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ABSTRACT
            The products in this catalogue are programs and
publications designed to help schools with staff development programs
that are aimed at improving organizational functioning and
communication (organization development), or at conducting needs
assessment. The organization development products and publications
reviewed are designed to help schools understand and become more
skilled in group process, interpersonal communication, group
problem-solving, planning for change, and improving role
relationships in complex school organizations. Needs assessment
products and information reviewed in the catalogue are designed to
help schools gather demographic information and survey the school
community to identify curriculum and school organization needs. The
needs assessment products typically include data-gathering
instruments and surveys of parents, teachers, and students. For most
products, the catalogue includes such information as types of
activities faculty are required to perform, personnel required to
administer the product, time required, expected outcomes, and sources
of further information about the product. (Author/JM)

A CATALOGUE OF PRODUCTS THAT CAN AID SCHOOLS

IN DOING ORGANIZATION DEVELOPMENT

AND NEEDS ASSESSMENT

Developed by:

Options From Research and Development
Florida State University

Cynthia K. Hoffman

FLORIDA LINKAGE SYSTEM PROJECT
Office of Educational Dissemination/Diffusion
Florida Department of Education
Tallahassee, Florida

June 1979

2

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                                    (NIE 400-76-0089)

A

CATALOGUE

OF

PRODUCTS THAT CAN AID

SCHOOLS IN DOING

ORGANIZATION DEVELOPMENT

&

NEEDS ASSESSMENT

TABLE OF CONTENTS

INTRODUCTION

1

5

SECTION II NEEDS ASSESSMENT PRODUCTS

ii

6

SECTION III   RESEARCH FINDINGS ON ORGANIZATIONAL
DEVELOPMENT AND NEEDS ASSESSMENT.

INTRODUCTION

This catalogue is designed to provide easy access to information which can answer the following key questions that the average school would raise when choosing a product for staff development:

- What types of activities does it require the faculty to do?

- What types of personnel are required to administer the product?

- How much time is required to use it?

- What are the expected outcomes?

- Where do I get more information about the product?

The products in this catalogue are designed to help schools with staff development for improving organizational functioning and communication (organization development) and/or conducting needs assessments.

Organization development products and information publications reviewed in this catalogue are designed to help schools understand and/or develop skills in the areas of group process, inter-personal communications, group problem-solving, planning for change, and improving role relationships in complex school organizations.

Needs assessment products and information in this catalogue are designed to help schools gather demographic information and survey the school community to identify needs in the curriculum and school organization. The Needs Assessment products reviewed typically include data gathering, instruments and surveys of parents, teachers, and students.

8

The catalogue is organized in three major sections:

SECTION I.   ORGANIZATIONAL DEVELOPMENT PRODUCTS

SECTION II.   NEEDS ASSESSMENT PRODUCTS

SECTION III.   RESEARCH FINDINGS ON ORGANIZATIONAL
                 DEVELOPMENT AND NEEDS ASSESSMENT

Products in each section are arranged in alphabetical
order by product name and/or title of research paper.

9

SECTION I. ORGANIZATIONAL DEVELOPMENT PRODUCTS

Diagnostic Survey for Leadership Improvement (D.S.L.I.)
(Validated N.I.E. Product)

> This is an actual, already-developed survey
> questionnaire which can be completed in less
> than an, hour. Its main strength is that it
> identifies discrepancies between the partici-
> pant's perceptions of "what is" and "what should
> be" in the organizational climate of the school.
>
> It also gathers data on the perceptions of the
> same situations by a variety of personnel in
> different roles such as: students, faculty,
> department heads, supervisors, and principals.
>
> It is designed for use at the local school unit.
> Machine scoring and analysis are available at
> the University of Georgia.
>
> For further information, contact:
>
> > Dr. David J. Mullen
> > Project Director
> > Bureau of Field Studies
> > College of Education
> > University of Georgia
> > Athens, Georgia 30602

Evaluation For Program Improvement
(Developed by Far West Laboratories)

> This is a programmed guide to group evaluation
> for improvement of the instructional program.
> It attempts to build the group's ability to
> evaluate the instructional program by means of
> role playing and simulation. It does not require

-3-

10

an outside leader, and the group and coordinator can spend as much time working through the handbook as they choose.

