① Some grade school  
② Completed grade school  
③ Some high school  
④ Completed high school  
⑤ Some college  
⑥ Completed college  
⑦ Some graduate school  
⑧ Completed graduate school
130. While you were growing up -- say until you were eighteen -- what kind of community did you live in for the most part?  
① Rural area or farm ③ Suburban area near large city  
② Town or small city ④ Large city

**ON SEPARATE SHEETS YOU WILL FIND ADDITIONAL QUESTIONS. PLEASE ANSWER THEM IN THE SPACES PROVIDED BELOW.**

- |                |                |
|----------------|----------------|
| 131. ① ② ③ ④ ⑤ | 152. ① ② ③ ④ ⑤ |
| 132. ① ② ③ ④ ⑤ | 153. ① ② ③ ④ ⑤ |
| 133. ① ② ③ ④ ⑤ | 154. ① ② ③ ④ ⑤ |
| 134. ① ② ③ ④ ⑤ | 155. ① ② ③ ④ ⑤ |
| 135. ① ② ③ ④ ⑤ | 156. ① ② ③ ④ ⑤ |
| 136. ① ② ③ ④ ⑤ | 157. ① ② ③ ④ ⑤ |
| 137. ① ② ③ ④ ⑤ | 158. ① ② ③ ④ ⑤ |
| 138. ① ② ③ ④ ⑤ | 159. ① ② ③ ④ ⑤ |
| 139. ① ② ③ ④ ⑤ | 160. ① ② ③ ④ ⑤ |
| 140. ① ② ③ ④ ⑤ | 161. ① ② ③ ④ ⑤ |
| 141. ① ② ③ ④ ⑤ | 162. ① ② ③ ④ ⑤ |
| 142. ① ② ③ ④ ⑤ | 163. ① ② ③ ④ ⑤ |
| 143. ① ② ③ ④ ⑤ | 164. ① ② ③ ④ ⑤ |
| 144. ① ② ③ ④ ⑤ | 165. ① ② ③ ④ ⑤ |
| 145. ① ② ③ ④ ⑤ | 166. ① ② ③ ④ ⑤ |
| 146. ① ② ③ ④ ⑤ | 167. ① ② ③ ④ ⑤ |
| 147. ① ② ③ ④ ⑤ | 168. ① ② ③ ④ ⑤ |
| 148. ① ② ③ ④ ⑤ | 169. ① ② ③ ④ ⑤ |
| 149. ① ② ③ ④ ⑤ | 170. ① ② ③ ④ ⑤ |
| 150. ① ② ③ ④ ⑤ | 171. ① ② ③ ④ ⑤ |
| 151. ① ② ③ ④ ⑤ | 172. ① ② ③ ④ ⑤ |

APPENDIX C

WYLIE MIDDLE SCHOOL BELIEF SYSTEM

## APPENDIX C

### WYLIE MIDDLE SCHOOL BELIEF SYSTEM

The Middle School believes that this nation expects its schools to strive to develop an informed, productive citizenry, loyal to the ideals of democracy, capable, and willing to assume the responsibilities of citizenship. Further, our school believes they must develop mentally and physically healthy persons holding fast to the values of our society, able to live in harmony with others, and possessing broad cultural interest.

1. The Middle School will provide a school organization that will constantly be in the process of reevaluating the objectives and goals, curriculum, procedures, and rules in an attempt to provide the best education possible for this age group.
2. The staff of the Middle School will strive to help children prepare for the changing social relationships between boys and girls and for participation in social activities.
3. The staff of the Middle School will help children cope with the physical changes that take place during adolescence.
4. The staff of the Middle School will strive to prepare children for greater independence and for self responsibility for their conduct and actions.
5. The staff of the Middle School will strive to help children make a transition from the program of the early and middle school grades to that of the secondary school.
6. The staff of the Middle School will develop a strong intramural program which will provide activities for all youngsters in the Middle School.
7. The staff of the Middle School will work to attempt to enforce uniformly all student rules and regulations which are adopted by the staff.
8. The staff of the Middle School believes it to be in the best interest of all concerned to have a completely closed campus for the students.
9. The staff of the Middle School believes that one of the most important functions of the school is to help students acquire a fund of basic knowledge and skills.

