DOCUMENT RESUME

ABSTRACT
                Part of a 13-volume series designed to be used as a
group inservice or a self-learning system to train school
administrators and counselors for their role in career education,
this section of module 3 is designed to identify change strategies to
help the principal motivate teachers to accept the concept of career
education. (Module 3 is one of six modules for administrators and
four for counselors developed in Phase IV of a five-phase career
education project in Hawaii.) Module 3 contains three sections. The
first section is a repeat of the information module, (module 1) and
the second a repeat of the orientation module (module 2); the
principal now works with the teachers using the same format and
readings by which he developed an understanding of career education
and specifically of career education in Hawaii. The third section
(this volume) is a lesson in the concept of change theory as related
to teaching. It illustrates the techniques necessary for creating a
climate for successful intervention. Major contents are introductory
readings on change theory, readings on administrator awareness of
change, and readings on change for staff development. A bibliography
on change strategy is included. (TA)

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CAREER EDUCATION

ADMINISTRATORS AND COUNSELORS

IMPLEMENTATION MODEL

PHASE IV, HAWAII CAREER DEVELOPMENT CONTINUUM PROJECT

"Comprehensive Staff Development Model for Delivery of Career
Development System for the Public Schools of Hawaii"

MODULE III--TEACHER INFORMATION AND ORIENTATION
FOR ADMINISTRATORS
(3.1) IDENTIFY CHANGE STRATEGY

College of Education, University of Hawaii
Office of Instructional Services, Department of Education
State of Hawaii

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FINAL REPORT

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Hawaii Career Development Continuum, K-14

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PROJECT OVERVIEW

The overall plan for the development of Career Education in the state of Hawaii was conceived as the Hawaii Career Development Continuum Project. To date the continuum consists of the following phases:

PHASE I (1972) - Development of a Continuum for Career Development K-12.

PHASE II (1972-73) - Development of Curriculum Guides K-12 and an ETV series for grades 4-6.

PHASE III (1974-75) - Development of teacher education models and training of teacher cadre, etc.

PHASE IV (1975-76) - Development of model and materials for counselors and administrators.

As can be seen, Phase IV was designated as the training component for administrators and counselors.

The initial segment of Phase IV was to develop a model to characterize the training procedures. The next task was to collect and/or develop a set of materials for each module of the training program. The initial set of materials is designed to present the administrators and counselors an opportunity to seriously examine Career Education and its implications for their institutional roles. The balance of the materials tend to focus on the various administrative functions which affect implementation of Career Education.

The series of documents comprise the materials for an in-service program for a variety of administrative positions at the school and district level. There is a certain flexibility since the materials are designed to be used as a group inservice or a self-learning system.

Program Organization

There are six (6) modules for administrators, four (4) for counselors in the phase. The first two are common while the balance are specific to either counselors or administrators. The modules are:

Module I--Information

Module II--Orientation

Module III--Teacher Information and Orientation for Administrators

3.1 Identify Change Strategy

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Module IV--Planning

Module V--Implementation

Module VI--Evaluation of Career Education (Administrator)

Module VII--Develop and Implement Needs Assessment

Module VIII--Implementation

Each module has a similar format. A short introduction provides an overview of the material to be covered, and a set of goals which are to be addressed in the module. In the common modules a time frame and a description of the materials are suggested for use with each goal statement.

In the administrator and counselor specific modules a lesson format is suggested, since the use of these materials may vary widely from situation to situation.

In addition, there are specific comments for use by a workshop facilitator, instructor, etc., for those lessons where such teaching suggestions are appropriate. Several of the modules contain simulations or other learning activities to reinforce the appropriate goal statement.

Each module has supplementary readings which can be duplicated and handed to the participants either prior to or during the workshop. When there is a time frame for a module, the estimated time has included a period for perusal of the article during the workshop. If the materials are read in advance, the time estimates should be adjusted accordingly. A bibliography is also attached for those modules where it is appropriate.

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Again, it should be noted that this set of materials is a guide to training administrators and counselors in the implementation of career education. It is not a prescription which should be followed unwaveringly. Some modules may be inappropriate for certain groups. It is the responsibility of the workshop facilitator to consider the individual differences within and between groups and to gauge the presentations accordingly.

It should further be noted that this implementation program is based upon the notion that there will be a time span between the end of one module and the beginning of the next. Since the entire program would take twenty to thirty hours at a minimum, and given the workshop regulations of the Department of Education, that would be a logical supposition.

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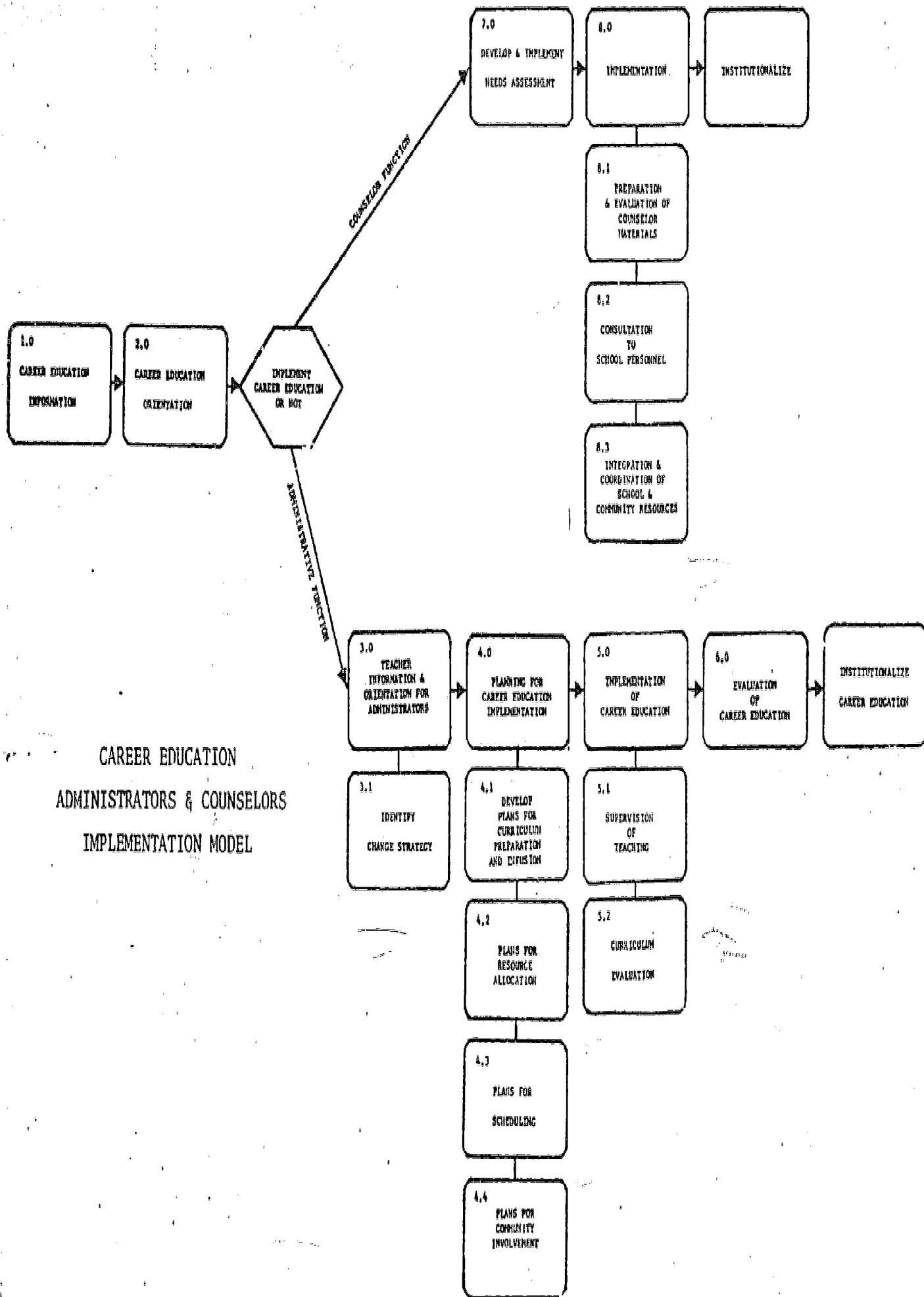
CAREER EDUCATION
ADMINISTRATORS & COUNSELORS
IMPLEMENTATION MODEL

TABLE OF CONTENTS

TEACHER INFORMATION AND ORIENTATION FOR ADMINISTRATORS MODULE

Identify Change Strategy

After the principal's decision to enter into career education is made, the principal has a number of administrative aspects which begin to occur nearly simultaneously. Perhaps the most crucial is to motivate the teacher in his/her building to accept the concept of career education. For without the teacher's support, no innovation (or curricular reform) can be a success. Recognizing the scope of the problem is one major consideration while developing strategies to cope with it is another. Both of these considerations are addressed in this module.

The Teacher Information Module and the Teacher Orientation Module are combined into a Teacher Information and Orientation Module. It has three sections. The purpose of this module is for use by the administrator should he/she feel that there is a need in the school to inform and orient teachers to career education. The first section is a repeat of the Information Module, the second, the Orientation Module, and the third, is a lesson in the concept of Change Theory as related to teaching. The principal is advised to work with the teacher using the same format and readings by which he developed an understanding of career education and specifically of career education in Hawaii.

The suggested time commitments for the two first modules are critical since it may well be that the Information and Orientation portions will take several weeks to complete due to the restrictions established by the H.S.T.A. contract as well as the D.O.E. regulations. Principals may be forced to choose between fewer activities in each module or a longer time span to complete each.

The emphasis on concepts and strategies of change in the lesson is for use of the administrators. It illustrates the techniques necessary for creating a climate for a successful intervention.

The goals of this module are to:

Information Section

1. Make teachers aware of educational problems which are plaguing our youth.

2. Recognize the frustrations of young people who do not fit the traditional patterns of educational expectations.

3. Be aware of concerns of various public and business organizations.

4. Make teachers aware of trends in career possibilities in Hawaii.

5. Have teachers recognize the cultural and social implications of careers.

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6. Have teachers recognize the evolutionary course of an educational venture, career education, to involve schools in a more meaningful role in the solution of these problems.

7. Have teachers understand the components which go to make up the whole of career education.

8. Have teachers discover what other school districts have done in the implementation of this concept.

9. Introduce teachers to the Hawaii model for career education.

Orientation Section

1. Make teachers knowledgeable of several models used by states to conceptualize their plans for the delivery of career education.

2. Be knowledgeable of the Hawaii Career Education Model.

3. Understand and be able to effectively use the Hawaii Career Development Continuum Guide for your particular school level.

4. Make teachers cognizant of the role of counselors and administrators in the implementation of career education.

Concepts of Change Theory

1. To make principals aware of the possibilities of change theory in the installation of career education.

2. To be aware of techniques to use in promoting receptivity to change by the staff.

The goals of the Information section of this module are the same as those found in the Information Module of this project, with the exception of the section on change theory. The Information Module was designed as an eight-hour session developed to provide administrators with sufficient data for them to realize the need for career education. The writers believe that the same material can and should be used to give information to teachers.

If the present teachers' contract terms prevail, this would perhaps mean an information phase which stretched over several weeks. If that were the situation, it would be very important to emphasize the cooperative aspects of such a change in the curricular aspects of the school. This in turn would imply study of the role of change agent and leadership role by the principal.

The goals of the Orientation section likewise are similar to those in the Orientation Module of the project. Attainment of these goals may be accomplished through using the timetable found in the Orientation Module.

There is no question that career education is a classic example of a change process. Much of the success of implementing change lies with the change agent. In public schools that change agent is normally the principal. Much is written

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about the change agent, yet his/her role is often not defined. The following are seven roles of the change agent as defined by Rogers and Shoemaker:

1. **Develops need for change.** A change agent is often initially required to help his/her clients become aware of the need to alter their behavior. In order to initiate the change process, the change agent points out new alternatives to existing problems, and convinces clients that they are capable of confronting these problems. He not only assesses client's needs at this stage, but also helps to create these needs in a consultative and persuasive manner.

2. **Establishes a change relationship.** Once a need for change is created, a change agent must develop rapport with his/her clients. He/She may enhance the relationship with his/her clients by creating an impression of credibility, trustworthiness, and empathy with their needs and problems. Clients must accept the change agent before they will accept the innovation he proposes.

3. **Diagnoses the problem.** The change agent is responsible for analyzing his/her client's problem situation in order to determine why existing alternatives do not meet their needs. In arriving at his diagnostic conclusions, the change agent must view the situation emphatically from his client's perspective, not his own.

4. **Creates intent to change in the client.** After a change agent explores various avenues of action that his clients might take to achieve their goals, he should encourage an intent to change, a motive to innovate. But the change must be client-centered rather than change for change's sake. Here the change agent's role is to motivate.

5. **Translates intent into action.** A change agent seeks to influence his/her client's behavior in accordance with his/her recommendations which are based on the client's needs. In essence the change agent works to promote compliance with the program he/she advocates. This means more than simple agreement or intent; it means action or behavioral change.

6. **Stabilizes change and prevents discontinuances.** Change agents may effectively stabilize new behavior by directing reinforcing messages to those clients who have adopted, thus "freezing" the new behavior. This assistance frequently is given when the client is at the trial-decision or confirmation function in the innovation-decision process.