"Participant Handbooks" and "Coordinator Handbooks" are available, along with any other information about the program upon request from:

> Ann Hayes Sarmento
> Coordinator
> PRODUCT INFORMATION CENTER
> FAR WEST LABORATORY
> 1855 Folsom Street
> San Francisco, CA 94103

Interpersonal Communications (IPC)

IPC is an experiential instructional system which provides:

- information about the process of communication

- opportunities for participants to increase their interpersonal communication skills

- experiences for understanding one's own styles of communication.

It requires at least one experienced trainer per 12-36 participants. There are 20 instructional sessions in a workshop, which comprises about 30 hours of instruction. The sessions are sequential and cumulative; thus they should be held consecutively.

The costs for materials are as follows:

Leader Manual $ 19.95

-4-

11

Participant's Materials   12.95 ea

Audio Visual Materials (set
of 9 16mm color sound films)   275.00

For further information, contact:

Xicom, INC.
Sterling Forest
Tuxedo, N.Y.   10987

Organization Behavior in Action: Skill Building
Experiences
(Authors: William C. Morris & Marshall Sashkin)

This is a series of short, experiential instruc-
tional modules designed to build skills in a
number of areas related to group processes and
interpersonal communications. Each skill-build-
ing experience/lesson takes about 1½ to 2 hours
for a group to complete. This series is best
used under the leadership of an outside group
process expert with a small faculty group.

Cost, in addition to the fee for an outside
leader, would be only the price of one manual,
since the publisher has given blanket permis-
sion to copy the exercises for use as worksheets
for each participant.

For further information, contact:

West Publishing Company
P.O. Box 3526
St. Paul, Minnesota 55102

12

Organizational Development Series
(Addison-Wesley Publishing Company)

A series of books written by some of the most
distinguished authors of our time, on the
subject of organization development. These
books would be a major addition to a library
on organization development and they could
also be used as background reading for school
personnel desiring to forge their own eclectic
approach to organization development. The
books in the series are listed below, with
individual summaries and prices for each:

"Organization Development: Strategies and
Models" by Richard Beckhard.

Using theory as a basis for focusing on
application, Beckhard covers strategies
in methods of planned change for the
organization, the nature, characteristics
and methods of organization development,
ways of administering organization dev-
elopment programs, and elements of dev-
elopment such as team building, goal
setting, and planning.

PRICE: $ 5.50

"Organizational Transitions: Managing Com-
plex Change" by Richard Beckhard and Reuben
T. Harris

Beckhard and Harris offer specific help
for organization leaders coping with the
challenge of planning for the future and
facilitating the

-6-

13

simultaneously managing current work.
They tell how to decide which form the
transition should take, how to plan all
the specific steps and activities, how
to decide what commitment is needed,
and how to get that commitment.

PRICE: $ 5.50

"Organization Development" its Nature, Origins
and Prospects" by Warren G. Bennis

"The Bennis book constitutes the broad-
est statement of the basic parameters
of OD...explaining the general nature
of OD and describing the organizational
and societal context in which it must
operate."

Administrative Science Quarterly

PRICE: $ 5.50

"Building a Dynamic Corporation Through Grid
Organization Development" by Robert R. Blake
and Jane S. Mouton

Grid Organization Development presents a
systematic approach based on behavioral
effectiveness, business logic, and manage-
ment science. It sets forth a strategy
for bringing any business or government
agency to a peak of excellence with a
step-by-step study of organization dynam-
ics.

PRICE: $ 5.50

"Alternate Work Schedules: Integrating Individ-
ual and Organizational Needs" by Allan R. Cohen
and Herman Gadon

> Cohen and Gadon present a thorough study
> of how these innovations can benefit both
> employees and employers, and how managers
> can use demographic data to predict em-
> ployee preferences. Guidelines are pro-
> vided as to how alternate scheduling may
> be implemented to maximize profits from
> further organization development efforts.

PRICE: $ 5.50

"Matrix" by Stanley M. Davis and Paul R.
Lawrence

> Which is best for corporate health- a
> tight, highly centralized structure or
> a loose, decentralized structure? Or
> is there a compromise structure that
> offers the best of both worlds? This
> book presents a case for just such a
> compromise- the Matrix.