10. The staff of the Middle School believes that students need to be well-rounded individuals which means that they should be exposed to vocational subjects, physical education, music and art as well as academic subjects.
11. The staff of the Middle School believes that the functions of a middle school (6, 7, 8) are not the same as a junior high school (7, 8, 9) and are dedicated to reducing and/or eliminating senior high type activities.
12. The staff of the Middle School believes that children of middle school age must have limits of behavior defined and uniformly enforced.
13. The staff of the Middle School believes that parents have an obligation to support the staff in dealing with students' problems and that they should be fully informed of existing problems.
14. The staff of the Middle School believes that teaching techniques in the Middle School should involve "doing" and the lecturing must be kept to a minimum whenever possible.
15. The staff of the Middle School will make every effort to adjust student programs in an attempt to meet individual student needs.
16. The staff of the Middle School feels it is our duty to provide a counseling and guidance program that meets the needs of students.
17. The staff of the Middle School will provide each student with the opportunity to investigate career opportunities.
18. The staff of the Middle School will provide an elective program at the middle school and help students explore interests and provide experience in making choices that can carry over to high school course selection and other life choices.
19. The staff of the Middle School will provide courses that should be elective at the 7th and 8th grade level.
20. The staff of the Middle School believes band and/or vocal music must be considered elective courses.
21. The staff of the Middle School believes a homeroom program would be beneficial to middle school students, and parents should know school discipline rules and how they will be implemented. Consistency in this area is critical to this age group.

APPENDIX D

PRE- AND POST-SURVEY DATA

TABLE 1. PRE- AND POST-SURVEY DATA

ITEM	NOW		BEFORE		Change	T
	Mean	Std. Dev.	Mean	Std. Dev.		
7	2.76	0.97	2.75	0.83	0.01	0.05
8	3.19	1.10	2.72	1.04	0.47	1.55
9	2.90	0.92	2.65	1.09	0.26	0.88
10	2.90	1.15	2.97	1.06	-0.06	0.20
11	3.05	1.09	3.00	1.00	0.05	0.16
12	2.19	0.85	2.32	0.89	-0.13	0.52
13	2.62	1.00	1.77	1.01	0.84	2.92
14	2.52	1.01	2.88	0.93	-0.35	1.28
15	3.50	0.87	3.19	0.81	0.31	1.29
16	3.85	0.89	4.13	0.83	-0.27	1.10
17	3.81	0.91	4.06	1.08	-0.25	0.88
18	3.86	1.04	4.00	0.82	-0.14	0.54
19	3.38	1.09	3.03	1.15	0.35	1.07
20	2.52	1.22	2.35	1.21	0.17	0.48
21	3.57	1.22	3.48	1.24	0.09	0.25
22	3.00	1.18	2.90	1.25	0.10	0.27
23	3.50	1.28	3.83	1.13	-0.33	0.95
24	4.10	0.63	3.77	0.84	0.33	1.45
25	3.29	0.93	3.33	0.98	-0.05	0.17
26	2.80	1.17	2.77	1.02	0.03	0.10
27	2.14	1.04	2.50	0.98	-0.36	1.20
28	2.95	1.25	3.70	1.18	-0.75	2.08
29	2.65	1.15	2.71	0.96	-0.06	0.21
30	2.65	1.35	3.00	1.11	-0.35	0.94
31	3.61	1.30	3.76	1.43	-0.15	0.35
32	3.05	1.09	3.10	0.99	-0.06	0.18
33	3.05	1.09	3.07	1.12	-0.02	0.06
34	2.67	1.17	2.87	0.99	-0.20	0.65

