

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	1

## Contact

Name: David Rodríguez Gómez  
Email: David.Rodriguez.Gomez@uab.cat

## Use of languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Prerequisites

The course "Organizational Development of Educational Institutions" is part of set of courses aimed at providing a minimum specialization in the field or itinerary of training institutions administration and management. Its location in the curricular framework of the Education Studies degree implies that students have acquired through courses taken previously, competencies related to organizational structure and functioning, relational dynamics that occur in them and the planning and monitoring systems used. Students will make the most of this course when they have achieved the competences and knowledge outlined above.

## Objectives and Contextualisation

This course, located at the fifth semester (3<sup>rd</sup> year) of the Education Studies degree, part of the subject "Coordination and management of educational institutions", and is complemented by the course " Direction and Leadership in Educational Institutions ". While this first course focuses on innovation and change processes in educational organisations, the second course focuses on the role of managers as change agents. Thus respond to the overall objective of the Education Studies degree, which refers to design and develop projects and processes of intervention in educational contexts. Also along with the course "Direction and Leadership in Educational Institutions ", are the foundational base of the mention/specialization "Socio-educational institutions and training management".

Part of the contents for institutions administration and management have been developed in the following courses: "Education and educational contexts", "Organization and groups" and "Design, monitoring and evaluation of plans and programs". Also, students should consider this course as complementary to some other courses developed during the seventh and eighth semester (4<sup>th</sup> year): "Supervision and educational inspection", "Evaluation of schools and teachers", "international quality models" and "Management and Development of Human Resources in Organisations ", aimed to start on specific aspects of the specialization in training organizations administration, management and leadership.

Its objectives are:

1. Understand and analyse the factors affecting organizational change.
2. Identify organizational development models.
3. Apply strategies and tools for organizational development.
4. Design interventions for organizational improvement.

## Skills

- Administer and manage centres, institutions, services and educational and training resources.
- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.
- Foster improvement process on the basis of the results of research or needs assessment processes.
- Generate innovative and competitive proposals in research and professional activity.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning outcomes

1. Delineate strategies and instruments to promote social participation in schools.
2. Describe the typical roles, functions and activities of management for change.
3. Develop diagrams that describe organizational structure.
4. Identifying and analysing models of participatory management.
5. Identifying areas related to institutional improvement.
6. Prioritising areas of intervention based on organisational criteria.
7. Produce an innovation plan for educational institutions.
8. Produce and apply strategies to improve institutional management.
9. Selecting the strategies and procedures for change according to the context.
10. Structure the apparatus required for a proposal for innovation.

## Content

### **BLOCK 1: Change processes in organizations.**

1. Organizational Development, change and innovation.
2. Organizational learning and its enabling factors.
3. Knowledge management, intellectual capital and informal learning.

### **BLOCK 2: Strategies and instruments to promote organizational change.**

1. Related to the organisational structure.
2. Related to internal processes.
3. Related to people.
4. Related to the relationship with the environment.

### **BLOCK 3: Development of a program of organizational change.**

1. Evaluation and organizational diagnosis.
2. Strategic Planning.

## Methodology

The formative activities of this course include on-site, supervised and autonomous activities:

- On-site classes are directed by the professors of the course and will take place in the facilities of the Faculty. There will be a combination of whole-group sessions and seminars: whole-group sessions allow presentations, reflections and debates over the main contents and introduce elements of discussion on aspects of the three sections or blocks. The seminars constitute working sessions in reduced groups to analyse and debate different activities proposed by the professors in order to compliment theoretic sessions. Attendance to the seminars is mandatory. Students will be assigned to one of the seminar groups constituted at the beginning of the course.

- Supervised activities include individual or group activities to be completed by the students on their own with the supervision of the professors. These activities include the on-site or virtual tutorial sessions addressed at solving difficulties, orienting tasks and ensure the comprehension of the course contents.