PRICE: $ 6.95

"Team Building" Issues and Alternatives" by
William G. Dyer

> This is a practical guide to effective
> team building. The book explores the
> nature of team building in the scheme
> of management and organizational dev-
> elopment. It emphasizes the importance

-8-

of designing team building programs that
take into consideration the differing
personalities and background of the In-
dividuals and the diagnosed needs of the
organization.

PRICE: $ 5.50

"Designing Complex Organizations" by Jay
Galbraith

A framework for designing and analyzing
matrix forms of organizations is presented.
The text also discusses how different
forms of organization structure evolve in
response to increasingly difficult prob-
lems of information processing. Several
cases illustrating applications of matrix
designs and analysis of lateral decisions
processes are included.

PRICE: $ 5.50

"Work Redesign" by J. Richard Hackman and Greg
R. Oldham

Hackman and Oldham present a comprehensive
view of work redesign as a strategy for
personal and organizational change, deal-
ing both with the design of work for in-
dividuals and the design of work for
groups. The book covers individual dif-
ferences among people in how they react
to their work are covered, and the differ-
ences in organizational systems that affect
the appropriateness and potency of work
redesign as change strategy.

PRICE: $ 6.95

-9-

16

"Organizational Dynamics: Diagnosis and Inter-
vention" by John P. Kotter

> This book draws together many different
> concepts, research findings, and com-
> peting philosophies into an analytical
> model of organizational dynamics. The
> model is described in detail, as are
> specific examples of how managers and
> specialists can use it to help them
> answer difficult questions about improv-
> ing organizational functioning and
> effectiveness.
>
> PRICE: $ 5.50

"Developing Organizations: Diagnosis and Action"
by Paul R. Lawrence and Jay W. Lorsch

> This book emphasizes careful diagnosis
> as a prelude to action planning. It
> deals with three specific problem areas:
> the relation between the organization
> and its environment, the relation between
> major units within the organization, and
> the relation between individuals and the
> total organization.
>
> PRICE: $ 5.50

"Feedback and Organization Development: Using
Data-Based Methods" by David A. Nadler

> Nadler provides a broadly-applicable
> approach to using various types of
> feedback in organization development.
> He also supplies an outline of elemen-
> tary techniques for analyzing collected
> data, and instrument samples for gather-
> ing information.
>
> PRICE: $ 6.50

-10-

17

"The Organization in a Changing Environment" by
Richard J.C. Roeber

> Roeber examines the nature and direction
> of changes and makes some predictions
> about their likely effects within organi-
> zations. He includes a discussion of the
> main direction of change, a section deal-
> ing with pressures for change from inside
> and outside the organization, and two case
> studies.

PRICE: $ 5.50

"Career Dynamics: Matching Individual and
Organizational Needs" by Edgar H. Schein

> This book can be a personal guide for the
> individual planning a career strategy, or
> for the manager interested in developing
> more effective human resources within an
> organization.

PRICE: $ 6.50

"Process Consultation: Its Role in Organization
Development" by Edgar H. Schein

> This book covers the methods by which a
> process consultant operates - what he
> looks for, how he decides when and how
> to intervene, and how he makes contact
> with, defines the relationship with, and
> operates with his clients. The case
> studies used as illustration throughout
> the book are based on the author's own
> career experiences in process consultation.

PRICE: $ 5.50

-11-

"Physical Settings and Organizational Development" by Fred I. Steele

> Do workers' physical surroundings affect their performance? Their attitudes toward their jobs and their employers? Steele suggests that they have a great impact. He suggests that attention be given to positive aspects, such as carpeting, air-conditioning, as well as negative factors such as noise and poor lighting. Steele uses examples from the school setting.

PRICE: $ 5.50

"Interpersonal Peacemaking: Confrontations and Third Party Consultation" by Robert E. Walton

> When two high-level people in an organization are in direct conflict with each other, that conflict often affects many others in the organization. Walton presents a clear picture of what can happen and spells out precisely how third-party intervention can work to resolve the situation.