7. **Achieves a terminal relationship.** The end goal for any change agent is development of self-renewing behavior on the part of the client . . . . The change agent must seek to shift the clients from a position of reliance on the change agent to reliance on themselves.

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The Information and Orientation Modules are designed to assist the principal in roles one through four. Other modules in this series are designed to assist in roles five and six.

The lesson which follows will assist the principal in developing his change strategies in the preparation of entering career education in his school.

Goal 1:   To make principals aware of the possibilities of change
           theory in the installation of career education.

Goal 2:   To be aware of techniques to use in promoting receptivity
           to change by the staff.

Content

To maximize the implementation process, it is important that each partici-
pant piece together the components of change process for use in his/her school.
The educational change process is concerned with the developmental link between
an innovation and its eventual adoption into an educational system.   Therefore,
it is critically important to understand the change process and to establish
such a link.

Participants will be introduced to articles on planned change in the school
setting as a process for the implementation of career education. Famika Anae, a
graduate student in educational administration presents an article on "How to
Bring About Change in a School System to Incorporate Career Education in the
Curriculum." Supporting this work is another approach which is suggested in
"Principles of Change." The principles of social change and the essential change
agent behavior are covered. Education as an institution has long been charged
with the job of transmitting cultural factors. To accomplish this role, educa-
tion must plan a major part in social adaptation and in reducing social lag. In
short, education is being called upon to become a leading agency of planned
change (Bhola, 1968). Fleming (1966) defined planned change as the rational
approach to change based upon a deliberate and collaborative process involving
change agents and those being changed. Educators must plan for change if educa-
tion is to meet the demands of its time. Unplanned change can create undue
pressures on the educational system, eventually reducing lines of communication
between the educator and those being educated and therefore creating major lines
of distrust. It is imperative that educators are able to innovate to insure a
continuous process of orderly change and social renewal. This is covered in
"Theories of Attitude Change."

In order to accept educational change, the school administrator must be
able to identify his/her role in the process. The administrator should have an
awareness of how they feel about change for the school. For this reason, "The
Turn-Off" by Michael Hinkemeyer and Michael Langenbach addresses itself to some
very serious questions that administrators have to ask of themselves when iden-
tifying potential facilitators or impeders of change. Local plans must be
formulated in relation to local needs and resources. Because the principal is
viewed by many as the potential change agent in the schools, we have included
"The Role of the Change Agent." "Change by Objectives" follows as a suggested
guide for the administrator.

Dale Mann's article, "The Politics of Staff Development," is an excellent
article in which school reform is based on existing personnel. The process
includes mutual adaptation, progresses to implementation, and leads to change.

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Principals must be able to identify the potential facilitators and impeders of change in their schools. For this reason, "Planned Change Through In-Service" is a suggested reading which we feel would be beneficial for the reader. Often, information can be acquired from knowledge or resistence or support which resulted from previous attempts for educational change. Most opposition seems to arise from a lack of knowledge of the innovation, misconception, vested interest, threats to personal security and autonomy.

Educational change involves specific steps including identification or strategies and alternatives. Through the completion of the information and orientation sections of this module, the participant is now at a point where a personal definition of educational change can be formulated. Through an understanding of career education, the participant will be able to identify specific outcomes and processes which fuse the dynamics of educational change to meeting the desired outcomes. In the article, "Change by Objective," the author covers the process of determining in specific terms the goals desired, organizational or structure changes which need to take place, the revision of curriculum, and the adjustment demanded of the faculty. Administrators must let counselors realize that counselors need to react rationally to change in an orderly process, rather than attempt unplanned, homeostatic change, without concern for the total educational system.

Research has shown that educational change is much slower than change in other areas such as sociology, agriculture, or medicine. Reasons for this slowness are based on 1) educational system is an open, formal system where it is difficult if not impossible to satisfy multi-interests groups through current educational procedures; 2) as an organization, education lacks an institutionalized change agent, or motivation to change; and 3) as an institution, education does not have much knowledge about new educational practices. The process of educational change has been composed of four major steps: research, development, diffusion, and adoption (Guba, 1968). We have included in the Appendix some readings on "Basics of Participative Management" and "Influencing Attitudes and Changing Behavior" to help the administrator deal effectively with the many groups involved. The adoption process emphasizes that teachers and other educators change more rapidly and conclusively if they are adequately informed about the innovation.

The history of educational change has shown that it can take decades for proven innovations to be adopted in schools. In light of the school's function as social transmitter of values and cultures, disequilibrium in change is apparent as the school tends to maintain the status quo, resisting unproven methods of reconstruction. The school system tries to maintain equilibrium and resists attacks of unplanned change, and at the same time many view it as the vehicle for planned change in education. Therefore, if the objective of education is to bring about change in the organization, a state of disequilibrium is created when an innovative idea is instituted into a routinized system. This disequilibrium causes incongruence to occur, either in the system or in the members, thus resulting in change.

In conclusion, change occurs primarily for three reasons. First, the innovation is seen by its users as more beneficial than what already exists. Second, change occurs when direct pressure comes from the surrounding institutions forcing disequilibrium or incongruence between the old and the new--usually

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referred to as "force choice change." This simply means that if the system decided to change, everyone has to change. The third type of change occurs when a motivational factor of regard or punishment is attached. This type is usually designed to create minimal changes. Readers should be able to extract specific outcomes and processes which have direct implications for educational change.

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INTRODUCTORY READINGS ON CHANGE THEORY

INTRODUCTORY STATEMENT TO
CONCEPTS OF CHANGE THEORY AS RELATED TO EDUCATIONAL INSTITUTIONS

In this section participants will be able to extract specific outcomes
and processes which have direct implications for educational change. Career
education will involve changes in attitudes and the curriculum as well as in
the teaching process. The concept of planned change as a process to implement
career education implies that career education action plans are comprised or
organized to influence opinions, identify alternative implementation strategies,
and evaluate outcomes.

Career education needs acceptance to be effective. Resistance to change
is the strongest law of human nature, existing in and out of the school system.
A clear comprehensive statement of the case for career education must be set
down in printed form. The case presented must be straightforward, simple in
style, with emphasis on the broad outlines. One will have accomplished much
if one can get across a few basic themes and a generalized understanding of
the career education program. Clearcut lines of authority, objectives of each
element in the organized effort, and a timetable of priorities are required.
Confusion can be avoided if everyone knows who does what and when it is to be
done.

The administration of career education programs must result in desired
outcomes. Educational change does not just happen. Leaders of career educa-
tion programs must develop an operational plan for career education supported
by change theory and a knowledge of the change process. Administrators should
be aware of what must be changed, what can be changed, what forces act against
change, and how to best affect those desired changes.

The teacher, with the aid of the school counselor, will be primarily
responsibile for the installation of career education through the delivery
of the instructional aspect of this endeavor. Because of this, it is extremely
important that teachers be introduced to their specific roles and responsibili-
ties with career education before they plan, manage, and coordinate student
learning experiences.

Teachers should gain a thorough knowledge of career education and career
education curriculum materials, strategies, and resources. They must also
understand and be able to demonstrate the competencies necessary for effective
implementation and use of the Hawaii Career Development Continuum Guides.
This competency is based on information and skills. Therefore, opportunities
must be made for observation, preparation, practice, and evaluation of style
and delivery.

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HOW TO BRING ABOUT CHANGE IN A SCHOOL SYSTEM, TO INCORPORATE CAREER EDUCATION IN THE CURRICULUM

by Famiki Anae

The following are some change strategies that could be implemented. They are also models in bringing about change.

General Principles and Strategies of Change

Several years ago Kurt Lewin postulated that within any institutional setting there are forces operating in opposite direction. These are restraining forces and riving forces. Change takes place when these two types of forces are in imbalance. To effect change, one must increase driving forces and decrease restraining forces, or combine the two approaches.

Benne and Birnbaum (1969) have suggested several principles of change:

1. To change a subsystem, relevant aspects of the environment must also be changed.

2. To change behavior on any one level of a hierarchical organization, it is necessary to achieve complementing and reinforcing changes in organization levels above and below that level.

3. The place to begin change is at those points in the system where some stress and strain exist. Stress may give rise to disatisfaction with the status quo and thus become a motivating factor for change in the system.

4. In diagnosing the possibility of change in a given institution, it is necessary to assess the degree of stress and strain at points where change is sought. One would ordinarily avoid beginning change at the point of greatest stress.

5. If thoroughgoing changes in a hierarchical structure are desirable or necessary, change should ordinarily start with the policy making body.

6. Both the formal and informal organizations of an institution must be considered in planning any process of change.

7. The effectiveness of a planned change is often directly related to the degree to which members of all levels of an institution hierarchy take part in the fact-finding and the diagnosing of needed changes and in the formulating and reality testing of goals and programs of change.

Walton (1965) further delineates the differences inherent in the power strategy of change versus the attitude strategy of change. The power strategy

largely evolves from the work of game theorists, diplomatic strategists, and students of revolutions. Two tactical operations are necessary in order to establish a base and strategically manipulate that power. Attitude strategy for change involves increasing the trust between involved persons or groups, minimizing perceived differences, emphasizing mutual dependence, openness, acceptance, and empathy.

Kolb, Winter, and Berlew (1968) demonstrated that change is most easily achieved when goal setting has been cooperatively achieved and specifically stated and when commitment to those goals has been high. Davis (1967) has indicated several plateaus as necessary for effective problem solving in order to bring about change. These may be characterized as problem awareness, identification and freeing of key people within the organization, action-experimental steps stimulated by participation in various types of workshops, and development of an independent and self-supporting system.

Dionne (1966) has stated that a prerequisite to effective change is the understanding of a school district as a social system. He suggests that four problems must be solved:

> The first problem is gaining commitment to a new set of values. The second is to produce environmental conditions conducive to their attainment. The third is to mobilize the resources to attain the goals. The fourth problem is that of guaranteeing harmony in inter-unit relationships following the introduction of change.

Overcoming Resistance to Change

Most notions of resistance to change speculate that individual reactions and group forces are against change and that these must be overcome. Watson (1966) has characterized these forces as resistence in personality and resistance in social systems. His outline of resistance is in adapted form:

A. Resistance in Personality

   1. Homeostasis. It is hypothesized that there are stabilizing forces within an individual that cause him to return to a previous state.

   2. Habit. Once a habit is established, its operation is often satisfying to the individual and is therefore difficult to change.

   3. Primacy. The way in which an individual first successfully copes with a situation sets a pattern which is unusually persistent.

   4. Selective Perception. Situations may be seen as reinforcers of an original attitude when they actually are dissonant.

   5. Dependence. Agreement with early authority figures may carry over into adult life.

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6. <u>Superego</u>. In a dependence sort of way, the superego may act as a tradition-serving agent.

7. <u>Self-distrust</u>. Individuals tend to distrust their own impulses and thus are fearful of change.

8. <u>Insecurity and Regression</u>. Individuals tend to seek security in the past and thus be cautious about the future.

B. Resistence to Change in Social Systems

1. <u>Conformity to Norms</u>. Norms are to a social system what habits are to an individual. Because norms are shared by many participants, they cannot easily be changed.

2. <u>Systematic and Cultural Coherence</u>. It is difficult to change one part of a system without affecting other parts of the system.

3. <u>Vested Interests</u>. Change is frequently perceived as a threat to the economic or prestige interests of individuals.

4. <u>The Sacrosanct</u>. It is easier to change technology than to change what people hold to be sacred.

5. <u>Rejection of "Outsiders."</u> Most changes come from the outside. Outsiders tend to be distrusted; hence change is difficult.

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PRINCIPLES OF CHANGE

Pressure for change usually originates from outside the system (Principal 1). Since most institutions are involved in services to systems outside their structure, when these services are no longer satisfactorily delivered, pressure for change comes about. Therefore, it is necessary for agents of change to be able to analyze and understand the importance of information from outside of their educational institution and to improve the distribution of information from within the educational system. Richard Dustin in his article "Training for Institutional Change" (Personnel and Guidance Journal, Feb. 1974, pp. 422-427) feels that change agents are those who occupy a fringe position. Fringe members are defined as those who do not occupy central positions in the information network. Their importance lies in the fact that they are able to bring outside information to key people within the institution.

Another factor influencing change is that lasting change usually occurs from the top down (Principle 2). When the administrators of the organization commit themselves to change, the chance of change being implemented is greatly increased.

Change agents act as the link between the educational innovation and its eventual adoption into the educational system because they have access to decision makers (administrators) and to the members of the system at the lower levels. Through agents of change, staff from different levels can be brought together through the agent obtaining commitments for change from the top and at the same time implementing a change through other members of the system.

Although change occurs in response to outside pressure, an important principle is that systems change from within (Principle 3). It is the membership of the system who must implement any change. The change agent to be successful must be an accepted member of the institution. If an outsider, the agent may be able to facilitate change by involving more accepted members through the process of collaboration. In this sense the members to be affected by the change are directly brought into the change process.

Finally, when institutional change does occur, it tends to be superficial (Principle 4). Many times agents of change "burn out," or leave before the change is fully implemented. It is necessary for the change agent to recognize the importance of follow through.