- Autonomous work is carried out by the student independently and includes the preparation of readings, cases or other equivalent activities.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Seminars: Analysis of documents, articles and data; analysis of videos; case resolution and elaboration of conceptual maps.	15	0.6	3, 8, 7, 10, 6, 9
Whole-group sessions: lectures, presentation of readings, papers or documents by the students; debates and reflections over key aspects of the contents.	30	1.2	1, 2, 10, 5, 4, 9
<b>Type: Supervised</b>			
Tutorials and supervision of the tasks and activities proposed.	30	1.2	3, 8, 7, 10, 6, 9
<b>Type: Autonomous</b>			
Study of the contents and preparation of the exams. Individual and group preparation of the assignments	75	3	1, 2, 10, 5, 4, 9

## Evaluation

The evaluation of the course "Organisational Development of Educational Institutions" encompasses the achievement of the competences identified as fundamental for the course and therefore the evaluation includes continuous assessment of set activities along with consideration of students' participation, critical thinking and attitude throughout the course. The assessment carried out on this subject is continuous and final.

The continuous assessment will take into account the different content sections and their general orientation:

- Blocks 1, 2 and 3: The student will perform a series of learning activities that will be evaluated with a value of 60 % of the total grade. The evaluation will consider not only the work done, but also the process has been carried out to develop it. The grade of the group work can be modified by individual contributions.
- The final evaluation consists of a written final and summative test that includes all the different content blocks or sections. This exam counts for 40% of the final mark

**In order to pass the course, the average grade must be of at least 5 and all evaluative activities must also be graded with a 5 or plus.**

**Class attendance is mandatory**, otherwise students will be considered absent. Students that during the course have had an adequate tracking of the subject and still have not achieved one of the aspects will be given the opportunity to pass the course doing additional work or redoing some of the activities. Each case will be studied individually, according to the specific situation of each student.

The results obtained in each of the assessment activities will be published in the classroom or the CV. Given the qualifications, students can revise the marks during office hours. The qualifications of each of the assessment activities will be published in the 20 days following the delivery. Students wishing to review the results must do so within 10 days after their publication.

**All evaluable activities shall be subject to formal criteria**, including spelling, written and presentation. The informative rigor and conceptual correctness, explanatory clarity and coherence (oral and written) and linguistic correction are also taken into account. Also, it considers the students' participation, involvement and attitude during the development of the activities and classroom sessions. The teacher may suspend or lower the mark of those activities which do not meet the above formal criteria.

**Copying and plagiarism is intellectual theft** and, therefore, constitutes a crime which shall be punished with a zero in the entire section where the plagiarism took place. In the case of copying between two students, the sanction applies to both students. In case of repeat offend it will be a fail for the entire course. Students should bear in mind that plagiarism is reproducing all or a large part of work from another without proper should bear in mind that plagiarism is reproducing all or a large part of work from another without proper referencing. By definition "plagiarism" is the use of all or part of a text by an author as if it is his/her own work, without citing sources, whether on paper or in digital format. (See [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html))

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Section/Block 1 tasks	15%	0	0	2, 8, 7, 5, 4, 6
Section/Block 2 tasks	15%	0	0	1, 3, 8, 7, 9
Section/Block 3 tasks	30%	0	0	1, 7, 10, 5, 4, 6
Written exams	40%	0	0	1, 2, 3, 8, 7, 10, 5, 4, 6, 9

## Bibliography

### Basic bibliografy

GAIRÍN, J. (2012). La gestión del conocimiento y el desarrollo organizativo: formación y formación corporativa. Madrid: Wolters Kluwer.

GAIRÍN, J. & BARRERA-COROMINAS, A. (2014). Organizaciones que aprenden y generan conocimiento. Madrid: Wolters Kluwer.

RODRÍGUEZ-GÓMEZ, D. (2015). Gestión del Conocimiento: una estrategia para la mejora de las organizaciones educativas. Madrid: La Muralla.

WADELL, D., CREED, A., CUMMINGS, T. G., & WORLEY, C. (2013). Organisational change: development and transformation. Hampshire: Cengage Learning.

### Complementary bibliography - Further readings

AA.VV. (2000). Gestión del Conocimiento. Harvard Business Review. Bilbao: Ediciones Deusto.

AA.VV. (2008). Planificación de los recursos humanos. Málaga: Vértice.