PRICE: $ 5.50

Any of all of these books can be ordered for a 10-day free examination. For further information, contact:

Addison-Wesley Publising
 Company, Inc.
Business & Professional
 Division
Reading, Mass. 01867

19

Organization Development: Building Human Systems in Schools.
(Author: Richard I. Arends)

This product consists of a booklet and slide show, which are designed to explain the concepts of organization development in schools at the local and district level. The combined product would take a group approximately two hours to complete.

The purpose is to provide awareness of the benefits of organization development training, and it can be followed by work with organizational development (OD) training consultant for best results

The cost of the booklets are $2.00 each; and the slide-tape show is $50.00. Training consultants would also cost additional travel and consulting fees. One training consultant would be needed for each group of 10-20 participants.

For further information, contact:

> Jane H. Arends, Associate
>   Director .
> Center for Educational
>   Policy and Management
> University of Oregon
> Eugene, Oregon 97401

Panhandle Area Educational Cooperative (P.A.E.C.)
Communications Modules

These are brief self-instructional modules designed to be used in small groups or by individuals. All the modules are designed with pre-assessment instruments and a variety of enabling activities, which range from

-13-

20

reading to learning information to role playing and game playing designed to help the partici- pant experience the concepts. Each one requires only one-two hours to complete, and the costs per module are minimal as specified below. (The titles are listed alphabetically).

1. "Acceptance of the Team Approach" (HRV-1)
    by Paul Houlihan
    Cost: $ .40 per copy)

2. "Awareness of Small Group Dynamics"
    (HRV-2) by Paul Houlihan
    Cost:$.95 per copy

3. "Communication: Intergroup" (HRI-1, HRI-2,
    HRI-3) by Paul Houlihan
    Cost: 1 - $ 1.75 per copy
            2 - $ 1.15 per copy
            3 - $ .50 per copy

4. "Decision Making" (OS-7) by Steve Pollin
    Cost: $ .60 per copy.

5. "Group process in Task Teams" (FMGIC-19-B)
    by Mary Olson
    Cost: $ .90 per copy

6. "Increasing Supportive Forces and De-
    creasing Hindering Forces in Groups"
    (FMGIC: 8-B) by Jan Branch
    Cost: $ .65 per copy.

7. "Team Effectiveness" (HRV-5) by Paul
    Houlihan
    Cost: $ .35 per copy

For further information, contact:

                    Panhandle Area Education-
                       al Cooperative
                    Post Office Drawer 190
                    Chipley, Florida 32425

-14-

21

The School Planning, Evaluation, and Communication
System (SPECS) (Validated N.I.E. Product)

This product describes an approach and a set of
processes for program planning and evaluation.
The approach begins with the collection of
specific information about the goals, methods,
costs, and outcomes of the current school situ-
ation.

The second component of the product is de-
signed to aid school personnel with program
budgeting and cost accounting.

The third component facilitates documentation
of outcomes, processes, and costs for/each
district activity.

The fourth component involves the citizens
of a school district in identifying its'
educational goals.

The fifth and final, component presents a pro-
cedure for identifying and resolving discrep-
ancies between actual district outcomes and
the broad goals and expectations of its citi-
zens.

The cost of this 5-component manual, and 1 copy
of each of the accompanying materials is only
$15.00. However, implementation of the proce-
dures outlined in this guidebook can cost as
much or as little; in terms of time and money
as a district wants to spend. It depends
solely on how extensively they want to imple-
ment the suggested procedures. District person-
nel and computer facilitaties are suggested as
prerequisite resources. SPECS has been field-
tested nationwide and is listed as a validated
program by N.I.E.

7

22

For further information, contact:

> Center for Educational
> Policy & Management
> University of Oregon
> 1472 Kincaid Street
> Eugene, Oregon 97401
>
> John M. Nagle, Project
> Director

Second Handbook of Organizational Development in Schools by Richard A. Sbhmuck

This guide is the culmination of nearly ten years of research and development aimed at helping schools 1) recognize the need for change, and 2) adapt to change once it has been implemented.