And, when superficial change fail, the reaction of the system tends to be the conducting of broad sweeping changes (Principle 5). Hence, the need for support for change from within the institution through its members and follow through by the change agent.

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RELATING PRINCIPLES OF SOCIAL CHANGE TO
ESSENTIAL CHANGE AGENT BEHAVIORS

Principles:

1. Pressure for change occurs outside the system

2. Change occurs from the top down.

3. Change has to occur within the system.

4. When change occurs it is usually superficial.

5. Systems are subject to sweeping change and overreaction to outside pressure.

Behaviors:

1. The agent of change needs to understand the information subsystem and bring outside information into the system.

2. The change agent needs to define a linkage role.

3. Effective change agents use collaboration.

4. Persistence and follow-through.

5. The change agent needs to establish and maintain support through effective relationships.

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THEORIES ON ATTITUDE CHANGE

Knowledge of theories on change and types of management styles is important for the school administrator for one may have a solid knowledge and background of career education and yet not have a foundation on which to begin implementation.

Participative management deals with the practical application of Theory Y assumptions about human behavior. Management is the key causal factor in organizational performance since there is a sequential linkage from leadership behavior to final performance. Some causal leadership factors are evidenced by supervisory behavior which can be accurately measured by survey questionnairs obtained from the immediate subordinates. These factors are support to subordinates, goal emphasis, team building, and help with work.

Also important is organizational climate or the cumulative effects of supervisory behavior on climate at lower levels. There are "Linking pins" which we have termed change agents and a range of management styles.

We have included illustrations of linking pins, leadership patterns, effects of organizational climate and a systems approach to organizational effectiveness in schools. These can be located in the Appendices A-D.

Human relations plays an important part in gaining support for change. Dale Carnegie in How to Win Friends and Influence People has compiled twelve ways of "winning people to your way of thinking" as well as "nine ways to change people without giving offense." We have listed them below:

Twelve Ways of Winning People to Your Way of Thinking

1. The only way to get the best of an argument is to avoid it.

2. Show respect for the other man's opinions. Never tell a person that he is wrong.

3. If you are wrong, admit it quickly and emphatically.

4. Begin in a friendly way.

5. Get the other person saying "yes, yes" immediately.

6. Let the other person do a great deal of the talking.

7. Let the other person feel that the idea is his or hers.

8. Be sympathetic with the other person's ideas and desires.

9. Try honestly to see things from the other person's point of view.

10. Appeal to the nobler motives.

11. Dramatize your ideas.

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12. Throw down a challenge.

Nine Ways to Change People Without Giving Offense or Arousing Resentment

1. Begin with praise and honest appreciation.

2. Call attention to people's mistakes indirectly.

3. Talk about your own mistakes before criticizing the other person.

4. Ask questions instead of giving direct orders.

5. Let the other person save his face.

6. Praise the slightest improvement and praise every improvement. "Be hearty in your approbation and lavish in your praise."

7. Give the other person a fine reputation to live up to.

8. Use encouragement. Make the fault seem easy to correct.

9. Make the other person happy about doing the thing you suggest.

Zimbardo and Ebbesen in Influencing Attitudes and Changing Behavior suggest that it is possible to make up sets of questions concerning that attitude change which is required. One set has to do with the nature of the change itself.

1. How specific does the change need to be?

2. How long does the change have to last?

3. How many people have to be changed?

4. What is to be changed?

5. Is change or some particular behavior or attitude required, or must a whole new set of behavior or attitude be created?

Another set of questions deals with th   ntrol over the situation which the school administrator may have.

1. Do you control all the communication media?

2. If you do control the media, is it likely that people will listen?

3. Are there other agents trying to produce change in the opposite direction from you who are also competing for the attention of your audience?

4. What are the time limits you have?

5. How much money, resources, etc., are available?

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6. How will you, personally, be presented to the people whose attitudes or behavior you are trying to change? Will you be seen as an agent trying to produce change, or will you be seen as someone just interested in the problem?

7. Will you have control over the people who are available for change or will they volunteer or select themselves?

From an entirely different point of view, another set of question to be considered deals with the consequences of accepting or not accepting the job.

1. Will you be required to have future interactions with the people you are trying to change? Will they get to know you as some obnoxious person who is always trying to influence them?

2. What is "Your stake" in the problem topic? Are you biased on that topic? Are you committed to one side already?

3. What about the consequences of being a successful manipulator? Will you be seen as a Hitler or Goebbels?

4. How would you react to failure?

5. Might you, yourself, be changed by applying your own techniques?

Any administrator who plans to go out into the "real world" as well as the school environment to try to influence others, to change attitudes and to modify behavior must be aware of the personal as well as the social consequences of such a decision. It is well to reiterate that all techniques of attitude change rely upon the assumption that change comes out of conflict, discrepancy, inconsistency, or discontent with the status quo.

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READINGS ON ADMINISTRATOR AWARENESS OF CHANGE

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THE "TURN-OFF"

How to Impede Change

by Michael T. Hinkemeyer and Michael Langenbach

> One of the most important factors in a child's education . . . is
> social adaptation. This means that it is not the child in and for
> himself who is being educated, but the child in and for society.
>
> The Technological Society
> Jacques Ellul

During the present century, the American school system has been the
beneficiary and victim of incredible growth. During the past decade, the
American school system has also been the beneficiary or victim of incredible
financial aid. And yet, again incredibly, almost nothing has changed! The
self-contained classroom, found throughout the schools of the country, is really
little more than the traditional one-room schoolhouse of a more placid, bucolic
past. The huge physical plants, in which these classrooms are found, are little
more than archetypical factories, in which a frenetic quest for spurious
"efficiency" prevails. And that most sacred of educational sacred cows, the
curriculum, is about what it was a century ago, in spite of periodic stresses,
trends, and fads. And in spite of post facto historical interpretations, in
which writers create what might have been.

Why has change not occurred? For one thing, school people have tempered
their zealous rhetoric with excessive caution. They believe that appearance is
just a bit more important than reality. An image, they know, can win the
support they need in order to maintain friendly relations with the community,
which is all well and good, of course. But the appearance of change occurring,
or the idea that change will occur tomorrow or the next day, is less unsettling
to the community at large than is change itself. "We're all for change," they
say, "but not just yet." Such a phenomenon guarantees both the maintenance of
the image and of community relations at the same time, neither of which is always
desirable.

The problem is people: those educators and citizens who resist change due
to (1) incorrect and usually egocentric perceptions of their roles, and to (2)
a misunderstanding of the educational dynamics within a democratic society.

Having defined the problem as people, we perceive further that when people
resist a natural impetus to change some concept, program, or policy in an actual
change-situation, they tend to offer a standardized "turn-off."

The "Turn-Off"

We will outline one "turn-off" situation, complete with characters and
provide other "turn-offs" around which the reader can build his own pit.

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The Chosen Few: "We have a unique situation here and we don't want outside consultants coming in and telling us what to do."

.Those who have worked the consulting circuit frequently report the following experience: A top level administrator, after duti-. fully listening to admonitions from the consultant, escorts the consultant from the assembly hall, hand on back in a congratulatory manner, smiling the smile of total understanding, and whispers, "Those are great ideas, but we have a unique situation here."

Alwood Dirk had been principal of Sunnywood Elementary School for 13 years. He was the first principal of the school and behaved as if he would be the last. His tenure at Sunnywood began shortly before the physical plant was completed, thus enabling him later to act as if it were truly his school, not the community's.

At first Alwood was a bit miffed when the school filled up with children and teachers, but he eventually assimilated them into his world. Not having a wife, Alwood married Sunnywood and adopted most of the children and adults who populated it. Troublemakers, be they students or staff, truly were bastards, as far as Alwood was concerned, and he did his best to abort them with dispatch

Sunnywood's teachers were required to attend the annual in-service meeting held for all teachers in the district. The professional planning committee, a principals' group of which Alwood was a member, scheduled a guest speaker from the state university to entertain the assembled teachers.

The professor had little to say that had not been heard before--especially by those who suffered under him in his extension class--but he did say something that struck a sympathetic chord in one of Sunnywood's new teachers. Paraphrasing Marcel, the speaker concluded his presentation with, "There is no such thing as mass education; only individuals can be educated, never the masses."

Mark Simpson, a teacher at Sunnywood, wanted to be more effective and he realized, with the help of the professor, one possibility that would enable him to do so. In order to focus on individuals, teachers with 28 students simply needed some kind of supervisory help. Many parents had indicated to Mark during the fall parent conferences that they would be willing to cooperate with the school in any way they could, so he decided to ask a few if they would volunteer to help him in his classroom to enable him to work with children as individuals instead of groups. Because he was not certain exactly how to deploy such volunteers, he considered inviting the professor to the school to assist him. All this was shared with the professor when Mark was at the university enrolling in an administration course which was part of his certification requirements for becoming a principal. The professor agreed it was a good idea and volunteered his services to get the program initiated. It was then that Mark decided he had better consult Alwood Dirk, Sunnywood's principal patriarch.

Alwood told Mark about the history of Sunnywood; how he had handpicked each of the teachers and tried to maintain a close but cautious relationship with the patrons. Some patrons, according to Alwood, would like nothing more than to start nosing around in Sunnywood's business and that would upset most of the other teachers. The other teachers trusted Alwood, or at least he said they

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did, and for him to permit the school to be invaded by curious parents would be a betrayal of the teachers' faith. "So," concluded Alwood, "although your idea has some merit, you must realize we have a unique situation here; besides, we don't want any outside consultants coming in here and telling us what to do."

Mark got the message. The conversation was finished. The idea was diminished. The change was avoided. Not all change, however, because Mark would be less receptive to other ideas now. The lack of pay-off, as any Skinnerian knows, will take its toll on subsequent action. Mark even felt a little presumptuous. After all, Mr. Dirk had been around much longer than Mark, and, being the principal, was in a better position to know what the teachers and parents were really like. The last thought Mark gave to it was that he hoped he was not perceived as an insensitive upstart by Mr. Dirk.

The use of parent volunteers in classrooms is not a bad idea. If principals and teachers cooperate (which does not mean abdicate all their power), parents can perform useful services in schools. They can assist teachers with non-teaching and supervisory tasks, aid librarians and clerks, and help in the cafeteria. The no-cost factor alone is reason enough to institute a parent-volunteer plan; but the bonus of improved home-school relations resulting from it, causes sheer disbelief of the paucity of such programs today.

All schoolmen, and especially principals, are aware of the troublesome parent. Whether she is a Beatrice Busybody or a Christine Critic, she is certain trouble. Her visits to the school, even during the controlled P.T.A. meetings, induce much apprehension. Who would want to actually invite her to school, for whatever reason? The answer, of course, is probably no one. The question, of course, is another kind of turn-off. None of the accounts of using parent volunteers in schools have ever included the demise of a program resulting from "bad" parents. Such troublemakers represent a small minority of parents, and even if they were included in such a program, experience has indicated they are as cooperative as other parents.

If using parent volunteers in a school is such a good idea, why does one look so long before he sees it being done with any success? There may be several answers to that question but the only relevant one to us is that principals and other power holders have succeeded in turning off such ideas before they ever reached the planning stage.

One exception to this may be the occasionally reported experience of inviting volunteers to do the unattractive jobs. Tasks, such as supervising playgrounds and cafeterias (more policing than supervising), checking papers, and other menial but necessary ones, are assigned to the volunteers, and teachers and administrators indignantly scoff at the "lack of cooperation" when volunteers cease volunteering. The absurdity of expecting free help to do that which paid help abhors apparently never occurs to some educators.

Returning to the "turn-off," we need to ask how one can avoid its impact. Simple. First one needs to recognize the "turn-off" for exactly what it is--a device used to thwart or avoid any attempt at change. Which means don't believe it. Once a "turn-off" is believed it has worked. That does not mean one should not take it seriously. Indeed, seriousness (dedication, militancy) is more necessary than ever. (Note: It is assumed that the idea (job, life) is taken

seriously--if not, forget the idea and this article). Some suggestions for dealing with this particular type of "turn-off" are offered below. Don't hesitate to modify ours and/or add your own.

When a "turn-off" is recognized as a device for thwarting or avoiding change, several alternatives for action are possible. Local situations will help one determine which alternative is most likely to succeed. Care needs to be exercised, however, to avoid the trap of perceiving the situation as being so unique that it is inimical to change.

Mark Simpson's idea could well have had a different fate if he had not believed the Unique Situation "turn-off." He could have accentuated the uniqueness of Sunnywood's situation, adding that that was what he particularly liked about teaching there. Unique means standing alone and Mark could have indicated this also meant standing above other schools. One ingredient of a good school is its concern with improvement, and improvement needs to be tested with experimentation. Therefore, the uniqueness can mean a school is particularly well suited for experimentation.

The overwhelming success of "turn-offs" contains its seed of destruction. Alwood would have never anticipated any such reply from Simpson, and would undoubtedly have capitulated, at least on a trial basis. The parent-volunteers would have been brought in and evaluated when appropriately deployed and provided enough time to make an effect. Chances would be good that other teachers would request similar aid and an educational "good" would be implemented.

