

Design Teams

Every OSR student participates in two Design Teams, one each year.

Each Design Team learning event is an internal consultation project. The client for a team's work is the OSR community and the client contact is the team's faculty mentor.

- Client Group: OSR 13 participants
- Client Representative: Your faculty mentor
- Stakeholders: Future OSR Design Teams

Purposes

The task of a Design Team is to design a learning event that enables the rest of the cohort to gain foundational knowledge in one of the designated curriculum topics of the program. The learning event provides peers with a "theory and application" basis to inform their professional practice.

For team members, Design Team projects are intended to:

- Provide an opportunity to more deeply understand the theory and conceptual bases for a particular topic.
- Present real-time learning in group dynamics and collaborative team processes.
- Develop design and consultative skills

Design Team (Collective) Deliverables

First-year Design Teams are responsible for designing and leading a one day session for the cohort. Most second-year Design Teams are responsible for two days in that they coordinate their one-day team presentation with a one-day visiting faculty presentation. The creation of a "coherent whole" adds an additional layer of complexity and integration to the Design Team process. Design Teams are responsible for delivering the following:

- An instructional component of the curriculum that supports the learning goals of the session
- A theoretical foundation that will inform their peers' professional practice
- A presentation that models design principles and adult learning concepts



This explains the reasons for Design Teams within the larger OSR learning design.



Although Learning Goals are firm, Design Teams enjoy wide flexibility as to the design approaches they take to their specific learning event.

Issues considered in composing teams include:

- *Personal preference of topic*
- *Group size*
- *Diversity of learning styles*
- *Geographic differences*
- *Gender balance*
- *Organizational variety*

- A presentation that fulfills the agreement made with the client representative (faculty mentor)
- Any supporting documents for participants (e.g., session handouts)
- An annotated bibliography for the assigned reading list
- An extended bibliography of suggested additional readings for those who would like to learn more about the topic
- An evaluation component to gain feedback from the cohort (the client group) on the content, design and delivery of the session
- A Design Team notebook documenting key resources, event design and key learnings

Design Team (Individual) Deliverables

In addition to the team deliverables, each Design Team member is expected to:

- Write an analysis of his/her experience and key learnings (content and process) through the Design Team process. This is done for each Design Team experience.
- Write a comparative analysis of the first and second Design Team experience

These reflection papers are shared with both the Design Team faculty mentor and the student's advisor.

Design Team Selection

Students submit their top three preferences for first-year Design Teams in September 2005 and for second-year Design Teams in May 2006. Issues considered in composing teams include personal preference of topic, group size, diversity of learning styles, geographic differences, gender balance and organizational variety.

OSR 13 Design Teams

Fourteen Design Teams work together during the course of the OSR Program. Design Teams for OSR 13 are listed below.

First Cycle: October 2005 to June 2006

Team 1:	Classics of Organization Theory	March 2006
Team 2:	Teaming and Collaboration	March 2006
Team 3:	Change and Sustainability in Organizational Practices	April 2006
Team 4:	The Intervention Process	April 2006
Team 5:	Organizational Inquiry	May 2006
Team 6:	An Introduction to Cultural Perspectives	June 2006
Team 7:	Cultural Perspectives in Organizations	June 2006

Second Cycle: June 2006 to June 2007

Team 8:	Leadership	October 2006
Team 9:	Designing for the Future	November 2006
Team 10:	Living Systems Theory	February 2007
Team 11:	Global Perspectives and Sustainability	March 2007
Team 12:	Dynamics of Social Systems	April 2007
Team 13:	Individual and Professional Renewal	May 2007
Team 14:	Continuance and Life-Long Learning	May 2007

Design Team Mentoring Process

Each Design Team works with a faculty member who has a dual function of “client representative” and “team mentor.” These roles are explained in more detail below:

Client Representative: This role has an outward focus providing information, interpreting and communicating the needs of the client system (cohort) to the design team. It includes:

- Providing project scope and minimum critical specifications (as outlined in the Design Team Guide)
- Meeting with the team at key phases of their work.
- Approving team recommendations on the reading packet and session design/content.

Mentor for the Design Team Process: This role has an inward focus, providing mentoring and coaching to the team as a whole and sometimes to individual team members. It includes:

- Providing content resource:
 - perhaps an initial tutorial or overview of the topic
 - clarify breadth and scope of content area
 - identify key resources
- Team coaching regarding:
 - group process
 - session design
 - research methods
 - internal consultation (cohort as client)
- Debrief the team at the close of their process

Design team mentoring is meta-mentoring of a collaborative self-directed learning process. The mentor’s role is not to be the content expert, or to help the team design the best possible learning event (the team learns from the evaluation and feedback on the design that they implement), but rather to support the team while attending to the course learning goals and needs of the client system (students in the cohort). The mentor role is not conflict mediation or group process facilitation. Both of these things are intentional learning opportunities for the members of the design team. The exception to this is if the team becomes so stuck that their process is interfering with, or rendering impossible, the progress of the group. In this case, the team as a whole may request an intervention by the faculty mentor.