It is a practical guide which includes theory as well as examples of techniques for

- organizing team teaching

- gaining greater parent involvement in schools,

- designing consultation and OD workshops,

- evaluating interventions

- understanding nonverbal communication

This handbook costs $16.95. If it is used as a guide to a serious organization development effort, an outside consultant would also be needed to guide the effort. The costs for the consultant and expenses would then be additional. Also, the time required to complete such a serious effort is approximately two years.

-16-

23

However, this handbook can be used by inside
school personnel as a guide for directing staff
development sessions to improve basic communi-
cation.

To order, please contact:

> Mayfield Publishing Company
> 285 Hamilton Avenue
> Pala Alto, Calif. 94301

Staff Development & Utilization Program
(Developed by Learning and Evaluation Associates - LEA)

The LEA Staff Development & Utilization Program
is in the form of workshops which are designed
to meet the needs of all levels of education
within the state and local organizational struc-
ture.

The basic outline for a workshop is developed

in consultation with the concerned staff.
Materials are used which are pertinent to
the specific group and level of instructional
needs. LEA uses a competency-based model.
Once the group has decided what skills they
want to gain from the program, LEA displays
the cognitive, behavioral, and attitudinal
objectives of the program which has been in-
dividually designed for the specific partici-
pants. Lecture, discussion, and experiental
activities are presented. Frequently, LEA or
district staff follow up with on-site obser-
vation and crtique of the program's outcomes.

-17-

24

Costs vary according to the length of the work-
shop. A one-day (6 hours) workshop will cost
$100.00 plus the cost of duplicating materials,
as well as travel and per diem for the LEA con-
sultant who conducts the workshop. The most
economical package of services would be a 2-5
day series of workshops to meet the needs of a
variety of staff groups.

For further information, contact:

                    Learning and Evaluation
                      Associates
                    100 Hubler Road
                    State College, PA 16801
                    Phone: (814) 466-7852

SECTION II. NEEDS ASSESSMENT PRODUCTS

An Analysis of Needs Assessment Techniques for
Educational Planning at State Intermediate, and
District Levels.
(Author: Belle Ruth Witkin)

This report is intended primarily for educa-
tors who have responsibility for conducting
managing needs assessment at the local or
district level. However, some information has
been included on statewide assessments and
emerging efforts in community colleges and
universities.

Part I- "The State of the Art" is an overview
of trends and approaches in needs assessment.

Part II- "Needs Assessment Models" provides
descriptions of the most widely available
and characteristic models, together with some
case studies of their application.

Part III - "How to Do It" discusses managing
the effort as well as communication and other
strategies for change. It also discusses
strengths and limitations of the needs assess-
ment process, as well as social fairness issues.

The information for this document was gathered
from published and unpublished reports of needs
assessments; examination of models, kits, and
various instruments; and the (limited) theo-
retical and research literature in the field.

The report costs $3.85 to purchase from con-
tact below; it is also available on Microfiche
(ED 108-370).

-19-

26

For further information, contact:

ERIC
or
Alameda County
Office of Education
685 – A Street
Haywood, CA. 94541

A Comprehensive Needs Assessment Model (ACNAM)
(Author Belle Ruth Witkin)

ACNAM is a system for school-level needs assessment which identifies the discrepancies between existing and desired conditions. It includes instruments for gathering and recording crucial facts and figures, a computer print-out that displays prioritized data, and a procedure to merge the relatively immutable situational factors with the improvable instructional benefits. Finally, ACNAM includes an action in graph which ties the needs assessment activities to the decision-making process.

The total time for completing an ACNAM needs assessment would be about 8-10 weeks, including data analysis.

A coordinator is required to conduct ACNAM; and clerical help is needed to collect surveys, collate, and enter demographic data from existing sources.