Another alternative would be for the teacher to consult with other staff members in order to find one sympathetic with his idea. When approached by two or more teachers, a principal is much more likely to "give it a try." This is not to say full cooperation will be spewing all over the place. It is not unusual for a power holder to be the first to sabotage any plan that threatens to be an encroachment. Change agents need to be watchful of this. A word or two to a trustworthy parent who is involved in the plan would help to insulate the plan from such sabotage.

But what if the principal were adamant? In all likelihood he would not remain so if the parents were notified of the teachers' request at a P.T.A. meeting. Although he would feel "on the spot" for awhile, the ensuing praise from parents for his being forward-looking and "willing to try" would ease the momentary pain.

If the power holder is able to redefine his role--in most cases, actualize the ideal--everyone will profit from it. If he resists such redefinition, tactics other than the verbal reactions will be necessary. There can be no guarantee for change, but even the verbal rebuttal alone will help to break down the resistance. Future confrontations may be easier and change more easily realized once both parties are cognizant of the real meaning of the "turn-off."

One last word regarding uniqueness. Any and every situation is unique. Can you think of a district, school, or classroom that wasn't unique? Substantively, then, there is nothing to the unique situation "turn-off." Bear

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this in mind to help guard against believing in the uniqueness of a situation.

Other "turn-offs" proferred by changeless schoolmen and our recommended "turn-ons" include:

(1) The Budget Won't Permit It: If we could only get it funded." By far the most frequently used "turn-off." Examples of alternative solutions to the real problem of inelastic budgets could include:

    (1) Using equipment on a promotional or advertising basis.

    (2) Soliciting funds from community resources other than the tax base, e.g., fraternal and civic groups, as was recently suggested in an NEA wire regarding purchase of Vince Lombardi football films for high schools.

    (3) Procuring volunteer aid from patron groups such as the P.T.A. and/or establishing an auxiliary patterned after hospitals.

(2) The Parents Would Never Permit It: "We're here to serve the community." A seldom validated "turn-off," which nonetheless has served change resistors well. Its convincing impact is supported by the supremely altruistic premise of, "Our job is to serve the community." Regarding the reference to parents' resistance, at least two alternatives can be suggested:

    (1) Involve all the parents of the children in the problem and decision-making activities leading to its solution.

    (2) Involve smaller groups of parents who have indicated an interest in the problem.

(3) The Teachers Won't Cooperate: "And the students don't care." The typical administrative tactic of placing the blame on others is evident in this "turn-off," but it is viable only if the claim is true. Mobilization of even small groups of either faculty or students--especially if the community is educated and informed as to what is going on--will destroy the acceptability of adminis- trative intransigence. On a second level, the actual existence of student and faculty apathy is a sign that all is not well with the administration itself, and pressure can be brought to bear on those grounds.

(4) The Avuncular Administrator: "You're young yet. When you've been here as long as I have . . . ." Delicate footwork is required for dealing with the old, especially by the young. Recent studies have indicated that the "new breed" of teacher is ready to get involved quickly--and even hassle if necessary-- to work for change either within or outside the system. But he is likely to give the system a chance first. Traditionally, administrators have overreacted regularly to any hint of mili- tancy. Without denying that alternative, which might be regarded as a necessary last resort, dealing with this "turn- off" requires the imaginative cultivation of egos, the mastery

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of research studies that demonstrate what other schools have already done, and the necessary--if distasteful--adherence to the perfunctory hypocrisies of the "courteous" older order.

(5) The Trivia Treadmill: "We have too many other things to worry about." The more an administrator shows an active concern for the management of trivia, the greater the problem faced by personnel interested in change, because such concern indicates a lack of time and a lack of thought. Even the ability to think of real problems might be lacking. The first task of the proponents of change is to discern and study the actual trivia with which the administration is engaged. The second task is to get from the resistors of change those elements they consider to be of primary importance to education. These will seldom involve the trivial; most likely they will be ambiguous "ideals." Change is more readily related to the ideals that the administrator feels himself to be fulfilling, thus choice of the arena for change devolves to the proponents. The final step is to move the resistor to an understanding that his role requires change-exploration, and that trivia is inimical to it.

(6) We Don't Have the Facilities: "Too much in-service training would be required." Many times suggestions for change require facilities a school or district may not regularly use, or even have. Alternatives include:

(1) Utilize all school or district facilities that meet minimal health and safety standards.

(2) Rent facilities from the community.

(3) Establish reciprocating agreements with other community agencies to avoid any cost problems.

In-service training reportedly is a bane to all administrators. It should be encouraged by providing incentives for teachers that could include:

(1) released time from extra duties.

(2) Volunteer teacher aide(s) to help the teacher to implement that which is learned from in-service training.

(3) Salary increases or bonus plans which reflects administration's desire for in-service training.

(4) Reciprocating agreement with college or university to provide training for research, practice teaching, or observation privileges.

Until teachers and administrators realize the impact "turn-offs" have had on our schools, and are willing to invoke some productive "turn-ons," we are all destined to spend another 100 years literally keeping school.

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After reviewing the article on the "Turn-Off" by Hinkemeyer and Langenbach, we have listed several types of activities through which administrators can best achieve the expected career education outcomes.

1. Recognize the need for, and the importance of, comprehensive career education programs.

2. Planning and implementing inservice programs designed to provide the instructional and counseling staff with the concepts, procedures, and materials necessary for the implementation of the career education programs.

3. Planning and implementing institutional climates which are supportive of and important to career education programs.

4. Providing support and leadership for the staff, by demonstrating through action that career education is important.

5. Communicating to the community through various media the elements of career education and the assumptions on which it is based.

6. Initiating contacts between school and community personnel concerning programs available in local business and industry to support career education.

7. Involving students and parents in the development of curriculum in career education.

8. Providing students and staff with a Career Information Center.

9. Investigating, evaluating, and implementing various delivery systems (computerized informational systems, games and simulation activities) for career education.

THE ROLE OF THE CHANGE AGENT IN IMPLEMENTING CHANGE

What is meant by "Agent of Change"? In a social system, it is the change agent who is engaged in the task of changing their institutions. As the link between educational innovation and its eventual adoption into the educational system, change agents are also the link between more than one social stratum and subgroup within the institution, without being too closely associated with any one group. Through their access to these subgroups, they are able to facilitate the process of opening up communication.

Words which come to mind to describe the functions of the change agent are: collaboration, the ability to get the different groups to meet together until the desired change is accomplished; communication, setting up a communication network such that those individuals most affected are brought into the change process; commitment, a means of focusing individuals toward specific goals in a target setting; reinforcement, the continuing effort of follow-through.

More important than these words, though, are skills in decision-making procedures, identification of subgroup formation, interrelationship of communica- tionlines, setting of specific goals, target setting, date of completion, persistence to follow through, specifying potential resources for change, and potential blocks to change.

By learning to analyze social systems, one can learn of the communication function of the institution, information about relationships and principles of the communication process, decision-making procedures and subgroup formation within an educational setting. By establishing relationships through communi- cation one is then in a position to initiate and maintain support for change within the educational system.

Each is a potential change agent. It is necessary that participants are placed into settings where the system will become their training grounds. It is imperative that communication lines are developed and utilized which can lead to collaboration and change.

In Influencing Attitudes and Changing Behavior, it was found that there will be more opinion change in the desired direction if the communicator has high credibility than if he has low credibility. Credibility is defined as expertise or the ability to know the correct stand on an issue, and trustworthiness, the motivation to communicate knowledge without bias. The credibility of the change agent is less of a factor in opinion change later on than it is immediately after exposure. A communicator's effectiveness is increased if he initially expresses some views that are also held by his audience. What an audience thinks of a change agent may directly influence what they think of his message. The more extreme opinion change that one strives for, the more change he is likely to get. And finally, the characteristics of the change agent which may be irrelevant to the change he is trying to bring about, may influence acceptance of the proposed change.

The following is a format for evaluating the attempted change.

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A Format for Evaluating Your Persuasion Attempt

1. The change agent (you)

    A. Physical characteristics

        1. Sex
        2. Age
        3. Dress
        4. Race/ethnic background
        5. Unusual physical characteristics (i.e., eye patch, broken leg, etc.)
        6. Other thought to be relevant

    B. Psychological characteristics

        1. Educational level
        2. Socioeconomic background
        3. Interpersonal contact made alone or with _____ others (how many?)
        4. Familiarity with change techniques employed
        5. Dominant personality features (forceful, serious, shy, sincere, etc.)

II. The target person (or group)

    A. Physical characteristics (same as above)

    B. Psychological characteristics

        1. Same as above plus those below.
        2. History of attitude or behavior which is to be changed

            a) Does the person initially agree or disagree with you?
            b) Has the person acted either in favor of or in opposition to goal in the past?
            c) Have others tried to change the person (failed or successful)?
            d) If yes to former question, what techniques were employed?

        3. Influence of target person

            a) Does person have control of many useful resources other than his vote or attitude? (Assess spread of potential influence.)
            b) Will person have time to work for/with you to change others?

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III. Situation in which contact is made

    A. Place (home of target person or other)

    B. Time of day: Activity which target person was engaged in immediately before contact

    C. Duration of contact

    D. Your role

    E. Target person's role

    F. Other relevant events which occurred during contact

IV. What was your goal for this contact (be specific)?

V. What technique(s) was(were) employed to reach that goal?

VI. To what degree was your goal achieved?

VII. On what objective, behavioral data do you base this answer?

VIII. What other evidence might you have gathered? (Describe)

IX. What factors do you feel produced the final result for this contact (with regard to you, the target person, the situation, the technique, the goal)?

X. Any other general comments which might affect future attempts.

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CHANGE BY OBJECTIVES

by Ward Sybouts

From The Clearing House, Vol. 48, No. 2, October 1973.

> *Nobody, . . . sews a patch of unshrunken cloth onto an old coat.*
> *If he does, the new patch tears away from the old and the hole is*
> *worse than ever. And nobody puts new wine into old wineskins. If he*
> *does, the new wine bursts the skins, the wine is spilled and the skins*
> *are ruined. No, new wine must go into new wineskins.*[1]

During the past two decades, the word "change" in education has been
associated with a feeling of newness and discovery. In the 60's change was the
watchword, but it now is a bit frayed and threadbare--a little out of style
with that element of our educational establishment that once attached a certain
degree of glamour to it. Educators have experienced various degrees of success
or failure as they have become involved with the change process. Some changes
have been slow to reach approval, while others have enjoyed widespread and
speedy acceptance.[2]

In some school districts there have been major efforts to introduce a change
such as modular scheduling; after a few years, a decision may be reached that
modular scheduling does not work and there is a reversion to a traditional block
schedule. The return to the traditional schedule may be based on an assumption
that it would eliminate newly developed problems and at least be more satis-
factory than a modular program. The question of why some school personnel are
able to make changes that yield satisfactory results while others are not, is
still largely unanswered. However, the fact remains that in some settings a
change such as modular scheduling yields satisfactory results, while in others
failure is experienced.

A review of research which has been done on modular scheduling, as an
example of changes in schools, points to a rather positive and successful pattern
of results.

> *Obtaining statistical evidence which compares one program with another*
> *is extremely complicated and difficult. Nevertheless, four conclusions*
> *seem evident from the studies reviewed. (1) The majority of students*
> *appear to learn as much or more, as indicated by achievement tests,*
> *with the modular program as they do with the traditional program. (2)*
> *Students under a modular program gain in their abilities to think*
> *critically, interpret material, and utilize varied sources of informa-*
> *tion. (3) Students and teachers like the modular program better than*
> *the traditional program. (4) College performance may be positively*
> *affected by modular scheduling in high school.*[3]

The evaluation efforts in schools that have found modular scheduling less than
desirable have been by contrast extremely limited or nonexistent.

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In the following pages a review of two case studies is presented in which schools experienced unsatisfactory results when trying to make innovations. A model for planned change will then be presented in which reference will be made, and comparisons drawn, to the schools in the case studies. By the juxtaposition of information from schools where innovations were not successful with the information we know about change, it is possible to focus attention on various elements of a model for change.

The Return

Two recent case studies have been completed in schools that had gone to a modular schedule and then changed back to a block schedule. School A was a small senior high school with an enrollment of approximately 300 pupils. The student population came largely from families which were involved in farming and agri-related industry, some from local owners of small businesses, and a few from professional families. The school facility was designed for a traditional program and the staff was considered by the administration to be above average. School B was a large urban senior high school with an enrollment of approximately 2600 pupils. Families represented for the most part were blue collar. Small portions of the student population in School B were from professional families and a similar proportion were from low-income or deprived homes.

When comparing School A with School B there were obvious differences; however, there were striking similarities in what occurred, or did not occur, relative to the change process. At the end of a three-year period in which modular scheduling was used in each school, a decision was made to return to a traditional block schedule. This decision was recommended by the administration in both cases on the grounds that modular scheduling was not proving to be satisfactory.

Lack of In-service, Facilities, and Discipline. After experiences with modular scheduling, teachers in both School A and School B expressed the view that they did not have sufficient preparation prior to going into this program. Staff members in both schools were of the opinion they had inadequate on-going in-service after entering into modular scheduling. Resource centers and instructional materials were generally viewed as inadequate in both settings by teachers and students. Students like the "freedom allowed by modular scheduling" while teachers in both schools expressed dissatisfaction with the way the school administrators handled, or failed to handle, discipline problems. In both schools teachers expressed the view that their administration was not giving adequate support to the new program.