AL-HAWAMDEH, S. (2003). Knowledge Management. Cultivating knowledge professionals. Oxford: Chandos Publishing.

- Argyris, C. (1993). ¿Cómo vencer las barreras organizativas?. Madrid: Díaz de Santos.
- Argyris, C. (1999). Conocimiento para la acción. Una guía para superar los obstáculos del cambio en la organización. Barcelona: Granica.
- Argyris, C. (2001). Sobre el Aprendizaje organizacional. México, DF: Oxford University Press.
- Argyris, C. & Schön, D.A. (1978). Organizational learning: A theory of action perspective. Reading, M.A.: Addison-Wesley.
- Armengol, C. (2001). La cultura de la colaboración. Madrid: La Muralla.
- Beckhard, R. (1969). Organization development: strategies and models. Reading, MA: Addison-Wesley.
- Bennis, W. (1980). El cambio personal y organizacional. Herder.
- Bradford, D.L. & Burke, W.W. (Eds.) (2005). Reinventing Organizational Development. San Francisco, CA: Jossey-Bass.
- Bolívar, A. (2000). Los centros educativos como organizaciones que aprenden. Promesas y realidades. Madrid: La Muralla.
- Canary, H. E., & McPhee, R. D. (Eds.). (2010). Communication and organizational knowledge: Contemporary issues for theory and practice. Routledge.
- Carballo, R. (Ed.) (2006). Innovación y Gestión del Conocimiento. Madrid: Diaz de Santos.
- Cross, J. (2006). Informal learning: rediscovering the natural pathways that inspire innovation and performance. San Francisco: John Wiley & Sons
- Cummings, T.G. & Worley, C.G. (2007). Desarrollo Organizacional y Cambio (8a Edición). Madrid: Thomson Paraninfo.
- Dalkir, K. (2005). Knowledge Management in Theory and Practice. Oxford: Elsevier.
- Davenport, T. & Prusak, L. (2001). Conocimiento en Acción. Cómo las organizaciones manejan lo que saben. Buenos Aires: Pearson Education.
- Del Moral, A., Pazos, J., Rodríguez, E., Rodríguez-Patón, A. & Suárez, S. (2007). Gestión del Conocimiento. Madrid: Thomson.
- Drucker, P. (2000). El management del siglo XXI. Edhasa. Barcelona
- Easterby-Smith, M. & M. A. Lyles (Eds.) (2011), Handbook of Organizational learning and knowledge management. Oxford: WILEY.
- Escudero, J.M. (1993). El centro como lugar de cambio educativo: La perspectiva de la colaboración. En: J. GAIRÍN y S. ANTÚNEZ (Coords.) Organización escolar: Nuevas aportaciones. Barcelona: PPU (pp. 227-286).
- French, W. L. & Bell, C. H. (1996). Desarrollo organizacional: aportaciones de las ciencias de la conducta para el mejoramiento de la organización. México: Prentice-Hall.
- Fullan, M (2007). Las fuerzas del cambio con creces. Madrid: Akal.
- Gairín, J. (1996). La organización escolar: contexto y texto de actuación. La Muralla: Madrid.
- Gairín, J. (1998). Estadios de desarrollo organizativos: de la organización como estructura a la organización que aprende. En: III Jornadas Andaluzas sobre Organización y Dirección de Inst. Educativas. Granada: Universidad de Granada.
- Gairín, J. (2003). La autoevaluación institucional como vía para mejorar los centros educativos. Bordón, 45.