Costs for materials are as follows:

Manual	$ 4.00
(1 per school)	
Statistical Summary & Data Forms	2.50
(1 per school)	
Staff Survey (20 per pkg)	4.00
Parent Survey (35 per pkg)	7.00
Student Survey (35 per pkg)	3.50
(grades 1-8)	

Available in Spanish & English

-20-

Examination Set   20.00

Data Processing costs:
  Staff and Parent Surveys   .45
                                                    each
  Student Survey   .36
                                                    each

(Minimum order for materials: $50.00)
(Minimum order for data processing:
                                      $50.00)

For further information, contact:

                              Dr. Belle Ruth Witkin
                              Alameda County Office of
                                    Education
                              685 A Street
                              Hayward, CA 94541

TEC Needs Assessment Development Project
(Developed by Florida State University)

        This program consists of an extensive Train-
        er's Manual, which provides thorough guide-
        lines for performing a needs assessment in a
        large school district. The trainer's set in-
        cludes a slide/tape show which introduces the
        the concepts of needs assessment. It also in-
        cludes as a very specialized feature, a set
        of technical manuals to guide the district
        planning group through each phase of planning,
        data collection, analysis, and reporting.

        Another important feature of this program is
        that it provides detailed breakdowns of cost
        categories to guide a district in calculating
        what a needs assessment effort of this scope
        would cost them.

                          -21-

                          28

Special personnel required to conduct a needs
assessment of the scope described in this
program include a district project manager,
district needs assessment committee, statis-
tical specialists, clerical helpers and a
DOE consultant.

The total cost to purchase the program manuals
and orientation workbooks is $16.95.

The program is also accompanied by a needs
assessment game to provide experience-based
orientation for those who will be involved
in making decisions about the needs assess-
ment. It follows a "MONOPOLY"-type format,
charging and rewarding game money on the basis
of the value of players' decisions about
whether or not to include certain data-gather-
ing steps in a hypothetical school needs
assessment.

For further information, contact:

> Florida Resources in Education
>   Exchange (FREE)
> Office of Dissemination/
>   Diffusion (ODD)
> Department of Education
> Knott Building
> Tallahassee, FL 32301
>
> (Available on loan from O.D.D.
> Curriculum Resource Center)
> E*KT
> FL
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Educational Goals & Objectives: A Model Program For
Community and Professional Involvement.
(Developed by Phi Delta Kappa)

-22-

This is a complete training package which
provides a series of strategies for use by a
school district in developing community-ranked
goals and teacher-developed objectives using
the best current information and practice.
Provision is made for community involvement,
involvement of professional staff, and in-
volvement of students in 1) ranking education-
al goals in order of importance; 2) assessing
how well current educational programs are
meeting those goals; and 3) developing program
level performance objectives to meet the
priority-ranked goals. A model rationale
and explicit directions for success of the
programs are included.

Sample letters to participants, goal sheets,
and test items as well as a Goal Ranking Game
to be used in experiential orientation of par-
ticipants are product components. The total
kit costs $12.75 to purchase, and it includes
one copy of the materials.

Consultant services are available from PDK
International Headquarters. The user must
pay expenses only.

The program was developed in 1972 and has had
extensive utilization since then throughout
the United States and many foreign countries.

The costs to implement such a program in a
district are mainly time and clerical costs.
The materials are designed to be self-instruc-
tional, and can be copied at will.

Phases I and II, the needs assessment stages,
take approximately one year to complete if
broad goals are first established and single
subject area needs are then ascertained on

-23-

30

the basis of the broad goals. Phase III,
the development of subject matter perfor-
mance objectives, can take as long as three
years from initiation through evaluation of
the new program.

This is a comprehensive, community-based
approach to curricular changes based on as-
sessing needs.

For further information, contact:

> Dr. Robert Simpson
> University of Miami
> School of Education
> Box 8065
> Coral Gables, FL 33124

To order, contact:

> Phi Delta Kappa (PDK) International
>   Headquarters
> Post Office Box 789
> Bloomington, Indiana 47401

Guidebook and Product Locator For Needs Assessment
(Author: Belle Ruth Witkin)

This publication is designed to be used with-
out training. It is an information document
which can be helpful to school personnel plan-
ning a needs assessment in that it lists,
describes, and compares thirty-four different
needs assessment products. It also includes
a section which tells school personnel what
are the important questions to ask before you
do a needs assessment. Differing answers to
these questions are keyed to the products in
the locator guidebook so a decision-maker
is informed about which needs assessment

-24-

product might be most appropriate to use
in his or her school situation.

This publication comes in two parts:

1. "Guidebook: Before You Do A Needs
    Assessment: Important First
    Questions".