The Use of Small Groups. Teachers in School A expressed acceptance and a favorable reaction to small group activities. In School B students and teachers alike felt small groups were not successful. In 83 per cent of the scheduled small groups during the first two years of modular scheduling in School B, the teachers used discussion time for presenting lectures.

Dissatisfaction with Independent Study. In School A and in School B independent study was considered a failure by staff members. When staff members were asked to consider the causes involved with the problems perceived with independent study, comments ranged from identifying inadequate facilities to immature students.

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Old Wine in a New Skin. Upon examining the course offerings and the curricular content in both schools, it was revealed by teachers that there were no organized plans for curriculum revision. A few teachers from both schools indicated some major curricular changes they had made as individuals, while approximately one-third of the teachers in School A indicated they had to adjust minor elements and make minor changes in their course content because of modular scheduling. Curricular changes were left to individual staff members.

In both schools staff members expressed mixed feelings about returning to a traditional block schedule. Over half of the teachers in School A said they would prefer staying with modular scheduling, while less than one-fifth of the staff sampled in School B favored staying with modular scheduling.

Recognizing the obvious limitations of case studies involving the two schools, it is still possible to arrive at some limited generalizations. In both instances the schools in question made an organizational change but failed to change their curriculum and did little or nothing to assist the staff to change instructional procedures or methodology. Their problems were compounded by the fact that there was little or no assessment program. Decisions, therefore, were based on inadequate feedback. Net result--a retreat to the past.

A Model for Change

It is possible to speculate about why one school staff is able to innovate with reasonable success while in another situation a similar innovation fails. Various change models and systems approaches have been employed to help principals understand how to go about the process of providing competent leadership for a staff during an effort to bring about change. Quite obviously there is no singular or simple solution.

A strategy which can be employed to provide better orientation to change is planned change by objectives. There is actually nothing new in change by objectives, yet it seems the obvious may frequetly have been overlooked. Change by objectives leads into a sequence of activities and can lend support to total program involvement in a beneficial way.

The first step involved in instituting change by objectives is to determine in specific terms the goals desired. These goals need to be stated in a way that will enable the staff to adequately assess or measure outcomes. With the ability to measure outcomes, accountability can logically follow and the question of "accountable for what and by whom" can be answered.

To set the goals for change by objectives, the principal should apply what is known about involvement of significant individuals. Staff, students, parents, and administration should realistically and actively participate. Change by objectives should employ extensive evaluation information which is designed to give an adequate data base from which to work in preference to unsubstantiated "guesstimates."

Change for change's sake is advocated by some, but it can often be a futile exercise. There are too many needed changes to permit ourselves the luxury of change for change's sake which so often is ill-directed and poorly planned.

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Change for change's sake should be replaced with planned change by objectives.

When looking at the sequence of events that took place in School A and School B, there are strong indications that the staff had very little involvement during the planning and development stages. This limited involvement could be identified as a potential contributor to the poor results experienced by these schools.

The second step associated with instituting change by objectives is to make organizational or structural changes. All such organizational changes should be designed to meet, directly or indirectly, specified objectives. It is at the level of organizational change that some school systems have gotten into difficulty when instituting modular scheduling, for the organizational change becomes the goal rather than a means of reaching a goal.

In schools that have gone to modular scheduling without a clear understanding of change by objectives, there have been serious questions raised about independent study. Observers have indicated independent study did not function properly; however, there were no resource centers, staff members were unavailable as resource persons for students, and an inadequate or nonexistent structure prevailed. Such unfortunate situations might have been avoided if--before making a structural change that established "free time" for students--thought were given to such questions as: What is our goal? How should we organize the program to accomplish our goal? What must students do? What must teachers do? What resources are needed to reach our goal? How much time is needed? How do we evaluate?

There is nothing magical about providing students with independent study if it fits into clearly identified objectives and is structured to reach those objectives. To bring about change by objectives, the structure and organizational changes need to foster reaching specified goals. Such changes become an organizational means of reaching the end.

The third step required to make change by objectives succeed is to revise the curriculum. To make structural or organizational changes without updating the curriculum would be like trying to use old 78 r.p.m. records in an eight-track stereo tape set. Once objectives are identified or clarified, the curriculum must be examined to see if its content is designed to contribute toward the achievement of the objectives.

To write a new curriculum geared to meet the demands of change by objectives is an arduous and exacting task. It may involve confronting sacred cows, old habits, a lack of time and facilities, and perhaps most important of all--vested interests. If the principals in Schools A and B had given continued support, adequate time, resources, and leadership in curriculum revision projects, they might have had a better chance of succeeding.

The fourth step required to foster change by objectives is to consider the methodological or instructional adjustments demanded of the staff. Little will be accomplished toward reaching goals if new structures and curricula are not accompanied by appropriate adjustments in methodology. As an illustration, the staff of School B continued to use the small group setting to present ad lib lectures. Under such conditions in which a staff was not using a different

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instructional approach, it was impossible for small group activities to succeed. The staff in School B needed to have help to understand what was to be accomplished in small groups, how to go about accomplishing specified objectives, and then how to make an assessment on the bases of these objectives to see if goals were being achieved. To change staff behavior is the most difficult of all changes required. The principal cannot assume staff changes will come about automatically, but he must design approaches and systems for bringing about change in teaching strategies and methodology.

Various change models and strategies have been employed or adapted by educational innovators. No common or simple design will fit all situations, but there are several well-tested components which can be identified as workable. Many principals have started by creating an awareness or demonstrating a felt need for program improvement. Helping staff members identify the need for change has been accomplished in many ways: enabling staff to attend professional meetings; arranging visits with selected schools; encouraging the reading of professional literature; bringing guest speakers from other schools, state departments, universities, or professional organizations; financing and planning tours; and scheduling extension courses with accompanying college credit. Follow-up studies and evaluation of student attitudes and progress can also help a staff recognize and become aware of the need for change. Once a need is recognized and the staff is committed to doing something about meeting that need, there must be adequate time given to planning. It should be obvious that staff must be actively and realistically involved throughout the entire process of change by objectives. An on-going and continuous in-service program is needed for a staff moving toward program improvement. A staff involved with innovations will typically find it needs more and different in-service than it was accustomed to experiencing prior to innovating. If it is possible, the principal should restructure the reward system to foster change by objectives. He should be aware that the reward system involves more than salaries: staff members must have needed resources, i.e., materials, time, space, and consultation. The principal will have to confront the issue of staff insecurity and territorial imperatives. It is within the area of vested interests that some of the greatest resistance to change occurs. Staff members need to know they are going to be permitted, even encouraged, to make mistakes. The rear of making a mistake needs to be removed to the greatest possible degree. The staff should be organized to foster and take advantage of the group process--team teaching or differentiated staffing are illustrative of efforts to involve teachers in a fruitful group setting.

The above components to a change system are not all-inclusive, but are intended to be illustrative of some methods which have been recognized for their success or effectiveness in approac....ng the most difficult change to be accomplished--the change of human behavior.

The fifth step in the institution of a program of change by objectives is to establish a plan for evaluation. No predetermined plan can be identified in all details, for assessment needs to be defined after the objectives are known. However, some general guidelines can be considered for assessment. An evaluation system should allow for consideration of pre- and post-measures; possible inter-group comparisons; and process evaluation as well as product assessment. There have been too many instances of school personnel saying they wanted to effect attitudinal changes in students and then making an evaluation

with a standardized achievement test. Such situations reflect a failure to comprehend change by objectives.

Comprehensive structures for change by objectives are reflected in various efforts. The NASSP Model Schools Project and the I/D/E/A/ Learning Community-School Program are both major efforts to bring about change in which objectives are identified that fit into a systematic approach to a comprehensive school improvement program. Program development in both instances is comprehensive in nature so that more than scheduling or organizational structures are affected. Curricular changes are considered as well as instructional variations.

Quality leadership is implicit in order to accomplish change by objectives. The principal is the key. It is through his direction, continued focus of priorities, constant encouragement, and reordering of resources that he fosters change and discharges the duties of his position.

To accomplish change by objectives, the total program must be considered rather than considering piecemeal, patchwork, oversimplified solutions to complex situations. Total change by objectives must involve planning, organizational changes, curricular changes, methodological changes, and assessment. When all elements of change by objectives are incorporated, school teachers may have a much greater possibility of bringing about sufficient modifications in our schools to enable them to keep pace with our changing times.

Footnotes

[1]The New Testament in Modern English. Translated by J. B. Phillips, The Macmillan Co., New York, 1962.

[2]Richard O. Carlson, Adoption of Educational Innovations, The Center for the Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon, 1963.

[3]Elmer C. Murman, "Modular or Traditional? A Survey of Preferences, Opinions, and Performances," Unpublished Doctoral Dissertation, University of Nebraska, 1972, p. 114.

READINGS ON CHANGE FOR STAFF DEVELOPMENT

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THE POLITICS OF STAFF DEVELOPMENT

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March 31, 1975
ED 109 116

The Rand Corporation did a study of change agent programs
sponsored by the U.S. Office of Education. This study
concentrates on staff development as a vehicle of change
in the schools.

School reform must be accomplished with existing personnel. The process
begins with mutual adaptation, progresses to implementation and leads to change.

Initiation implies a felt need to change. How and why did the project
begin? Where did the idea come from? How much support was needed from how many
people? Initiation can come from one of two sources: "goal-seeking" (to move
from an existing pattern to a desired future state) or "problem solving" (dis-
satisfaction from current conditions). The initiation process recognizes some
outside resources which might be applied to an emergent generalized need for
change in someone else's behavior as determined by a small group of middle
level people, who then plunge into the first project treatment that satisfies
them and the funding agency. It must be remembered that specifying the target
group and identifying the individuals are two separate activities. "As trainee
identity increases in terms of specialization, that identity gives rise to
opposition."

Implementation deals with trying to influence teacher behavior. "But the
vast majority of teachers believe in what they are already doing . . . . Those
convictions may not be firmly held or clearly displayed, but the teachers own
professional behavior is still a basic point of orientation . . . . The more in
need of change, the more important that they not be invidiously labeled. Thus
most goals are more than usually amorphous. The vagueness of the goal sets is
compounded by the irony that many of the outcomes of staff development are
difficult to state in behavior terms susceptible to measurement.

Problems may arise when it appears that project goals are different from
district goals. "It was generally important to encourage people to believe that
the project represented only a relatively small change in their existing prac-
tices. Schools are continuing organizations and their pre-project methods
represent distribution of benefits and power and are thus the objects of fierce
loyalty."

Second, change often means more work and more uncertainty--two things most
teachers and other people strive to avoid. By relating project goals to what
exists, the trainee's perceptions of the anticipated work necessary to incor-
porate the change and the uncertainty associated with it could both be reduced.

Big change aspirations are probably functional because they provide their
participants with early motivation and commitment and because when the inevitable

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compromises come, ambitious projects can still salvage a reputable and significant portion of their purposes.

The extent of intended change--that portion of a school staff that must be affected be⌐re the implementation can catually take hold, needs to be determined. Change is an indictment of existing practice and existing practitioners: in its field reality, it is not a state devoutly to be sought, nor is it a clinical, bloodless, consensual process. It is resisted by teachers who feel threatened by it. For these reasons, it is important to succeed with enough of a school building's staff to provide a potentially self-contained unit. (Not fewer than 20-25% of school staff must be successfully trained with project techniques.)

The most successful projects developed their own materials. Locally developed material can counteract the parochiality of teachers, most of whom believe that no one else can possibly know anything of their situations. Locally developed materials also allow participants to pinpoint areas they feel are significant. They then have more commitment and opportunity for early success by working in areas of their specialty.

In an area where graduate training is notorious for the level of its standards, it is interesting to note that three of the projects incorporated tough-minded evaluation of what the trainee's had or had not acquired . . . . The trainees seemed to feel that the vigorous evaluation had contributed credibility to the training experience, i.e., it was not "Mickey Mouse."

Packaging of materials related to success of the training experience.

Most building principals were not in favor of staff development efforts because much projects challenge the principal's traditional role as the instructional leader, master teacher, etc. Resource allocation patterns attested to the power of the principals. Criteria for resource allocation are: (1) social access to training staff, (2) accessibility of grade levels to treatment, (3) the demands of a particular treatment, and (4) unanticipated factors.

Trainee Characteristics

The higher the grade level the more resistent to change. No project was able to have any effect on a high school. High school teachers related to their topical fields more than to an overall schooling mission. Their topic specialization provides them with a source of identity. That specialization strengthens defenses against outsiders and makes resistence to change easier and more effective. The faculties are split into "academic" and "elective" which makes scheduling changes and team teaching and cooperation very difficult. Also, the high school teachers have less free time and organized slack. They tend to feel that they deal with masses of students and this tends to diminish their sense of personal responsibility and thus the felt need to change. In this sense the students are just consumers of goods; they come and they go. High school teachers also are less dependent on principals and therefore more difficult to influence through change of command. And then there's the teacher union, which tends to be stronger at the high school level.