N = 21

35	DEPTS PLAN, COORD	2.19	1.01	2.53	1.09	-0.34	1.12
36	NOW SUP FRIENDLY	3.71	0.82	3.83	0.97	-0.12	0.45
37	LIKE SUP FRIENDLY	4.19	0.96	4.57	0.72	-0.38	1.57
38	N SUP PAYS ATTN TO	3.43	0.79	3.70	1.07	-0.27	0.97
39	L SUP PAYS ATTN TO	4.29	0.70	4.52	0.62	-0.23	1.21
40	N SUP WILLING TO L	3.52	0.85	3.73	1.06	-0.21	0.74
41	L SUP WILLING TO L	4.24	0.75	4.53	0.62	-0.30	1.51
42	N SUP ENCOURAGS EF	3.57	0.85	3.97	0.91	-0.40	1.54
43	L SUP ENCOURAGS EF	4.35	0.65	4.57	0.84	-0.22	0.95
44	N SUP HAS HI STAND	3.29	0.82	3.63	0.91	-0.35	1.37
45	L SUP HAS HI STAND	4.29	0.93	4.50	0.62	-0.21	0.97
46	N SUP SHOWS HOW IM	2.43	1.14	2.77	1.09	-0.34	1.05
47	L SUP SHOWS HOW IM	3.67	0.84	4.10	0.94	-0.43	1.66
48	N SUP HELPS PLAN AH	2.95	0.65	2.75	1.02	0.20	0.78
49	L SUP HELPS PLAN AH	4.14	0.64	4.14	0.69	0.00	0.00
50	N SUP OFFERS NEW ID	2.90	1.06	3.13	1.06	-0.23	0.74
51	L SUP OFFERS NEW ID	3.95	0.72	4.17	0.69	-0.21	1.05
52	N SUP ENCOURGS TEA	3.52	0.79	3.62	1.16	-0.10	0.32
53	L SUP ENCOURGS TEA	4.24	0.68	4.43	0.62	-0.20	1.04
54	N SUP ENCOURGS IDE	3.38	1.13	3.33	1.14	0.05	0.14
55	L SUP ENCOURGS IDE	4.19	0.73	4.33	0.65	-0.14	0.72
56	SUP TRUSTS YOU	3.75	1.13	3.90	0.91	-0.15	0.51
57	YOU TRUST SUP	3.48	0.91	3.90	0.91	-0.42	1.61
58	SUP HAS TECH SKILL	3.29	0.93	3.83	0.93	-0.55	2.02
59	SUP REPRESENTS WK	2.95	0.90	3.52	1.10	-0.56	1.89
60	SUP NEEDS INFO SUB	2.90	0.68	3.03	0.82	-0.13	0.57
61	SN: LEADER KNOWLED	3.43	0.58	3.73	0.73	-0.30	1.56
62	SN: PART ATTITUDE	3.19	0.85	3.77	0.94	-0.58	2.24
63	SN: ADMIN SKILL	3.29	0.76	3.81	0.96	-0.52	2.03
64	SN: INTERPERS SKIL	3.67	0.78	3.81	0.96	-0.14	0.54
65	SN: FREE SITUATION	3.24	0.92	3.10	1.11	0.14	0.46
66	SN: CONCERN FOR SU	3.67	0.89	3.77	1.04	-0.11	0.38
67	SUP PROVIDES INFO	3.00	0.93	3.29	1.08	-0.29	0.98
68	SUP ASKS OPIN, IDE	3.33	0.84	3.42	1.13	-0.09	0.29
69	SUP PRESENTS PROBS	3.29	0.82	3.13	1.31	0.16	0.48