2. "Needs Assessment Product Locator".

The total cost for both parts is $ 6.00.

For further information, contact:

> Dr. Belle Ruth Witkin
> Alameda County Office of
> Education
> 685 A Street
> Hayward, CA 95641

Inventory For Curricular & Instructional Improvement
(Developed by Research For Better Schools)

This product is designed to guide a group of
school administrators at the district or
state level through the process of identifying
and summarizing group perceptions of needs
for curricular improvement.

The product consists of four items:

- Coordinator's manual

- Book I - Individual Observations and
  Perceptions.

- Manual for Summarizing Individual
  Observations and Perceptions

- Book II - Group Discussion.

Total Package Price $9.00
(for small groups up to 7 members)

-25-

NOTE: 1 Specimen set can be purchased for $3.00

This program is self-instructional, requiring a group coordinator who can become self-oriented by completing the coordinator's manual prior to the group session.

The total time requirements for participants are:

Participants	1 day	(6 hours)
Coordinator	2 days	(1 for preparation)
Clerical Help	1 day	(for a group of 7)

This product has been validated by use in 8 school settings of varying sizes and socio-economic status, as well as expert review and in-house evaluation.
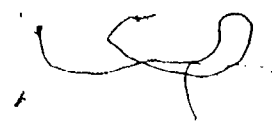
For further information, please contact:

Research for Better Schools, Inc.
1700 Market Street
Philadelphia, PA 19103

Needs Assessment and Evaluation
(Developed by Learning and Evaluation Associated-LEA)

This program is a set of procedures requiring an LEA consultant team and a task force for needs assessment at the school, or district or state level. LEA provides their needs assessment services in the following manner:

1. Discussion and planning with the client to determine scope of project.

-26-

2. Preparation by LEA of an/efficient systematic data collection procedure.

3. Provision of necessary in-service training for the task force.

4. Cooperative development of instruments for data collection'.

5. Data analysis (optional) and recommendations.

6. Written documentation of entire process.

The cost in time for the whole process outlined above is usually about one month.

The total cost in dollars ranges from $1500 to $2500, with about half of that cost going to LEA and the other half representing expenses incurred by the task force for planning and duplicating.

For further information, contact:

Dr. Edward T. Frye
Learning and Evaluation Assoc.
100 Hubler Road
State College, PA 16801

Project NAMES: Needs Assessment Model and Data Analysis Program.

This is a consultant-based needs assessment procedure which is guided by an expert consultant in conjunction with the Project NAMES Workbook and companion materials.

-27-

It is designed to help a school or district break down its goals and survey its needs in each school topic area.

The consultant meets with a school or district core committee during a couple of three-hour sessions to localize the survey items, as well as to decide what groups will be sampled. The trainer then oversees survey distribution return, and data analysis. The costs in terms of time for members of the core committee would be about two weeks.

The costs to implement this program would be $1.50 per core committee member for the project NAMES Workbook and companion materials; $125 per day for about 3 days, plus expenses, for expert consultant; and variable costs for computer data processing.

This program has been used successfully in dozens of school districts in Pennsylvania, and the Pennsylvania Department of Education has recognized its value in their mandatory long-range planning process.

For further information, contact:

> Dr. Donald Bortz, Director
> Educational Development Center
> East Stroudsburg State College
> East Stroudsburg, PA 18301

Pupil Perceived Needs Assessment
(Developed by Research for Better Schools; NIE
validated)

This product contains a guidebook .and intro-
ductory audio cassette designed to help a
school through all phases of a needs assess-
ment based on the pupil's perceptions. Typi-
cally, this is done by a small group of
faculty who have a stake in a particular
need for which student feedback would be
helpful. They develop a set of questions
to ask students, and guidelines for develop-
ment of the survey instrument are provided
in the guidebook.

Personnel needed to conduct the pupil-per-
ceived needs assessment are a project director
data processing staff, and faculty development
group.

Time required would be as follows for each
phase of the process:

I.	Planning the Project	1 day
II.	Developing the indicator	2 days
III.	Administering the indicator	1-2 class periods
IV.	Processing the indicator data	3-5 days
V.	Analyzing and reporting results	1 day

The total cost of the package--guidebook and
audio cassette--is $15.00.

