

DEVRY MGMT 591 Case Study Building a Coalition (Woodson Foundation) (2 Papers) NEW

Check this A+ tutorial guideline at

<http://www.assignmentcloud.com/mgmt-591-devry/mgmt-591-case-study-building-a-coalition-woodson-foundation-2-papers-new>

For more classes visit

<http://www.assignmentcloud.com>

This Tutorial contains 2 Papers

You are required to analyze this week's case study and submit a two- to three-page paper addressing the key questions identified. Remember that all case studies present both too much and too little information. There may be information presented that is not really relevant, and there may be scant information about a key area. This analysis does require interpretation of the information and there is not one right answer. However, you must explain and defend any assumptions you made or conclusions resulting from your analysis with citations from the text or from the case itself. There is no need to research outside sources for this paper. I will copy/paste the entire case from my text on to here so you can read it.

Your paper must include the following labeled sections.

CategoryPointsDescription

Part I: Group Development15Identify and summarize the stages of group development.

Reflecting on the case and textbook material, what stage is the group at now? How could an understanding of the stages of group development have assisted The Woodson Foundation in building a cohesive coalition?

Support your conclusion with evidence from the case and our text.

Part II: Problem Identification30Identify key problems.

Identify primary and secondary problems the Woodson Foundation is facing. Identify what the organization should have understood about individual membership in teams in order to have built group processes that were supportive of her groups' goals.

Do not necessarily limit yourself to only team theory here. Plumb any concepts we have covered to date in class if you feel they are relevant.

Part III: Retrospective Evaluation40Given that there is no one perfect solution for this situation, identify, describe, and defend two possible solutions to the primary problem(s).

Clearly identify and defend both courses of action. Identify and discuss specific steps needed to implement your selections. Support your selections with evidence from the case, the text, or weekly discussion.

Remember that deciding on a course of action entails envisioning and planning the steps to success. Be sure to identify implementation steps for both possible solutions.

Almost every situation presented with relation to group dynamics and behavior can have multiple avenues for remedy. It is important to develop the ability to critically evaluate more than one alternative and rationally identify pros and cons of each.

Presenting pros and cons for the identified alternative solutions in a table format within the paper is acceptable.
Part IV: Reflection¹⁵What would you advise as a strategy for managing diversity issues for program leaders?

This case describes a multiorganizational effort, but the same principles of accommodation and compromise also apply when trying to work with multiple divisions within a single organization. You'll create a blueprint for managing a complex development team's progress, steering team members away from negative conflicts and toward productive discussion. You'll also be asked to help create a new message for executives so they can lead effectively.

Major Topic Areas

- Group dynamics**
- Maximizing team performance**
 - Organizational culture**
 - Integrative bargaining**

The Scenario

The Woodson Foundation, a large nonprofit social service agency, is teaming up with the public school system in Washington, D.C., to improve student outcomes. There's ample room for improvement. The schools have problems with truancy, low student performance, and crime. New staff quickly burn out as their initial enthusiasm for helping students is

blunted by the harsh realities they encounter in the classroom. Turnover among new teachers is very high, and many of the best and brightest are the most likely to leave for schools that aren't as troubled.

The plan is to create an experimental after-school program that will combine the Woodson Foundation's skill in raising private money and coordinating community leaders with the educational expertise of school staff. Ideally, the system will be financially self-sufficient, which is important because less money is available for schools than in the past. After several months of negotiation, the leaders of the Woodson Foundation and the school system have agreed that the best course is to develop a new agency that will draw on resources from both organizations. The Woodson foundation will provide logistical support and program development and measurement staff; the school system will provide classrooms and teaching staff.

The first stage in bringing this new plan to fruition is the formation of an executive development team. This team will span multiple functional areas and establish the operating plan for improving school performance. Its cross-organizational nature means representatives from both the Woodson Foundation and the school district must participate. The National Coalition for Parental Involvement in Education (NCPIE) is also going to be a major partner in the program, acting as a representative for parents on behalf of the PTA. While it would be perfect if all the groups could work together easily to improve student outcomes, there is little doubt some substantive conflicts will arise. Each group has its own interests, and in some cases these are directly opposed to one another.

School district representatives want to ensure the new jobs will be unionized and will operate in a way consistent with current

school board policies. They are very concerned that if Woodson assumes too dominant a role, the school board won't be able to control the operations of the new system. The complexity of the school system has led to the development of a highly complex bureaucratic structure over time, and administrators want to make sure their policies and procedures will still hold for teachers in these programs even outside the regular school day. They also worry that jobs going into the new system will take funding from other school district jobs.