Training of volunteers had positive effects like a good response to the project. But it needs to be understood that volunteers by their nature are

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susceptible to the project by their motivation to participate. Training with volunteers did not adequately prepare the trainer. It misled trainers as to what as to expect. It created obligations and expectations for a continued service for the volunteer, the people who did not have to be coerced! The resources were allocated where they were the least needed. Two distinct training techniques are needed. One for the volunteer; one for the non-volunteer.

Defense characteristics by the teachers were (1) to clam up and exhibit the least performance (therefore, little evaluation could be done) and (2) to suggest that they already know or use the concept in their work. This implies that they are protecting themselves from being the professional who "does not know."

The most effective trainers seemed naively enthusiastic and maintained that enthusiasm in the face of reality.

Principals as a Critical Force

Principals can exercise plenary power to reinforce the project. In those few cases where they did, changes were as swift and dramatic . . . . The only possible correlation between project success and the educational background of the projects administration dealt with the recency of training and the level of training. Recency of experiences from graduate school seems to have armed them with some ideas which they then try to employ. Problems arise when people begin to appreciate how slow and costly change is. Then they tend to scale down their goals to match the available resources.

Characteristics Related to Amount of Success

1. Highly committed management group.

2. A goal of revolutionary change in all the parts of the system.

3. Change initiated from the central office middle management level down.

4. A relatively complicated project treatment with several components and sequences.

5. Strong emphasis on on-site development of materials and written curriculum. Material to allow multiple entry points, teacher pacing, and independent but non-invidious evaluation. Highly role-relevant training.

6. Strong theoretical base.

7. On-site staff assistance.

8. Some materials as reinforcement for continuation not as incentive to begin.

9. Very high felt need among an innocent and trusting training population.

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10. Principal support.

11. Peer group support.

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PLANNED CHANGE THROUGH IN-SERVICE

In the book In-Service Education, A Guide to Better Practice, by Harris and Bessent, four propositions are presented as a conceptual framework to plan for and to initiate change. In-service education is viewed as a process for change in which change can take place in an organizational context. It is a process for planned change resulting in one of several organizational changes which takes place through personnel development.

Career education is described in the Hawaii Career Development Continuum as composed of planned interventions. In-service education represents interventions directed toward deliberate, planned changes. Through the use of a change agent, events are changed to reach a desired goal. In this particular case, the goal is to increase efficiency, develop new skills, continue learning, through the in-service presented to the staff.

Weber in "Obstacles to Overcome in a Program of Teacher Education In-Service," did a study involving 247 selected schools of the North Central Association. The unprofessional attitudes of teachers were identified by him as creating the greatest barrier to change. These attitudes stem from "a generalized feeling of opposition to change; a general disposition of indifferent enertia and complacency; the holding of tenure rights and the feeling that administrators assume the responsibility for educational changes and curriculum improvements." In the Culture of the School and the Problem of Change, (Allyn & Bacon, Inc. 1971, p. 59) Seymour Sarason observed that "there will be groups that will feel obligated to obstruct, divert, or defeat the proposed change."

In-service programs need to deal effectively with resistive personalities. Resistence to influence is viewed as a "positively valued trait in our society indicating productive nonconformity" (Pepinsky, 1966). Because of this it is important for administrators to be aware of and understand people who are resistive to influence. In this light, teacher in-service needs to be developed that are specifically designed for teachers who are sensitive to influence.

There are several strategies which could be used in the assimilation of career education into a particular school. For example:

(1) Assuming variations of staff members commitment will not affect staff development;

(2) Attempt a comprehensive effort in creating positive change in all staff members;

(3) Involve only positive staff members and have them influence other members through normal interaction patterns.

The Center for Vocational and Technical Education did not feel that the above were the best approaches and has suggested a fourth approach as a means to maximize the assimilation of career education into a particular school. This particular strategy was basically to administer three short scales to

every member in a district in order to differentiate them in terms of their orientation toward innovation or change, attitudes towards career education, and commitment to career education. Secondly, the staff was then asked to participate in a special seminar that focused upon changing attitudes towards change and career education.

In their study, they found three broad classifications of educators--those enthusiastic to change, those indifferent to change, and those who actively oppose and are resistent to change. Also, research indicated that staff may be favorable to change, but opposed to career education.

It is recommended that staff members be asked to participate in a special seminar toward career education attitude change. This in-service would have the following purposes:

1. To involve participants in learning activities that will increase the likelihood of continued participation in the in-service program.

2. To induce participants to critically assess career education materials in order to integrate this information with their areas of expertise.

3. To engage participants in discrepant behavior inconsistent with their private feelings to optimize an attitude change favoring career education.

This strategy was developed from Festinger's cognitive dissonace theory and utilized empirical research findings that have demonstrated effective behavioral change. In a field tested study done by The Center for Vocational and Technical Education, it was demonstrated that educators and reseache can work together in bridging the gap between behavioral science and education.

The cognitive dissonace theory has a central hypothesis that the presence of dissonance gives rise to pressure to reduce that dissonance. It is essential that dissonance arousal become a major manipulative technique. It is possible to arouse cognitive dissonance and increase commitment through the use of role playing. This would require that the negatively attracted person act positively attracted to the situation.

In a teacher workshop, it is necessary to consider that incentive, inducement, coercion, and authoritative techniques are likely to reduce the likelihood of attitude change. Individual choice has been carefully considered in the planning strategy for involving resistive teachers. Choice points are structured at critical times to minimize coercion and experimental manipulation. Teacher workshops are often arranged for acceptance of specific ideas or programs without presenting rival ideas. Dissonance can be aroused through defensive reactions on the part of the participants since they are not given an opportunity to compare and view counter arguments. It was demonstrated by Hovland (Experiments on Mass Communication, Princeton University Press, 1949) that a two-sided program is more effective in changing the opinion of those initially opposed to the program. An experiment conducted by Tumsdaine and Janis (1953) clearly indicates that the subjects who received the two-sided communications were able to maintain the adopted attitude.

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The results of the pilot test regarding the effectiveness of the program to induce positive attitudinal change regarding career education is presented as follows:

1. Resistive teachers can be influenced to change their attitudes in a specific direction as a result of planned intervention developed on the theoretical framework of Festinger's theory of cognitive dissonance.

2. A cognitive in-service program designed to provide educational staff information about career education and instructional skill for field testing instructional units is not effective in positively modifying the attitudes of resistive teachers.

3. Active participation via role playing does increase attitude change. Evidence substantiates that both the pro and con role playing groups experienced attitude change consistent with their role. However, in order to directionalize a positive change in resistive teachers discrepant role playing must be induced.

4. Teachers who self-select a position favorable to career education and maintain that posture through a series of role playing exercises experience a short-term attitude change.

5. The subscales acceptance and commitment changed as a result of treatment whereas the change orientating variable remained unchanged throughout the duration of the experiment. The change orientation scale is a relatively stable attitude measure as compared to the subscales acceptance and commitment.

In order for in-service education to have a more positively enduring effect on the total educational environment, it is important that the entire school staff be involved in a program of planned educational change. Important in the process of planned change is recognizing that many teachers often defend the traditional content and approaches in education and resist change.

* * * * *

There are certain techniques which can be used in promoting receptivity to change. These are strategies which are composed of a series of interrelated activities. Four are listed below.

A Strategy to Make Teachers Aware of the Need for Career Education

1. Divide teachers into groups of possible future, probable future, and preferable future. Have each group research their area and report findings to the total class. Keep data.

2. Using the gathered data, have participants prioritize how much the school could influence each of the possible, probable, and preferable future.

3. Using the priority listings, have teachers compare these to the Hawaii Career Development Continuum Guide, to see to see where career education can influence or otherwise contribute with dealing with the future.

4.   Have teachers from the same s   ɔlan one or more school-wide change(s)
     that would be a means of helpɪ   ɪg people to better deal with the
     future.

6.   Using the predicted problem areas of the future, list, assign individuals
     or groups to analyze the Hawaii Career Development Continuum for those
     areas which should be emphasized to best prepare young people to deal with
     these problems.

A Strategy to Make Teachers Aware of the Wide Variety of Possible Directions
That Education Might Take

1.   Using brainstorming, literature, speakers, films, etc., have teachers
     construct a list of trends in educational theory and practice.

2.   Using the list, have the teachers compare it to the Hawaii Career
     Development Continuum. The comparison should be based on which trends are
     compatible with achieving each of the objectives in the continuum.

3.   Have the teachers design a school or course that would utilize as many of
     the positive trends from the list compiled from question #1. Then have
     them discuss the following questions:

          - How does this differ from your school or classroom?

          - Why does your school not utilize more of these trends?

          - Which of the aspects of your design could you implement
             next year? What problems do you anticipate?

A Strategy to Make Teachers More Receptive to the Goals and Objectives of
Career Education

1.   Obtain copies of the Hawaii Career Development Continuum for each of the
     participants. Briefly show the relationships of the basic goals, outcomes
     and subsequent objectives.

2.   Have participants brainstorm what they believe are the goals and objectives
     of a "good" public school education. Make a master list.

3.   Using the Hawaii Career Development Continuum, list the four goals of the
     continuum and list the elements from the master list under the appropriate
     goal.

4.   Have teachers discuss any items which are on the master list which may not
     fit under a goal of the continuum.

5.   Analyze if the elements do not fit under a continuum goal because it
     is not part of career education, or perhaps because it is of extremely
     low priority in the schools.

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6. Point out that a majority of the goals and objectives for a good public school do not conflict but rather are the same as the goals and objectives of the Hawaii Career Development Continuum.

A Strategy to Make Teachers Receptive to Change

1. Assign the participants to discuss the parameters of implementing career education in a given area of needed change, based upon the following: Nature of Change, Career Education Goal, and Change Strategy.

2. Prepare a statement identifying the kinds of changes your school system will have to undergo (or has undergone) in order to implement a career education program. List obstacles to change suggested approaches to overcome those obstacles.

3. Outline a plan for effecting one major change necessary for career education implementation in your school district. List obstacles that you anticipate. Design and plan how to overcome these obstacles.

Upon completion of the activities, evaluation can be made by asking questions directed to priorities of the trainer. We have listed six questions below:

1. What are the major purposes on inservice in the implementation of career education programs?

2. What are the major phases or elements of a career education program?

3. What are the basic implications for the role of the administrator, teacher, and counselor in the implementation of career education?

4. Why is it not necessary to wait until faculty opinion is unanimous before making a change in an instructional program?

5. Cite examples of basic strategies one could utilize in the implementation of career education programs.

6. Identify resource materials and tools which could be utilized in the implementation of career education programs.

These questions can be considered change questions since a great deal of thought and support by the individual is needed in order to answer the questions.

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Minor conflicts may be avoided if the administrator is able to act or respond towards questions regarding the Hawaii Career Development Continuum Guides with positiveness and confidence in the learning experiences. Effective use of the curriculum guides is contingent upon various conditions. As in any instructional program, teachers are obligated to make decisions and adjustments regarding use of teaching materials. Thus, most questions which may arise about the use of guides should be answered with reference to: (a) what is most facilitative and growth-producing for individual students; (b) the given or appropriate mode of interaction among teachers and students; (c) and the requirements or expectations of the local school district.

When administrators are asked questions regarding issues such as scope and sequencing, grade level specification, modification of learning activities, use of alternate activities and resources, time restrictions, and team teaching arrangements, it will be necessary for them to exercise their best personal and professional judgment. The following sample questions and answers should serve to illustrate how the criteria above may be applied:

Question 1: Must I teach every set in the exact sequence presented in the guide?

Response: If there are sound reasons for adjusting the scope and sequence of learning activities, and if such a change will improve the quality of the learning experiences, such changes should be made. In fact, adaptation to the needs of particular classes is encouraged.

Question 2: I have several books, and filmstrips that are related to, but not included in the guide. May I use them?

Response: Yes, using the same rationale as expressed in the response to the previous question, a teacher may wish to add to or adapt the resources available.

Question 3: I plan to use the guide just as specified; is that OK?

Response: Yes, a teacher may adhere closely or completely to the Hawaii Career Development Continuum Guide, particularly if doing so affords the best experience for students.

Question 4: Our district's policy does not allow for teacher aides. Should I avoid learning experiences which suggest using aides?

Response: No. If you consider the learning experiences to be needed by your students, adapt the activities to your situation by splitting the class into small groups, exchanging "aid" with another teacher, requesting the aid of a parent, or some other suitable means. 56

SUMMARY

EDUCATIONAL CHANGE

1. The success of an educational change effort requires active participation by top management. Mere commitment and support are not enough. It is the administrator who sets the tone for the school. Everyone lower down takes cues from him/her; the administrator's priorities eventually tend to be theirs.

2. The content of a successful change strategy will vary with the type of change sought, the kind of people whose behavior is to change, and the nature of the work process.

3. Successful change theory calls for changes in attitudes in interpersonal relations accompanied by appropriate changes in structure. Training is useless unless the system is also changed. What is the point of telling teachers to do one thing when their job is still structured so that he/she lacks the time to practice what has been taught through pre- or in-service? If internal changes are not made, staff may feel that the administration is insincere, ineffectual, or both.

4. Successful change is independent of the size of the unit. What counts are its autonomy in the work flow and the autonomy granted it by top management.