For further information, contact:
Research for Better Schools
1700 Market Street
Philadelphia, PA. 19103

-29-

36

School Program BONANZA Game
(Authors: David J. Mullen, Rosemary C. Mullen)

This package includes a "Principal's Handbook
for Conducting A Needs Assessment Using The
School Program Bonanza Game" as well as the
actual game; answer sheets, scoring, and data
report sets. The package is designed so that
everything that is needed to conduct the BONANZA
game needs assessment is provided. All partici-
pants in the needs assessment are given the game
to play, and the results are scored to determine
the group's perception of needs. Total estimated
time required to conduct the needs assessment
from beginning to end is 10 weeks.

The costs for the complete package is approxi-
mately $125.00.

This product has been used with over 10,000
people in 34 schools ranging from inner city to
rural areas.

For further information, contact:

Dr. David J. Mullen
Bureau of Field Services
College of Education
University of Georgia
Athens, GA. 38602

SECTION III.

RESEARCH FINDINGS ON ORGANIZATIONAL DEVELOPMENT AND NEEDS ASSESSMENT

Establishing Organizational Specialists Within
School Districts
(Authors: Richard I. Arends & Jane J. Phelps,
December 1973)

> This paper describes a way in which school
> districts can create and maintain their own
> capacity for providing organization develop-
> ment training and consultation. The
> approach uses "cadres" of organizational
> specialists who are actually teams of
> district employees who have been trained in
> the theory and technology of organization
> development. These specialists function as
> part-time trainers and consultants while
> carrying out their full-time teaching, co-
> ordinating, or administrative responsibili-
> ties. They use their understandings and
> skills to help others in the district clarify
> communication, reach out to use relevant re-
> sources, systematically solve problems and
> make decisions, access progress toward educ-
> ational goals, and cope with interdependence
> and conflict in a productive way.
>
> The authors based the paper on their experi-
> ences as part of a "cadre" in Eugene, Oregoh,
> as well as experiences of their colleagues
> in the Kent cadre (Schmuck, Runkel, and.
> Blondino, 1971; Schmuck & Runkel, 1972; and
> Wyant, 1972, 1973.)
>
> To order your copy, contact:
>
> > Richard I, Arends &
> > Jane H. Phelps
> > Center for Educational
> > Policy & Management
> > Eugene, Oregon

-31-

Improving Organizational Problem Solving In A School Faculty

(Authors: Richard A. Schmuck, Philip J. Runkel, &
Daniel Langmeyer).

This article describes an intervention that
was aimed at improving the flexible organi-
zational problem solving abilities of a
junior high school faculty. The intervention
was designed to produce the organizational
development, not personal change.

The intervention consisted of integrating
groups training in communication and problem
solving with the normal business of the
school. The intervention was conducted with
the faculty intermittently from September to
February of the school year.

Data evaluating effects of the intervention
supported the hypothesis that participants'
satisfaction with the organization would be
improved.

The article is found in:

Journal Of Applied Behavioral Science,
Vol. 5, No. 4, 1969.

A review of the article's crucial points
is available from:

> Florida Resources in Educa-
> tion Exchange (FREE)
> Office of Dissemination/
> Diffusion
> Department of Education
> Knott Building
> Tallahassee, FL. 32301

-32-

39

The paper is a thorough discussion of the
state of the art of organizational con-
sultation in schools. It identifies three
major types of consultation in current use;
1) outside technical assistance, 2) expert
curriculum consultation from within the
school, and 3) process consultation offered
within the district on an ad hoc basis.

The section on research findings to date is
particularly valuable. It describes field
experiment findings about;

- the ways OD consultation has improved
  organizational functioning in schools

- detriments associated with OD consul-
  tation,

- three factors underlying a school's
  potential for success with OD consul-
  tation.

A review of these crucial research findings
is available from :

> Florida Resources in
>   Education Exchange
> Office of Dissemination/
>   Diffusion
> Department of Education
> Knott Building
> Tallahassee, FL   32301

To order the paper, contact:

> Richard A. Schmuck
> Center for Educational
>   Policy and Management
> University of Oregon
> Eugene, Oregon