Design Team Meetings

It is essential that Design Team members and the faculty mentor come to a mutual agreement at key review points during the team's work. Design Teams will meet five times with their faculty mentor. These meetings are often scheduled during OSR weekends. Between OSR sessions, Design Teams may choose to schedule conference calls or on-line conferences. The five required meetings include:

- #1 Orientation and topic review meeting
- #2 Research review
- #3 Progress: Task and Process
- #4 Design review
- #5 Debrief

Sample Agenda: Mentor and Design Team Meeting #1 Orientation and Topic Review

Purpose of the meeting:

- To clarify the course goals, Design Team process and mentor expectations

Facilitator: Design Team mentor

- Review Design Team guide:
 - Class intention
 - Learning goals
 - Key resources
 - Timeline
- Resources and previous work on the assigned subject
- Role and availability of mentor

Assign team member roles:

- Who will be liaison with faculty mentor (to update mentor on group's ideas, process and meeting plans)? _____
- Who will be liaison with visiting faculty (if applicable)? _____
- Who will take and distribute minutes (to team and mentor)? _____
- Who will handle the team's budget and expenses?* _____
- Who will be responsible for the notebook? _____
- Who will handle copyright clearances for reading materials? _____
- Who will facilitate the team's next meeting? _____

Clarify next steps

**OSR provides a stipend of \$100 per presentation day to each team to defray expenses. Teams may choose to exceed that amount with expenses over \$100 being shared by team members. A treasurer should keep track of team expenditures and handle the stipend.*

**The main content of the syllabus will be provided by the OSR faculty. Design Teams will add the “Required Reading” list as well as “Additional Resources” to the syllabus.*

Deliverables

What	To Whom	When
Design Team Guide	Design Team	at Orientation Meeting (meeting #1)
Schedule for Faculty Mentor meetings	Faculty Mentor	at Orientation Meeting
Team roles	Faculty Mentor	at Orientation Meeting
Proposed reading packet	Faculty Mentor	8 weeks before distribution
Syllabus* and reading assignments	Cohort	session prior to Design Team presentation
Proposed design	Faculty Mentor	prior to Design Review Meeting (meeting #4)
Individual reflection on learning	Faculty Mentor, Advisor and Degree Committee	end of the quarter of the presentation
Team notebook	Faculty Mentor	month following presentation
Individual comparison of learning from two Design Team experiences	Advisor and Degree Committee	Candidacy Meeting

Sample Agenda: Mentor and Design Team Meeting #2 Research Review

Purpose of the meeting:

- To review research done to date for the assigned reading packet

Agenda:

- Review course intention and learning goals to ensure common understanding
- Review outcome of research done to date and how it connects to the learning goals
- Identify current strengths and areas of improvement in the readings gathered to date
 - Are there content gaps?
 - Have classic and contemporary works been included?
 - Have any "contrary voices" been found?
- Clarify topic boundaries, key concepts, central theories/authors as needed
- Agree on date to have draft reading packet to advisor for review
- Other

Sample Agenda: Mentor and Design Team Meeting #3 Progress: Task and Process

Purpose of the Meeting:

- To review progress on the Design Team deliverables (task) and assess additional group dynamics dimensions of process and interpersonal relationships.

Agenda:

- Check-in on group dynamics
 - Team's assessment of their own "well done's" and "opportunities for improvement" in terms of group functioning
- Update on Design Team deliverables
 - Status of reading packet
 - Exploration of design issues and ideas
- Contract with faculty mentor on the amount and nature of further consultation
- Agree on process and date for design review
- Other

Sample Agenda: Mentor and Design Team Meeting #4 Design Review

Purpose of the Meeting:

- To obtain feedback on initial design ideas from faculty mentor

Agenda:

- Review course intention and learning goals
- Review design outline (see page 3-9 for an example of a design outline)
- Review Design Team evaluation process
 - Format for facilitated cohort conversation (at the end of the session)
 - Format for receiving written feedback
- Contract with faculty mentor on the amount and nature of further consultation
- Agree on date/time for debrief meeting with faculty advisor

Questions Your Faculty Mentor Will Consider During the Design Review Meeting

Learning Goals: Does the combination of the reading packet and the session design adequately address the learning goals?

Content: What are the fundamental content pieces of the session and how are they being addressed?

Time: Is the team trying to do too much or too little for the time they have?

Depth of intervention: Is it appropriate? Are any activities too deep or pervasive?

Developmental/historical perspective: What are the theoretical roots? What is new in the field? What are the leading edge questions about this topic?

Learning styles: How does the design address different learning styles?

Format variety: Is there a good mix of large group/small group work? Is there a mix of presentation formats?