70	NOW WKGP IS FRIEND	3.52	0.73	3.94	0.67	-0.41	2.06
71	LIKE WKGP IS FRIEN	4.24	0.68	4.53	0.62	-0.30	1.57
72	N WKGP PAYS ATTN T	3.67	0.94	3.90	0.64	-0.24	1.06
73	L WKGP PAYS ATTN T	4.14	0.71	4.28	0.58	-0.13	0.71
74	N WKGP WILLING TO	3.71	1.12	3.68	0.74	0.04	0.14
75	L WKGP WILLING TO	4.14	0.71	4.29	0.65	-0.14	0.72
76	N WKGP ENCOURGS EF	3.10	0.87	3.42	0.94	-0.32	1.23
77	L WKGP WNCOURGS EF	4.14	0.89	4.33	0.70	-0.19	0.84
78	N WKGP HAS HI STND	3.43	0.73	3.55	1.10	-0.12	0.43
79	L WKGP HAS HI STND	4.48	0.59	4.60	0.55	-0.12	0.75
80	N WKGP SHOWS HOW I	2.90	1.06	3.00	1.16	-0.10	0.29
81	L WKGP SHOWS HOW I	3.95	0.79	4.37	0.75	-0.41	1.86
82	N WKGP HLPs PLAN A	2.90	1.02	3.00	1.11	-0.10	0.31
83	L WKGP HLPs PLAN A	4.10	1.02	4.13	0.96	-0.04	0.13
84	N WKGP GIVS NEW ID	3.24	1.11	3.58	0.98	-0.34	1.15
85	L WKGP GIVS NEW ID	4.19	0.73	4.50	0.56	-0.31	1.67
86	N WKGP ENCOURGS TM	2.71	1.20	3.45	0.98	-0.74	2.38
87	L WKGP ENCOURGS TM	4.10	1.06	4.47	0.62	-0.37	1.54
88	N WKGP EMPH TEAM G	2.71	1.16	3.16	1.02	-0.45	1.44
89	L WKGP EMPH TEAM G	3.95	1.00	4.37	0.71	-0.41	1.70
90	N WKGP EXCH OPIN	3.24	0.92	3.58	0.94	-0.34	1.27
91	L WKGP EXCH OPIN	4.10	0.97	4.40	0.61	-0.30	1.35
92	WKGP MBRs PLAN, CO	2.81	1.01	3.16	0.88	-0.35	1.31
93	WKGP MKS GOOD DECS	3.19	0.91	3.42	0.94	-0.23	0.86
94	WKGP MBRs KNOW JOB	3.76	0.81	3.94	0.95	-0.17	0.67
95	WKGP MBRs INFORM E	3.52	0.91	3.39	0.97	0.14	0.50
96	WKGP WANTS MEET OB	3.95	0.65	3.87	0.83	0.08	0.37
97	WKGP ADAPTABLE	3.65	1.06	3.94	0.84	-0.29	1.05
98	CONF, TRUST IN WKG	3.67	0.84	3.97	0.78	-0.30	1.30
99	EQUIPMENT ADEQUATE	3.00	0.82	2.90	1.00	0.10	0.36
100	TRYING HARD MKS DI	3.81	1.14	3.97	0.97	-0.16	0.53
101	PERF LEADS TO REWA	1.67	0.89	1.48	1.04	0.18	0.64
102	SATIS FROM JOB	4.57	0.66	4.52	0.62	0.06	0.30
103	JOB LEADS TO RECOG	3.71	0.98	3.35	0.93	0.36	1.31
104	JOB LEADS TO REJEC	4.38	0.89	4.19	1.00	0.14	0.51

105	CLEAR EXPECTATIONS	3.67	0.64	3.81	0.69	-0.14	0.72
106	CONFLICTING JOB EX	3.52	1.01	3.65	1.06	-0.12	0.40
107	PEOPLE EXPECT TOO	3.29	0.93	3.35	1.06	-0.07	0.24
108	FEEDBACK ON JOB	3.05	1.21	3.16	1.17	-0.11	0.33
109	VARIETY IN JOB	3.76	1.19	3.87	1.13	-0.11	0.33
110	FREEDOM IN JOB	3.90	0.97	3.55	0.98	0.36	1.27
111	WHOLE PIECE OF WOR	3.95	1.09	3.84	1.22	0.11	0.34
112	LEARN NEW SKILLS A	3.95	0.90	3.55	1.16	0.40	1.32
113	CHANCE TO GET AHED	1.90	1.23	1.68	1.12	0.23	0.68
114	USES MY SKILLS A	3.62	1.13	3.74	1.05	-0.12	0.39
115	NO ENDLESS REFER	2.90	1.27	3.70	1.10	-0.80	2.34
116	NO RED TAPE A	3.00	1.20	3.13	1.16	-0.13	0.38
117	NO UNEXPLAIN RULES	2.81	1.18	3.42	1.01	-0.61	1.96
118	LEARN NEW SKILLS I	3.86	0.89	4.13	0.75	-0.27	1.17
119	CHANCE TO GET AHED	3.38	1.29	4.06	0.88	-0.68	2.23
120	USES MY SKILLS I	4.62	0.49	4.52	0.62	0.10	0.63
121	NO ENDLESS REFER A	3.90	1.11	4.10	1.11	-0.20	0.61
122	NO RED TAPE I	4.10	0.92	4.17	0.93	-0.07	0.26
123	NO UNEXPLAIN RULES	4.29	0.70	4.17	0.97	0.12	0.47
124	ORG GET U MEET NEE	3.33	0.94	3.45	1.16	-0.12	0.38
125	ORG MEETS YOUR NEE	3.10	1.06	2.90	1.03	0.19	0.64