5. In successful educational change, the more radical the projected change, the greater the importance of involving the people affected by the change. It is always advisable to have early and thorough involvement of the employees affected by the change.

6. Successful educational change depends on the ability to alter the surface behavior of most of the people within the organization. This in turn depends, in large measure on providing them with frequent feedback to prove that they have changed--in ways that benefit both themselves and the organization. By and large, an adult's learning 'takes' only after he/she has experimented with new approaches and received appropriate feedback or reinforcement in the on-the-job situation. Feedback, whenever it is positive, is one of the most effective forms of reinforcement. Pats on the back from the boss are fine, but there is no substitute for the steady flow of information that feed the individual's sense of comptence.

    In summary, two models are included in the appendix. The first model is the Educational Change Model by Robert Campbell (Appendix E). The second model by Harry Drier, Jr. is the In-Service Change Model (Appendix F) which he presents in his book In-Service Preparation Key to Career Education Delivery. These should prove useful examples of the types of models available to school administrators.

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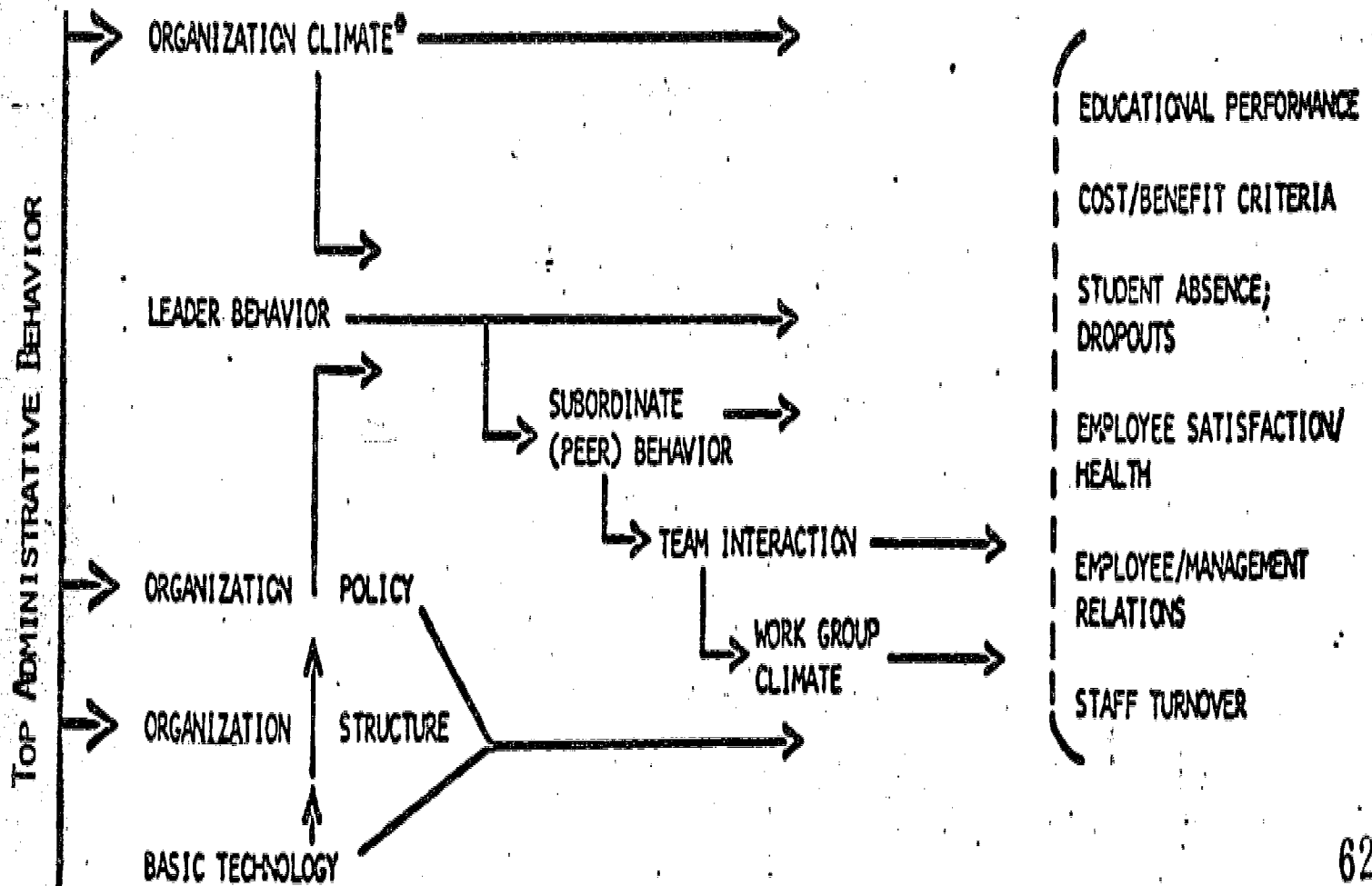   Vocational Journal, March 1972, pp. 81-82.

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APPENDIX

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FIGURE A

A SYSTEMS APPROACH TO ORGANIZATIONAL EFFECTIVENESS IN SCHOOLS

CAUSAL VARIABLES ⟶ INTERVENING ⟶ END RESULTS

TOP ADMINISTRATIVE BEHAVIOR

ORGANIZATION CLIMATE*

LEADER BEHAVIOR

ORGANIZATION POLICY

SUBORDINATE (PEER) BEHAVIOR

ORGANIZATION STRUCTURE

TEAM INTERACTION

WORK GROUP CLIMATE

BASIC TECHNOLOGY

EDUCATIONAL PERFORMANCE

COST/BENEFIT CRITERIA

STUDENT ABSENCE; DROPOUTS

EMPLOYEE SATISFACTION/ HEALTH

EMPLOYEE/MANAGEMENT RELATIONS

STAFF TURNOVER

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* ORGANIZATION CLIMATE IS THE CUMULATIVE EFFECT OF LEADERSHIP AT ALL LEVELS ABOVE THE IMMEDIATE SUPERVISOR, NOT JUST THE TOP LEADER.

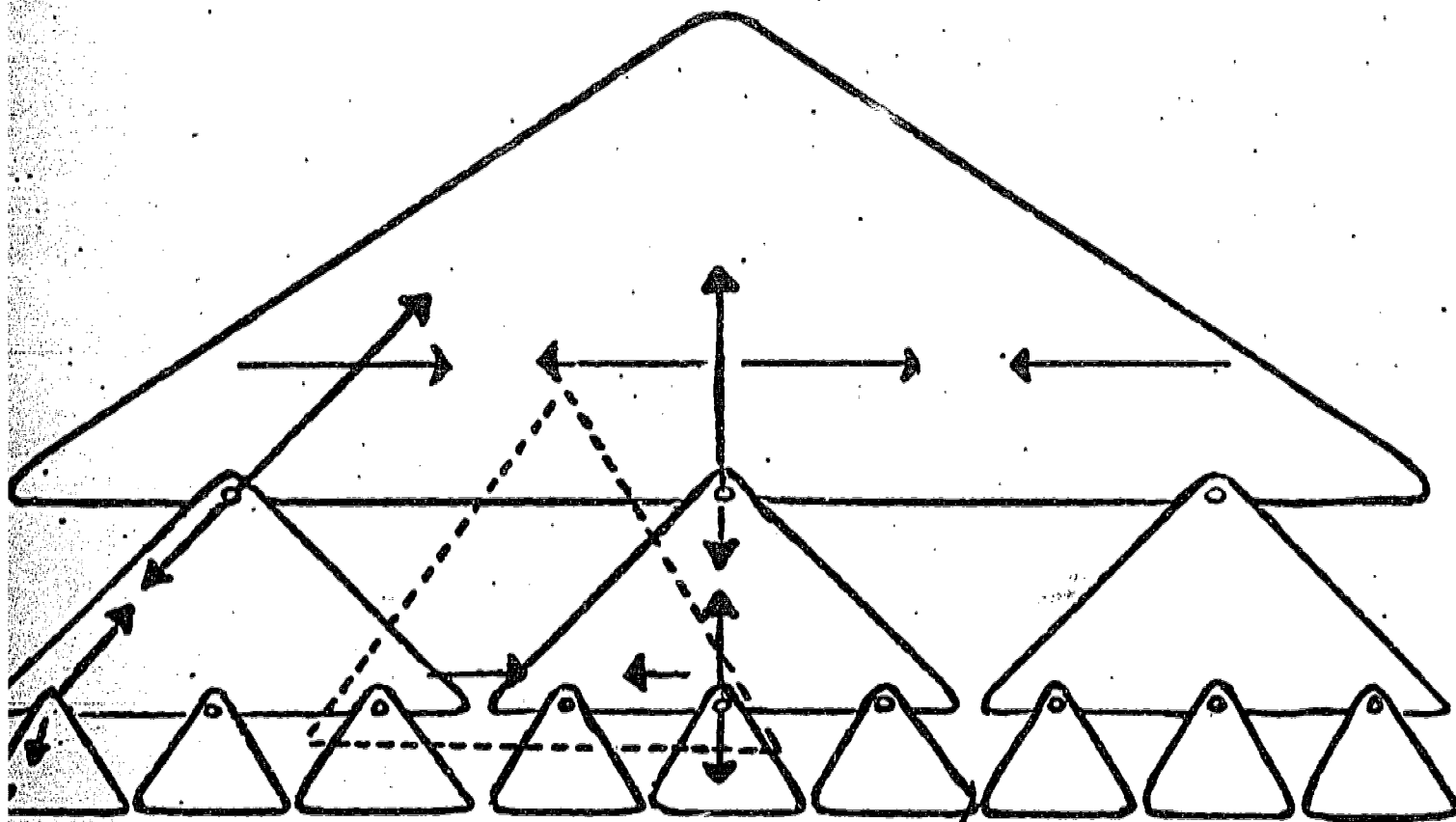CUMULATIVE EFFECT ON ORGANIZATIONAL CLIMATE

CAUSAL VARIABLES   INTERVENING   END RESULTS

TOP LEVEL MANAGERS

ORGANIZATION STRUCTURE
ORGANIZATION POLICY   TOP TEAM   PERFORMANCE
                                  INTERACTION   SATISFACTION
LEADERSHIP BEHAVIOR   ORGANIZATION CLIMATE

MIDDLE LEVEL MANAGERS

ORGANIZATION CLIMATE   PERFORMANCE
                                  MIDDLE LEVELS   SATISFACTION
LEADERSHIP BEHAVIOR   TEAM INTERACTION
                                                          ORGANIZATION CLIMATE
STRUCTURE & POLICY

FIRST LINE SUPERVISORS

ORGANIZATION CLIMATE   PERFORMANCE
                                  FIRST LEVEL   SATISFACTION
LEADERSHIP BEHAVIOR   TEAM INTERACTION
                                                          ORGANIZATION CLIMATE
STRUCTURE & POLICY

NON-SUPERVISORY EMPLOYEES

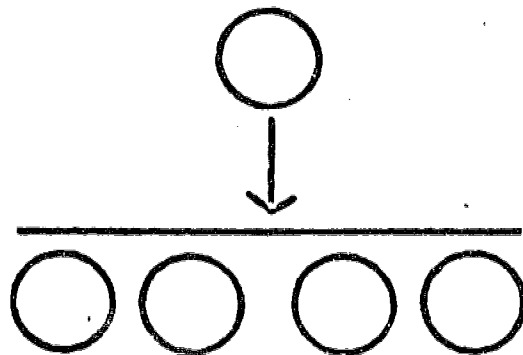Rensis Likert Associates, Inc. 1973.   63
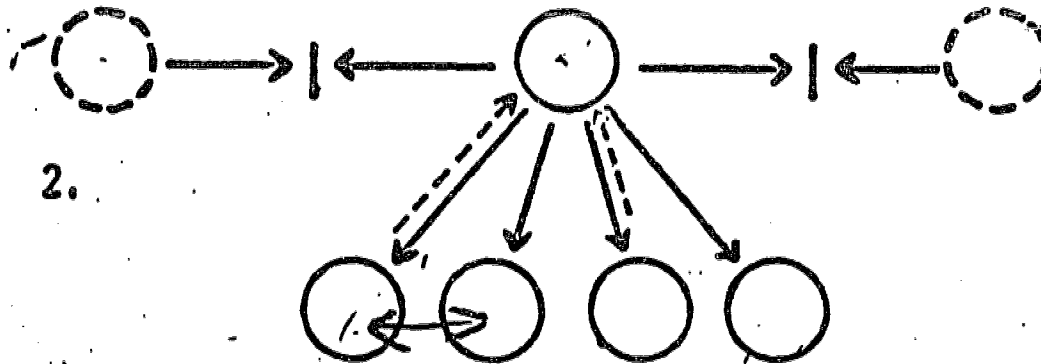
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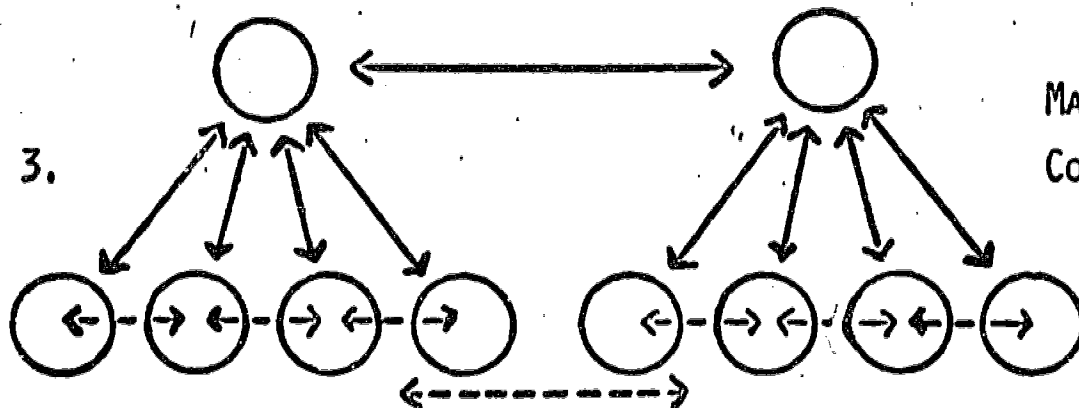THE LINKING PIN