- Gairín, J. et al. (2003). Les relacions personals a l'organització. ICE-UAB
- Gairín, J. & ARMENGOL, C. (Eds.) (2008, 2ª). Estrategias de formación para el cambio organizacional. Barcelona: Praxis.
- Gairín, J. (2010). Nuevas estrategias formativas para las organizaciones. Madrid: Wolters Kluwer.
- García, A. (2010). El análisis de puestos de trabajo. En RR.HH. Magazine. <http://www.rrhhmagazine.com/articulos.asp?id=461> (consulta 10.08.2010)
- GENERALITAT DE CATALUNYA (2010). Página web de los Planes Educativos de Entorno: <http://www.xtec.cat/lic/entorn/index.htm> (consulta 10.09.2010)
- Goldrat, E. (1993). La meta. Madrid: Ediciones Díaz de Santos.
- Gómez, P. N., & Navajo, P. (2009). Planificación estratégica en organizaciones no lucrativas: Guía participativa basada en valores (Vol. 6). Narcea Ediciones.
- Gordó, G. (2010). Centros educativos: ¿islas o nodos?. Los centros como organizaciones-red. Barcelona: Graó.
- Guarro, A (2005). Los procesos de cambio educativo en una sociedad compleja. Madrid: Pirámide.
- Heras, P. (Coord.) (2008). La acción política desde la comunidad. Barcelona: Graó.
- Hou, H.T. (Ed.) (2012). New Research on Knowledge Management Models and Methods. Rijeka: Intec. Disponible a: <http://www.intechopen.com/books/new-research-on-knowledge-management-models-and-methods>
- Kilduff, M and Shipilov, Andrew V., (2011) Organizational Networks. Sage Publications Limited.
- Lindberg, O. & Olofsson, A. (Eds.) (2009). Online Learning Communities and Teacher Professional Development: Methods for Improved Education Delivery . Hershey: IGI-Global Publishing.
- López, J. (2003) "Aprendizaje organizativo: Un paisaje de luces y sombras". Revista de Educación, 332, pp. 75-95.
- Mallock, M., Cairns, L., Evans, K., O'Connor, B. (2010). The SAGE handbook of workplace learning.. Oxford: SAGE Publications
- Nonaka, I. & Takeuchi, H. (1999). La organización creadora de conocimiento. México: Oxford University Press.
- Mayo, A. & Lank, E. (1994). Las organizaciones que aprenden. Edipe-Gestión 2000.
- OECD (2000). Knowledge Management in the Learning Society. Paris. OECD.
- OECD (2003). Measuring Knowledge Management in the Business Sector: First Steps. Obtenido el 6 de noviembre de 2005, desde <http://213.253.134.29/oecd/pdfs/browseit/9603021E.PDF>
- OECD (2004a). The Significance of Knowledge Management in the Business Sector. Policy Brief. Obtenido el 5 de mayo de 2005, desde <http://www.oecd.org/dataoecd/53/40/33641372.pdf>
- OECD (2004b). Knowledge Management. Innovation in the Knowledge Economy. Implications for Education and Learning. Obtenido el 6 de noviembre de 2005, desde <http://213.253.134.29/oecd/pdfs/browseit/9604041E.pdf>
- Robbins, S. P (2004). Comportamiento Organizacional. Naucalpán de Juárez (México): Prentice-Hall / Pearson Educación.
- Sallis, E. & Jones, G. (2002). Knowledge Management in Education: enhancing learning and education. London: Kogan Page Limited.

- Ruíz, J. (Coord.). (2006). Guía para el desarrollo de cartas de servicios. Madrid: Ministerio de Administraciones Públicas, Gobierno de España.
- Saroka, R. & Ferrari, C. (2005). Organigramas: diseño e interpretación. Cuaderno 12, División Control.
- Schein, E.H. & Bennis, W.G. (1980). El cambio personal y organizacional a través de los métodos grupales. Barcelona: Herder.
- Scott, A. (2006). Knowledge Management and Higher Education. A critical analysis. Hershey: Idea Group Inc.
- Senge, P. (1992). La quinta disciplina. El arte y la práctica de la organización abierta al aprendizaje. Barcelona: Granica.
- Senge, P. (2000). La danza del cambio. ¿Cómo crear organizaciones abiertas al aprendizaje?. Barcelona: Gestión 2000.
- Standford, N. (2005). Organization design : the collaborative approach. Amsterdam : Elsevier.
- Szulanski, G. (2003). Sticky Knowledge: barriers to knowing in the firm. London. SAGE Publications Ltd.
- Wenger, E., McDermott, R. & Snyder, W. (2002). Cultivating communities of practice. Boston, Mass: Harvard Business School Press.
- Yerga, A. (Dtor.). (2004). Manual de elaboración de cartas de servicios. Sevilla: Consejería de Gobernación, Junta de Andalucía.