MAJOR INDICES

SUP SUPPORT ACTUAL	3.56	0.63	3.76	0.91	-0.20	0.85
SUP SUPPORT IDEAL	4.24	0.68	4.54	0.57	-0.31	1.70
SUP GOAL EMPH ACTU	3.43	0.74	3.80	0.86	-0.37	1.57
SUP GOAL EMPH IDEA	4.32	0.62	4.53	0.67	-0.21	1.09
SUP WORK FACIL ACT	2.76	0.82	2.89	0.93	-0.13	0.50
SUP WORK FACIL IDL	3.92	0.66	4.14	0.67	-0.22	1.16
SUP TEAM BLDG ACTU	3.45	0.89	3.48	1.08	-0.03	0.10
SUP TEAM BLDG IDEA	4.21	0.57	4.38	0.53	-0.17	1.07
PEER SUPPORT ACTUA	3.64	0.85	3.84	0.59	-0.20	1.00
PEER SUPPORT IDEAL	4.17	0.64	4.39	0.52	-0.21	1.25
PEER GOAL EMPH ACT	3.29	0.73	3.48	0.95	-0.22	0.89
PEER GOAL EMPH IDE	4.31	0.61	4.47	0.58	-0.16	0.92

PEER WORK FACIL AC	3.02	0.97	3.19	0.88	-0.18	0.67
PEER WORK FACIL ID	4.08	0.74	4.33	0.67	-0.25	1.26
PEER TEAM BLDG ACT	2.89	1.04	3.40	0.88	-0.51	1.87
PEER TEAM BLDG IDE	4.05	0.98	4.41	0.58	-0.36	1.63
TECH READINESS	2.88	0.72	2.84	0.66	0.04	0.21
HUMAN RESOURCES PR	3.05	0.87	2.80	0.90	0.25	0.96
COMMUNICATION FLOW	2.45	0.77	2.31	0.74	0.13	0.61
MOTIVATIONAL CONDS	3.45	0.69	3.44	0.79	0.01	0.06
DECSN-MAKING PRAC	3.04	1.01	3.20	0.95	-0.16	0.56
SATISFACTION	3.43	0.75	3.42	0.72	0.01	0.07
GROUP PROCESS	3.50	0.72	3.67	0.69	-0.16	0.80
LOWER-LVL INFLUENC	2.40	0.82	2.59	0.76	-0.19	0.82
JOB CHALLENGE ACTU	3.16	0.81	2.99	0.89	0.17	0.68
JOB CHALLENGE IDEA	3.95	0.63	4.24	0.60	-0.28	1.61
GOAL INTEGRATION	2.82	1.07	2.57	0.95	0.25	0.87
SUP NEEDS: INFO	3.17	0.52	3.42	0.63	-0.25	1.46
SUP NEEDS: VALUES	3.43	0.81	3.77	0.94	-0.35	1.35
SUP NEEDS: SKILLS	3.48	0.66	3.81	0.89	-0.33	1.43
EXPER BUREAUCRACY	2.91	1.00	3.39	0.88	-0.49	1.81
AVER TO BUREAUC	4.09	0.84	4.14	0.94	-0.05	0.19

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