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LEADERSHIP PATTERNS
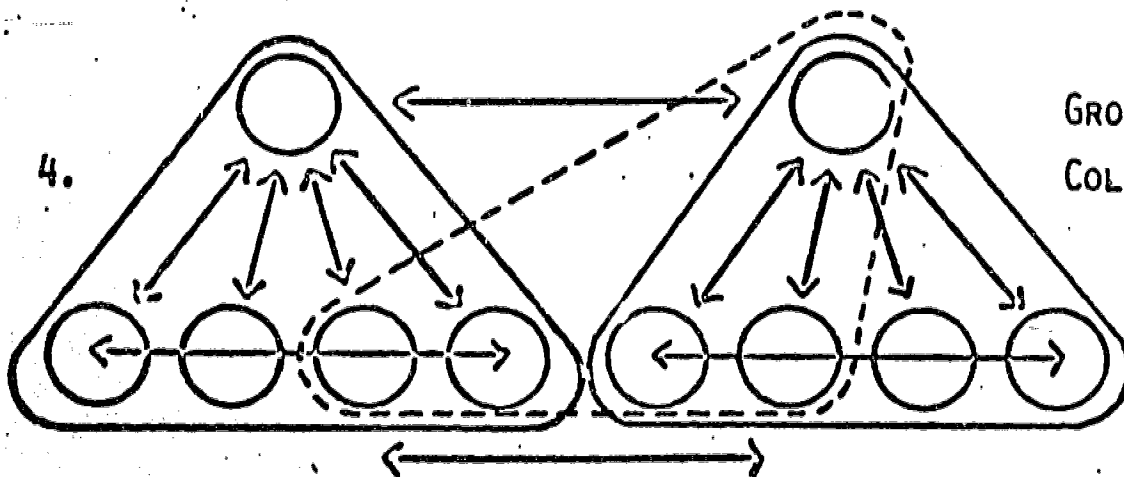
SYSTEM *

ONE-MAN:
COERCIVE

1.

MAN-TO-MAN:
COMPETITIVE

2.

MAN-TO-MAN:
CONSULTATIVE

3.

GROUP INTERACTION:
COLLABORATIVE

4.

* For further characteristics of these four systems, see Rensis Likert, 65
THE HUMAN ORGANIZATION: ITS MANAGEMENT AND VALUE, 1967, McGraw-Hill.

PROFILE OF ORGANIZATIONAL CHARACTERISTICS

|	Organizational variables	SYSTEM 1	SYSTEM 2	SYSTEM 3	SYSTEM 4	Item no.
LEADERSHIP	How much confidence and trust is shown in subordinates?	Virtually none	Some	Substantial amount	A great deal	1
	How free do they feel to talk to superiors about job?	Not very free	Somewhat free	Quite free	Very free	2
	How often are subordinate's ideas sought and used constructively?	Seldom	Sometimes	Often	Very frequently	3
MOTIVATION	Is predominant use made of 1 fear, 2 threats, 3 punishment, 4 rewards, 5 involvement?	1, 2, 3, occasionally 4	4, some 3	4, some 3 and 5	5, 4, based on group-set goals	4
	Where is responsibility felt for achieving organization's goals?	Mostly at top	Top and middle	Fairly general	At all levels	5
	How much cooperative teamwork exists?	Very little	Relatively little	Moderate amount	Great deal	6
COMMUNICATION	What is the usual direction of information flow?	Downward	Mostly downward	Down and up	Down, up, and sideways	7
	How is downward communication accepted?	With suspicion	Possibly with suspicion	With caution	With a receptive mind	8
	How accurate is upward communication?	Usually inaccurate	Often inaccurate	Often accurate	Almost always accurate	9
	How well do superiors know problems faced by subordinates?	Not very well	Rather well	Quite well	Very well	10
DECISIONS	At what level are decisions made?	Mostly at top	Policy at top, some delegation	Broad policy at top, more delegation	Throughout but well integrated	11
	Are subordinates involved in decisions related to their work?	Almost never	Occasionally consulted	Generally consulted	Fully involved	12
	What does decision-making process contribute to motivation?	Not very much	Relatively little	Some contribution	Substantial contribution	13
GOALS	How are organizational goals established?	Orders issued	Orders, some comments invited	After discussion, by orders	By group action (except in crisis)	14
	How much covert resistance to goals is present?	Strong resistance	Moderate resistance	Some resistance at times	Little or none	15
CONTROL	How concentrated are review and control functions?	Very highly at top	Quite highly at top	Moderate delegation to lower levels	Widely shared	16
	Is there an informal organization resisting the formal one?	Yes	Usually	Sometimes	No----same goals as formal	17
	What are cost, productivity, and other control data used for?	Policing, punishment	Reward and punishment	Reward, some self-guidance	Self-guidance, problem-solving	18

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EDUCATIONAL CHANGE MODEL

(READ CLOCKWISE)
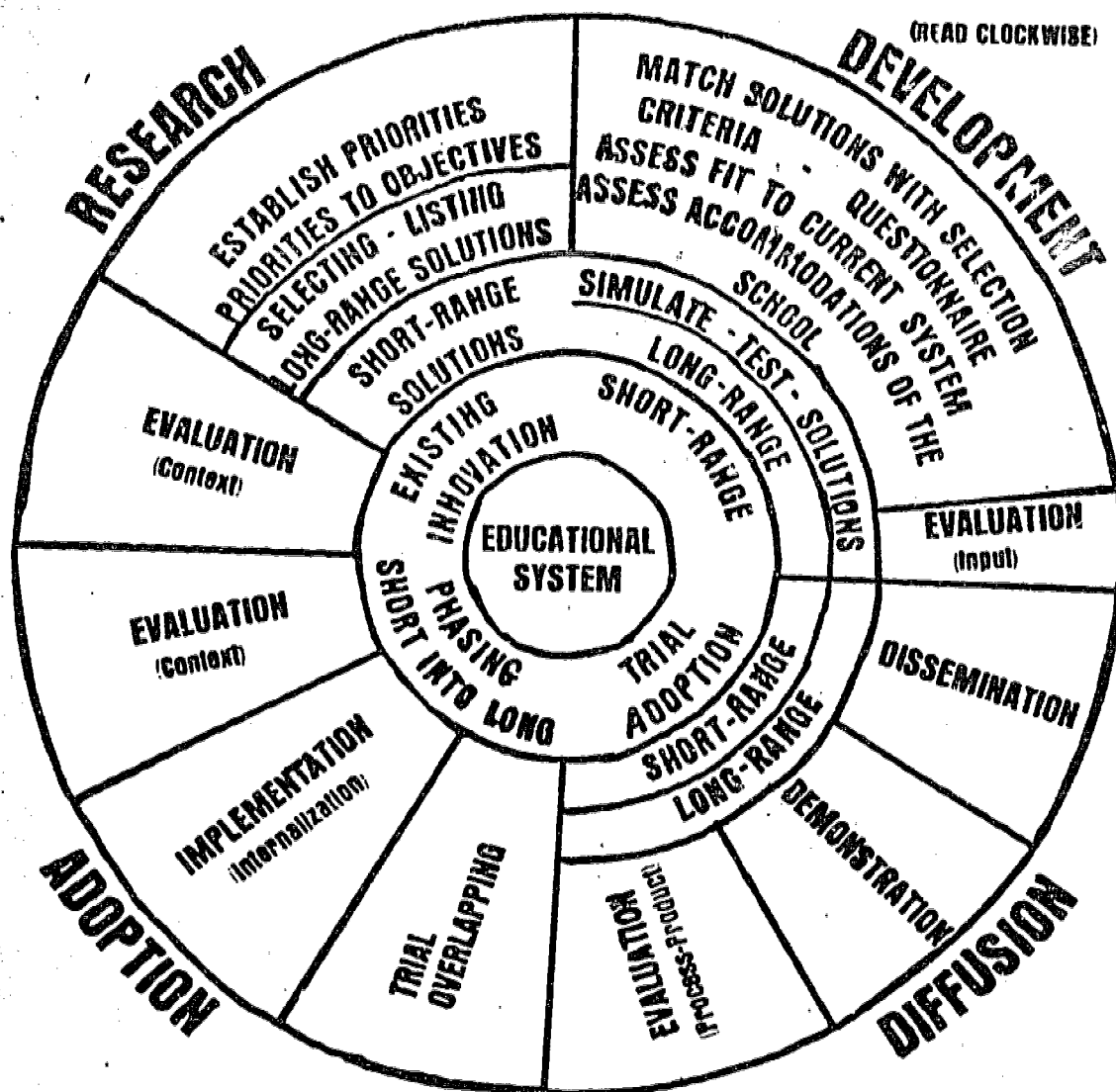
Campbell, Robert E., Edward P. Dworkin, Dorothy P., Jackson, Kenneth E. Hoeltzol, George E Parsons, David W. Lacy, The Systems Approach: An Emerging Behavioral Model for Career Guidance, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1971, p. 13.

Starting with "Research" and moving in a clockwise direction this model illustrates many considerations necessary for educational change. Each phase represents a vital concern of which curriculum innovators should be apprised. In moving toward acceptance by the educational system this cycle should not stop after "Adaption", but should be repeated to consistently provide the most effective program possible for the pupils.

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IN-SERVICE CHANGE MODEL[1]
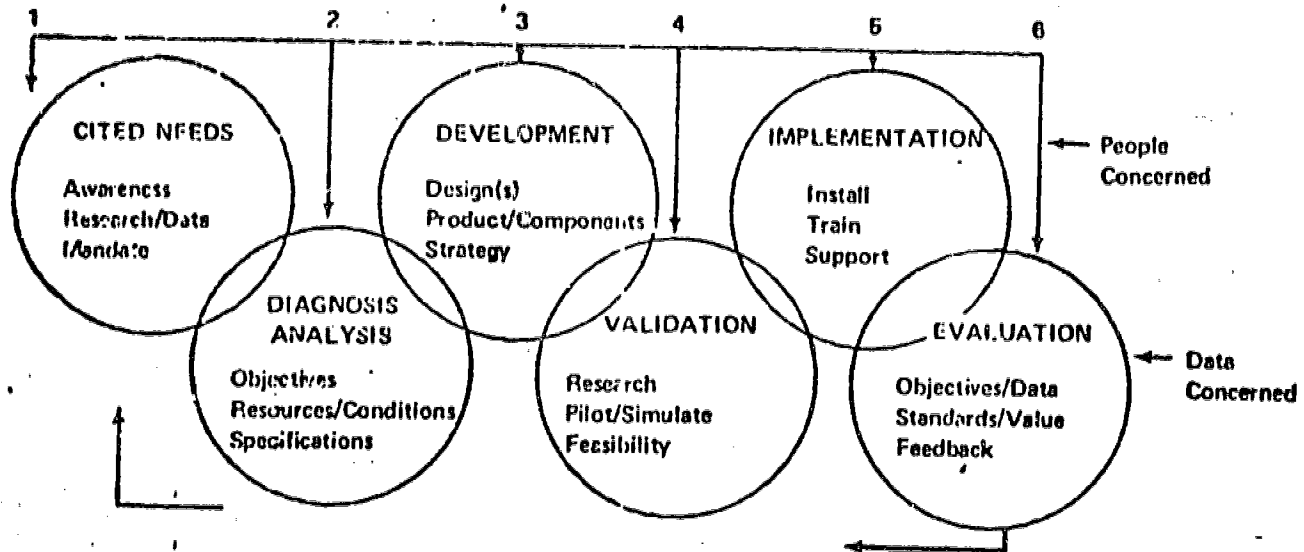
[1]Leslie Bishop, professor of Curriculum and Instruction, University of Georgia, Athens, Georgia.

Drier, Harry N. Jr., In-Service Preparation Key to Career Education Delivery, Paper presented at the Sixth Annual National Vocational and Technical Education Seminar, Columbus, Ohio, 1972, p. 4.

Working from a posture of cited needs gained either by awareness, research/data, or mondate this model illustrates steps toward in-service change. Each of the six steps provides concerns for personnel dedicated to change. They must be faced sequentially and with a full committment of all personnel of the local school district. Each time the cycle is completed the change should become more refined and valuable to those affected in the process of in-service change.

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