Woodson, founded by entrepreneur Theodore Woodson around 1910, still bears the hallmarks of its founder's way of doing business. Woodson emphasized efficiency and experimentation in everything he did. Many of the foundation's charities have won awards for minimizing costs while still providing excellent services. Their focus on using hard data to measure performance for all their initiatives is not consistent with the school district culture.

Finally, the NCPIE is driven by a mission to increase parental control. The organization believes that when communities are able to drive their own educational methods, students and parents are better able to achieve success together. The organization is strongly

629

630

committed to celebrating diversity along racial, gender, ethnic, and disability status categories. Its members are most interested in the process by which changes are made, ensuring everyone has the ability to weigh in.

Some demographic diversity issues complicate the team's situation. Most of the students served by the Washington, D.C., school district are African American, along with large populations of Caucasians and Hispanics. The NCPIE makeup

generally matches the demographic diversity of the areas served by the public schools. The Woodson foundation, based in northern Virginia, is predominantly staffed by Caucasian professionals. There is some concern with the idea that a new group that does not understand the demographic concerns of the community will be so involved in a major change in educational administration. The leadership of the new program will have to be able to present an effective message for generating enthusiasm for the program across diverse stakeholder groups.

Although the groups differ in important ways, it's also worth considering what they have in common. All are interested in meeting the needs of students. All would like to increase student learning. The school system does benefit from anything that increases student test scores. And the Woodson Foundation and NCPIE are united in their desire to see more parents engaged in the system. The development team will consist of three individuals—HR representatives from the Woodson Foundation, the schools, and the NCPIE—who have prepared the following list of potential candidates for consideration.

Victoria Adams is the superintendent of schools for Washington, D.C. She spearheaded the initial communication with the Woodson Foundation and has been building support among teachers and principals. She thinks the schools and the foundation need to have larger roles than the parents and communities. "Of course we want their involvement and support, but as the professionals, we should have more say when it comes to making decisions and implementing programs. We don't want to shut anyone out, but we have to be realistic about what the parents can do."

Duane Hardy has been a principal in the Washington area for more than 15 years. He also thinks the schools should have the most power. “We’re the ones who work with these kids every day. I’ve watched class sizes get bigger, and scores and graduation rates go down. Yes, we need to fix this, but these outside groups can’t understand the limitations we’re dealing with. We have the community, the politicians, the taxpayers—everyone watching what we’re doing, everyone thinking they know what’s best. The parents, at least, have more of a stake in this.”

“The most important thing is the kids,” says second-year teacher Ari Kaufman. He is well liked by his students but doesn’t get along well with other faculty members. He’s seen as a “squeaky wheel.” “The schools need change so badly. And how did they get this way? From too little outside involvement.”

Community organizer Mason Dupree doesn’t like the level of bureaucracy either. He worries that the school’s answer to its problems is to throw more money at them. “I know these kids. I grew up in these neighborhoods. My parents knew every single teacher I had. The schools wanted our involvement then. Now all they want is our money. And I wouldn’t mind giving it to them if I thought it would be used responsibly, not spent on raises for people who haven’t shown they can get the job done.”

Meredith Watson, with the Woodson Foundation, agrees the schools have become less focused on the families. A former teacher, she left the field of education after being in the classroom for 6 years. “There is so much waste in the system,” she complains. “Jobs are unnecessarily duplicated, change processes are needlessly convoluted. Unless you’re an insider already, you can’t get anything done. These parents want to be involved. They know their kids best.”

Unlike her NCPIE colleagues, Candace Sharpe thinks the schools are doing the best they can. She is a county social worker, relatively new to the D.C. area. “Parents say they want to be involved but then don’t follow through. We need to step it up, we need to lead the way. Lasting change doesn’t come from the outside, it comes from the home.”

Victor Martinez has been at the Woodson Foundation for 10 years, starting as an intern straight out of college. “It’s sometimes hard to see a situation when you’re in the thick of it,” he explains. “Nobody likes to be told they’re doing something wrong, but sometimes it has to be said. We all know there are flaws in the system. We can’t keep the status quo. It just isn’t cutting it.” Strategies for the Program Team

Once the basic membership and principles for the development team have been established, the program team would also like to develop a handbook for those who will be running the new program. Ideally, this set of principles can help train new leaders to create an inspirational message that will facilitate success. The actual content of the program and the nature of the message will be hammered out by the development team, but it is still possible to generate some overriding principles for the program team in advance of these decisions.