Aesthetics and creativity: How will the context of the session (e.g., room arrangement, resource table, props, etc.) support the learning goals? What elements are woven together (e.g., symbols, music, quotes, poetry, etc.) to make a cohesive whole?

Personal learning: To what degree are Design Team members using this experience as an opportunity to stretch and/or demonstrate skills?

Client needs: How has input from the client system, as conveyed in the Design Team Guide and by the faculty mentor, been incorporated into the design?

Design Team Reading Packet Guidelines

Select readings, following the guidelines below. Submit proposed reading packet to faculty mentor for approval. Allow adequate turn-around time. Prepare final, camera-ready copies. Submit to administrative manager two months prior to Design Team presentation.

1ST YEAR – Each Design Team can assign 200-250 pages of reading.

2nd YEAR – Each Design Team can assign 250-300 pages if they do not also assign a book. If a book is assigned, the Design Team should specify which chapters they are assigning, and then modify the reading packet appropriately (e.g., 300 minus the number of pages assigned in the book).

Design Outline

While design outlines vary, they will usually include the following information for each learning activity segment:

- How much time is allotted
- Purpose of the segment and how it connects to the learning goals
- Activity description
- Who will facilitate
- What materials are needed
- Who has primary responsibility (lead) for arrangements, design and/or presentation



Report on your ongoing learnings from the Design Team experience (e.g. content, group process, personal change) in your Quarterly Synthesis Papers.



This is an example of how to create a presentation design, which your Design Team will need to do.

Here is one format for the final design of the presentation. Other formats work equally well. Note that there is a place for the purpose for each segment. This is to help you be clear about why you are doing what you are doing. Why have you chosen this activity, in this form, for this portion of the learning event? The design purpose grows out of the overall course intention and learning goals.

Time	Purpose	Activity	Facilitator	Materials	Lead

**Sample Agenda:
Mentor and Design Team Meeting #5
Debrief**

Purpose of the Meeting:

- To enhance individual and group learning through reflection on the Design Team process

Agenda:

- Delivering on the Course Intention and Learning Goals:
 - Feedback from cohort (client)
 - Feedback from faculty mentor (client rep)
- What Did You Learn About:
 - Design
 - Group Dynamics (stages of group development, managing conflict, leadership,
 - Collaborative Processes
 - Internal Consultation
 - Unfinished Business
- Unresolved team issues?
- Tasks to be completed? (Design Team binder, individual reflection papers, etc.)

Design Team Documentation

For the Team Notebook

Each Design Team is responsible for preparing a documentation notebook for the OSR library. The documentation notebook includes a complete set of materials developed by the Design Team in the process of designing and delivering their learning event:

Learning Event and Content:

- Learning Design
 - Syllabus, with learning intentions, goals, activities of the session
 - Design outline
- Theory base for the design and delivery approach
- Handouts or other materials used in class
- Strategy for obtaining feedback and evaluation
- Bibliography #1: List of readings assigned to the cohort
- Bibliography #2: List of suggested additional readings provided to the cohort

Evaluation:

- Team's self-evaluation
- Feedback from participants

Design Team Documentation: Your Individual Deliverables

It is important to share key elements of your Design Team experience with your Degree Committee so this work can be integrated into their support of your learning. Upon completion of your Design Team, send the following information to your Degree Committee:

- Learning Design
 - Syllabus, with learning intentions, goals, activities of the session
 - Design outline
- Evaluation
 - Team's self-evaluation
 - Feedback from participants

- Reflection
 - Personal learning reflection for each team experience
 - A comparative summary of your learning between the Year 1 Design Team and the Year 2 Design Team.

(Note that all but the last two are copies of items in the Design Team notebook.)

Design Team Process: Wisdom from Previous OSR Students

- Design Teams are not in competition with one another. Define your own objectives.
- The process is as important as the task. Conflict over ideas is inevitable and valuable. Make it a goal to preserve/enhance relationships. Keeping the group healthy and alive is important. All the feelings we experience in the design process are the same feelings of clients we'll be working with, so get in touch!
- Make sure the group arrives at a shared understanding of expectations. Be clear about your level of contribution. Be clear about what each member has agreed to do. Be clear who your client is and whose learning needs you are serving.
- The course intention and learning goals for the session is the touchstone for your design. Don't lose sight of it.
- Honor different learning styles in the team. They replicate differences in the whole group.
- Appreciate each others' work and celebrate successes along the way.
- Expect the group process to sometimes be a struggle. That is part of the learning.
- Address geographic challenges. Be creative. Take advantage of technology to work with each other.
- Contract ahead for specific feedback from the faculty.
- It is okay to ask for help from your mentor. Remember, however, that your mentor enables the group to do its own work – a mentor won't do it for you.
- Use process and design skills to fit visiting faculty into the overall weekend. Advise visiting faculty of OSR group norms and negotiate variations with the group if necessary.
- Operate as a learning system and share your excitements and critiques as you research.